

Baylor
College of
Medicine

SCHOOL OF
MEDICINE

Catalog
Academic Year 2022-2023



**Catalog
Academic Year 2022-2023**

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



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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.

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.



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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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M.D. Program Student Handbook



PRN Orientation Retreat

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Have questions? Find out who to [contact for answers](#).

Dean's Message

View message from [Dean's Message from Dr. Jennifer Christner](#).

Student Responsibilities

The [Student Responsibilities](#) section contains information about and links to policies, procedures, rules, and regulations. Students are responsible for all the information presented.

In this section:

- Student responsibilities for all [policies and procedures](#)
- [Requirements regarding official communications/publications](#)
- [Medical Student Professionalism](#)
- [Reporting & Responding to Breches of Professionalism and Ethical Conduct](#)
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- [Access Control Policy](#)
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- [Refund Policy](#)

Principles and Learning Environment

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. View information about our [Principles and Learning Environment](#).

In this section:

- [Links to](#) policies, statements and guidelines, as well as offices and resources designated to support this commitment
- [Release of Information](#) - description of your rights under FERPA

Organization and Governance

View information about [Organization and Governance](#) and its sections below:

- [College and School of Medicine Leadership](#)
- [Committees with Student Involvement](#)

Medical Student Professionalism

A student pursuing the degree of Doctor of Medicine at Baylor College of Medicine assumes responsibility to develop in-depth knowledge, acquire and apply special skills, and demonstrate professionalism.

View information about [Medical Student Professionalism](#) and its sections below:

- [Policies and Guidelines Governing Medical Student Professionalism](#)
- [Honor Council](#)

Career Advising

Visit the [Career Advising](#) page and its sections below:

- Deans of Student Affairs
- Learning Community Advisors
- Specialty Mentors

- Office of Student Services Career Development Center
- Career Advising Activities
- Learning Community Advisors and Specialty Mentors
- Career Planning Resources
- [NICER \(Non-credit Introduction to Clinical Experiences and Research\) program](#)
- [Academic Advising and Elective Counseling](#)
- [Medical Student Performance Evaluation](#)
- [Medical Licensure](#)

Academic Standards & Requirements

Visit the [Academic Standards & Requirements](#) page and its sections below:

- [Links to academic standards](#) related to conduct, technical specifications and more.
- [Requirements for the Degree of Doctor of Medicine](#) including Core Competency Graduation Goals and Graduation Requirements by Year
- [Attendance/Participation and Absences](#)

Academic Schedules and Calendars

Current students can view the [curriculum schedule](#) and additional content.

M.D. Curriculum

View information about the [M.D. Curriculum](#) and its sections below:

- [Links to pages about the curriculum](#) outside the Student Handbook
- [Foundational Sciences Curriculum](#)
- [Clinical Curriculum](#)
- [Examinations](#)
- [USMLE \(Step 1 and 2\) Preparation](#)
- [Satisfactory Academic Progress and Criteria for Academic Advancement](#)
- [Course Credit Policy](#)
- [Academic Standards of Progress for Financial Aid Eligibility](#)
- [Student Promotions and Academic Achievement](#)
- [Transcripts](#)

Learning Community

The Learning Community is a network of clinical faculty advisors for medical students. Advisors follow assigned students longitudinally beginning in the first-year through the final year, which culminates in the awarding of the Doctor of Medicine degree.

View information about [Learning Community](#) on the Office of Student Affairs web pages.

Student Health, Wellness & Career Services

Visit the [Student Health, Wellness & Career Services](#) page and its sections below:

- [Baylor College of Medicine Gathering Guidance](#) (Baylor login required)
- [Student Wellness Resources](#)
- [Student Health Requirements and Services](#)
- [Infection Control](#)
- [Benefits: Student Insurance](#)
- [Leave of Absence](#)
- [Substance and Alcohol Abuse Policy](#)
- [Vaccine-Preventable Diseases Policy](#) (Baylor login required)

[Student Life Services](#)

Visit the [Student Life Services](#) page and its sections below:

- [Services for Students with Disabilities](#)
- [Employment](#)
- [Student Travel \(Baylor Funded\)](#)
- [Food Services](#)
- [Mail Services](#)
- [Campus Security and Public Safety](#)
- [Recreational Facilities and Programs](#)
- [Texas Residency-Tuition Status](#)
- [Student Lounge](#)
- [Parking and Transportation](#)

Social Media and Its Use

The [Social Media and Its Use](#) page contains information on College policies related to the use of social media.

Student Government, Student Societies, Organizations and Committees with Student Involvement

- [Student Organization Handbook](#)
- [Student Senate](#)
- [Student Societies and Organizations](#)
- [Committees with Student Involvement](#)

Policies and Procedures

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.

Statement of Student Rights

Read about the [Statement of Student Rights](#) and the Code of Conduct.

Accreditation

Baylor College of Medicine is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award masters and doctorate degrees. Questions about the accreditation of Baylor College of Medicine may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (www.sacscoc.org).

[View All Baylor Accreditation Information.](#)

Abbreviations used in the School of Medicine Student Handbook

Abbreviation	Definition
AAMC	Association of American Medical Colleges
ACCME	Accreditation Council for Continuing Medical Education
ACGME	Accreditation Council for Graduate Medical Education
AMA	American Medical Association
BCM	Baylor College of Medicine
CME	Continuing Medical Education
FERPA	Family Educational Rights and Privacy Act of 1974
GME	Graduate Medical Education
HLC	Higher Learning Commission
LCME	Liaison Committee on Medical Education
MD	Doctor of Medicine Degree

Abbreviations used in the School of Medicine Student Handbook

Abbreviation	Definition
MDPC	Committee on Student Promotions and Academic Achievement
MSPE	Medical Student Performance Evaluation
SACSCOC	Southern Association of Colleges and Schools Commission on Colleges
SOM	School of Medicine
SPRINT	Student Professionalism Response Intervention Team
UME	Undergraduate Medical Education

Office of Admissions

Phone

[713-798-4842](tel:713-798-4842)

Email

admissions@bcm.edu

Contact Information

- [Office of Student Affairs](#)
- [General Contacts](#)
- [Medical School Directory](#)
- [Academic Contacts](#)



America's fourth largest city is a great place to live, work and play. Find out why.

[Get To Know Houston](#)

Connect with us



M.D. Program Dean's Message



Dear Students,

Welcome to Baylor College of Medicine, School of Medicine. You are among the nation's best and brightest students and are now a part of the mission of Baylor College of Medicine to produce the top physicians and scientists in the world. Located in the Texas Medical Center, the opportunities available to you are truly limitless.

From the very beginning you will be exposed to more than study and classrooms. You will be introduced to direct patient care and asked to develop as critically thinking, compassionate professionals. As you progress your interests will diverge, however the Mission, Vision, and Values of the College will remain as the foundation of your training.

Your dedication to the study of medicine is invaluable to your patients, the College, and society. Your success is Baylor's success.

I hope the information you receive in this [handbook](#) serves as a stepping stone for building a solid foundation of expectations as a student.

[Jennifer Christner, M.D.](#)

Senior Dean, School of Medicine and School of Health Professions, Baylor College of Medicine

Student Responsibilities

As a student enrolled in the Baylor College of Medicine, you should be knowledgeable of the College's policies, rules, regulations, and administrative procedures that affect you. The Student Handbook provides guidelines and policies for all Medical students. Students are responsible for all the information presented in this book.

While every effort has been made to verify the accuracy of information, Baylor College of Medicine reserves the freedom to change, without notice, curriculum, courses, teaching personnel, rules, regulations, tuition, fees, and any other information published herein. This publication is not to be regarded as a contract. Should changes to degree requirements impact currently enrolled students within an academic year, students will be notified.

Further information can be obtained from the [Office of Student Affairs](#).

Policies and Procedures

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](#).

View the [Student Policy Communication Process](#).

The [Academic Policies](#) website provides links to policies of particular relevance to students.

Adherence to policies, procedures and deadlines is considered a professional duty of the medical student and compliance will be reflected in the professionalism section of the Medical Student Performance Evaluation (MSPE). The School of Medicine reserves the right to impose additional penalties, including adverse action, against medical students for repeated non-responsiveness to official email requests and/or non-compliance with requirements, policies, procedures, and deadlines published in official publications.

View the links below for additional information.

- [Statement of Student Rights](#)

- [Code of Conduct](#)
- [Baylor College of Medicine Mission, Vision and Values](#)
- [Policies and Procedures \(Baylor login required\)](#)
- [Educator Conflict of Interest Policy - This policy applies to all Educators, Health Providers, and Learners at BCM. \(Baylor login required\)](#)
- [Faculty Handbook](#)

Student Services

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.

Requirements Regarding Official Communication/Publications

Email is the official and primary method of communication at Baylor College of Medicine. Students are responsible for checking their email on a minimal daily basis while school is in session, so that they stay informed of all official educational/administrative communication, which often include important deadlines.

Baylor College of Medicine will communicate by email important information about requirements and deadlines for completion of mandatory activities, as well as changes to relevant academic policies and procedures, by publishing this information in either the [Student Commons Newsletter](#) or the Student Affairs Thursday News (“official publications”).

Students are on notice that *NO* exceptions will be made to either the deadlines or adherence requirements communicated via BCM email or published in official publications. Lack of awareness of requirements, policies, procedures, and deadlines does not constitute an excuse for non-compliance with these requirements.

Medical Student Professionalism

Standards and Policies Governing Professional and Ethical Conduct

All members of the Baylor College of Medicine (BCM) community are expected to adhere to the highest standards of professional and ethical behavior. The BCM School of Medicine [Technical Standards](#) establish certain behavioral and social attributes, as well as ethical standards and professionalism expectations for all medical students. Students must exercise good judgment and exhibit professionalism, personal accountability, compassion, integrity, concern for others, the ability to accept and apply feedback and to respect boundaries and care for all individuals in a respectfully regardless of gender identity, age, race, sexual orientation, religion, disability, or any other protected status. Students must understand and function within the legal and ethical framework of the practice of medicine and act morally, commensurate with the role of a physician in all interactions with patients, faculty, staff, fellow students, and the public.

In addition to the School of Medicine Technical Standards, several other policies govern the behavior of BCM community members, including medical students, such as:

- [Student Appeals and Grievances](#)
- [Respectful & Professional Learning Environment Policy](#)
- [Standards for Student Conduct and College Oversight \(23.2.01 – login required\)](#)
- [Code of Conduct](#)
- [Compact Between Teachers, Learners and Educational Staff](#)
- [Social Media Policy \(login required\)](#)
- [Policy Regarding Harassment, Discrimination and Retaliation \(login required\)](#)
- [Sexual Misconduct and Other Prohibited Conduct Policy \(login required\)](#).

These policies, along with the School of Medicine [Honor Code](#), establish the types of attitudes and behaviors expected of students pursuing the Doctor of Medicine degree.

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.

Reporting and Responding to Breaches of Professionalism and Ethical Conduct

Reporting a BCM community member's lapse in professionalism is easily achieved by contacting either the Integrity Hotline at (855) 764-7294 or visiting <http://bcm.ethicspoint.com>. The hotline is staffed 24/7, and reports can be anonymous. All reports are confidential. Students may also want to visit the Student Grievances website and the [Integrity Hotline Policy: Reporting Improper Activity or Wrongdoing \(login required\)](#) for additional information that may be helpful prior to contacting the Integrity Hotline.

A report made through either Ethics Point or the Integrity Hotline about a medical student's unprofessional behavior is forwarded to the Director of Medical Student Professionalism for review and triage to the appropriate responding entity.

The Director of Medical Student Professionalism categorizes a medical student's alleged breach of professionalism as a low, moderate, or serious behavior. The approach to each breach level is explained below:

Low level breaches

- Examples: punctuality issues, personal phone calls during educational time, or unprofessional appearance.
- Response: The Director of Medical Student Professionalism will meet individually with a student accused of a low-level breach. The meeting is not punitive but is meant to afford the student an opportunity to share his or her perception of the alleged breach, identify an stressors that may have contributed to the behavior, and help the student to gain insight into the unprofessional nature of the behavior (if the allegation is substantiated). No report is made to a Dean or the [Committee on Student Promotions and Academic Achievement](#).

Moderate level breaches

- Examples: repeated minor offenses or an unexcused absence from required curricular element.
- Response: The [Student Professionalism Response Intervention Team \(SPRINT\)](#), led by the Director of Medical Student Professionalism, meets with the student. The meeting is not punitive but is meant to afford the student an opportunity to share his or her perception of the alleged breach, identify an stressors that may have contributed to the behavior, and help the student to gain insight into the unprofessional nature of the behavior (if the allegation is substantiated). No report is made to a Dean or the Committee on Student Promotions and Academic Achievement.

Serious Level breaches

- Examples: repeated moderate offenses, illegal activity, including failing to report allegations of illegal activity in a timely manner, intoxication in clinical/learning setting, destruction of property; bullying, committing violent act, mistreating others, lying, cheating, falsifying records, or plagiarizing.
- Response:
 - Honor Council Jurisdiction: Any allegation that involves dishonesty, such as lying, cheating, plagiarizing, defaming, or falsifying academic or medical records, is sent to the Medical Student Honor Council for fact finding. If the allegation is substantiated, and the student is found to have violated the BCM Honor Code, the student's name and the Honor Council report will be forwarded to the Committee on Student Promotions and Academic Achievement via the Associate Dean of Student Affairs.
 - Not Within Honor Council Jurisdiction: All other serious level breaches will be sent directly to the Associate Dean of Student Affairs (or designee) for investigation and response. Some serious breaches implicate the safety of the learning and clinical environment and require either placing a student on administrative leave or subjecting the student to the Adverse Action of Suspension as specified in the [Student Progression and Adverse Action Policy \(28.1.05 - login required\)](#) pending investigation.
 - A breach of professionalism may result in course failure independent of academic performance. Furthermore, the Committee on Student Promotions & Academic Achievement may determine that a student's serious breach of professionalism standards warrants an Adverse Action (see [Student Progression and Adverse Action 28.1.05 – login required](#)) of Probation or Dismissal. Serious level breaches of professionalism that may lead to an Adverse Action include, but are not limited to, the following:
 - acting unethically
 - violating the law
 - violating the Code of Conduct
 - violating the [Honor Code](#)
 - falling to meet the School of Medicine Technical Standards
 - violating the [Respectful & Professional Learning Environment Policy 23.2.01 \(login required\)](#) with a serious breach
 - violating the [Social Media Policy \(login required\)](#) with a serious breach
 - violating the [Policy Regarding Harassment, Discrimination and Retaliation \(login required\)](#)
 - violating the [Sexual Misconduct and Other Prohibited Conduct Policy \(login required\)](#)
 - violating the [Compact Between Teachers, Learners and Educational Staff](#) with a serious breach
 - lying, cheating, defaming, plagiarizing, or falsifying academic or medical records
 - engaging in patient care activities without appropriate supervision or through false representation of clinical competency or role on the healthcare team
 - willfully destroying property
 - intentionally or recklessly violating rules of patient confidentiality
 - presenting to duty in a condition of intoxication or other impairment
 - engaging in bigoted, discriminatory, or harassing behavior
 - engaging in disorderly assembly on campus or otherwise misusing or misappropriating BCM property or facilities
 - failing to report allegations of criminal behavior
 - failing to meet academic responsibilities
 - failing to meet clinical responsibilities
 - failing to pay invoices owed to BCM
 - engaging in other behaviors compromising the public trust that are inappropriate for a medical professional

Honor Council

Medical Student Professionalism

Standards and Policies Governing Professional and Ethical Conduct

All members of the Baylor College of Medicine community are expected to adhere to the highest standards of professional and ethical behavior. The BCM School of Medicine Technical Standards establish certain behavioral and social attributes, as well as ethical standards and professionalism expectations for all medical students. Students must exercise good judgment and exhibit professionalism, personal accountability, compassion, integrity, concern for others, the ability to accept and apply feedback and to respect boundaries and care for all individuals in a respectfully regardless of gender identity, age, race, sexual orientation, religion, disability, or any other protected status. Students must understand and function within the legal and ethical framework of the practice of medicine and act morally, commensurate with the role of a physician in all interactions with patients, faculty, staff, fellow students, and the public.

In addition to the School of Medicine Technical Standards, several other policies govern the behavior of BCM community members, including medical students, such as:

- [Student Appeals and Grievances](#)
- [Respectful & Professional Learning Environment Policy](#) (login required)
- [Standards for Student Conduct and College Oversight](#) (23.2.01 – login required)
- [Code of Conduct](#)
- [Compact Between Teachers, Learners and Educational Staff](#)
- [Social Media Policy](#) (login required)
- [Policy Regarding Harassment, Discrimination and Retaliation](#) (login required)
- [Sexual Misconduct and Other Prohibited Conduct Policy](#) (login required)

These policies, along with the School of Medicine [Honor Code](#), establish the types of attitudes and behaviors expected of students pursuing the Doctor of Medicine degree.

Baylor College of Medicine Honor Council

The Baylor College of Medicine School of Medicine Honor Council works to maintain the highest standards of honesty and integrity in all academic matters. The Honor Council has jurisdiction to assist administration in enforcing the SOM Honor Code by investigating, reviewing, and presenting findings

of fact to the Committee on Student Promotions and Academic Achievement after investigating accusations of academic misconduct based on dishonesty.

Examples of academic misconduct based on dishonesty that are within the jurisdiction of the Honor Council include, but are not limited to:

- Cheating
- Plagiarism or utilizing the work or ideas of other individuals without proper acknowledgement or permission
- Sabotaging the work or performance of other students or trainees
- Falsification of academic records
- Tolerating breaches of the Honor Code or academic misconduct performed by other students or trainees

The scope of practice of the Honor Council does not include offenses or accusations that comprise violations of federal, state or municipal law, since such issues should be handled by the proper authorities. However, to the extent that these violations also implicated the SOM Honor Code, the Honor Council will maintain jurisdiction for determining whether an Honor Code violation has also occurred. The Honor Council has the discretion to notify the appropriate BCM administrators and/or external agencies of any potential violations of the federal, state, or municipal law that the Council encounters in response to a complaint or during the course of an investigation. For further information regarding confidentiality practices in the context of legal violations, see Article V, Section 4 of the Honor Council Constitution.

The scope of practice of the Honor Council does not include issues of professionalism that do not constitute violations of the Honor Code. Issues of professionalism are with the scope of practice of the Student Professionalism Response and Intervention Team (SPRINT), the director of Medical Student Professionalism, and the Office of Student Affairs.

Attestation

“On my honor, as a member of the Baylor community, I have neither given nor received any unauthorized aid on this [assessment / assignment]”

Honor Code

“I pledge to maintain a high level of respect and integrity as a student representing BCM. I understand and will uphold the Honor Code in letter and spirit to help our school advance authentic learning. I will not lie, cheat, plagiarize or be complicit with those who do. I will encourage fellow students to uphold these same values. I make this pledge in the spirit of honor and trust.”

Honor Council Constitution

Refer to the [PDF of the Honor Council Constitution](#) for easy reference to the following information:

Article I: Duties and Scope of Practice

Article II: Structure and Organization

- Section 1: Composition
- Section 2: Eligibility
- Section 3: Application and Election Process for Student Members
- Section 4: Removal and Replacement of Student Members
- Section 5: Leadership Roles Within the Honor Council

Article III: Incident Reporting

Article IV: Process of Incident Investigation

- Section 1: Fact finding
- Section 2: Preliminary review
- Section 3: Formal hearing
- Section 4: Documentation
- Section 5: Recusal
- Section 6: Appeal

Article V: Confidentiality and Accountability

- Section 1: Confidentiality of Investigation
- Section 2: Anonymity of Incident Reports
- Section 3: Confidentiality of Other Witnesses

Article VI: Annual Report

Article VII: Constitutional Review

Article VIII: Constitutional Amendments

Contact Information

Faculty Advisor:

Dr. Jean Leclerc Raphael, M.D., M.P.H.

raphael@bcm.edu

Honor Council Representatives

Class of 2023

Jae Eun Lee

Denise Robson

Samantha Neal

Seth Mattson

Class of 2024

Gage Hallbauer

Anna Jang

Richard Bui

Andrew Cooper

Related Links

- **Ethics Point** www.bcm.ethicspoint.com or 855-764-7292
- [BCM Regulations Concerning Conduct](#)

Reporting of Criminal Allegation, Arrest, or Conviction

All Baylor College of Medicine (BCM) students enrolled in any School of Medicine (SOM) program, including students on an approved leave of absence, must report all criminal allegations, arrests, and convictions to the Associate Dean of Student Affairs within five days of such event. This mandatory reporting requirement extends to any jurisdiction, whether domestic or international, in which the student faces or has been the subject of at least one of the following legal actions:

- Cited or charged with any violation of the law, except for a class C misdemeanor traffic violation or the equivalent (i.e., a moving violation for speeding or a parking ticket);
- Served with an Order of Protection or an equivalent court order restricting the student's access to a specific location or proximity to a specific individual or organization;
- Arrested, arraigned, or indicted on criminal charges;
- Convicted of a misdemeanor or felony other than a class C misdemeanor traffic violation or equivalent;
- Sentenced to serve jail or prison time or to pay a fine other than for a class C misdemeanor traffic violation or equivalent; or
- Subjected to a court martial.

Compliance with this policy is a professionalism requirement of the SOM, and prompt reporting of any of the legal actions enumerated above offers the student immunity from an Adverse Action as may arise from an undue delay or failure to report the legal action. The Committee on Student Promotions and Academic Achievement (MDPC) has discretion to determine when an undue delay in reporting has occurred or alternatively to excuse delays in reporting based on the circumstances of a particular case. Failure to report alleged criminal activity, convictions, or arrests (as provided above) or other legal activity enumerated above may result in an Adverse Action as defined in the [Student Progression and Adverse Action Policy \(28.1.05\)](#). The MDPC determines the impact of either an alleged or a substantiated violation of the law on the student's status in the SOM, as provided in the [Background Checks and Criminal Convictions Policy for Program Applicants and Current Students \(23.1.00\)](#) and the [Student Progression and Adverse Action Policy \(28.1.05\)](#).

Criminal Background Check Policy

Baylor College of Medicine seeks to ensure that all incoming and current students in programs that involve patient care or that lead to a role in a licensed professions meet both the high excellence and professionalism standard of Baylor and the profession for which they are being trained. Students and trainees at Baylor practice in confidential environments and bear responsibility for the health and safety of patients, which requires both ethical behavior and the exercise of sound judgment.

Baylor will notify all applicants that any criminal convictions (including deferred judgments) may impact their ability to become licensed following the completion of a Baylor academic program. Baylor will also perform criminal background checks to determine whether Applicants and Current Students are at risk of licensure restriction, and communicate the potential impact on future licensure and eligibility to matriculate or maintain enrollment at BCM.

Read more about the [Baylor Background Check Policy](#) (login required).

Falsification of Admission 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.

- If the misrepresentation is discovered after the candidate is admitted the offer for admission is normally withdrawn.
- If misrepresentation is discovered after a student is registered the offer of admission normally will be revoked and the student will be required to leave the school.
- If the discovery is made after a degree has been awarded the degree normally will be rescinded.

The determination that the application is inaccurate or contains misrepresentation rests solely with the Admissions Office and will be resolved outside the student disciplinary process.

Principles and Learning Environment

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. The links below will take you to information on policies, statements and guidelines, as well as offices and resources designated to support this commitment.

- [Statement of Student Rights](#)
- [Commitment to Diversity, Inclusion and Equity](#)
- [Office of Institutional Diversity, Inclusion and Equity](#)
- [Diversity and Inclusion Policy](#)
- [Title IX and Gender Discrimination](#)
- [Notice of Nondiscrimination](#)
- [Learner Mistreatment Policy \(Baylor Login Required\)](#)
- [Student Appeals and Grievances Policy \(Baylor Login Required\)](#)
- [Respectful and Professional Learning Environment Policy: Standards for Student Conduct and College Oversight \(Baylor Login Required\)](#)
- [Clinical Supervision Policy \(Baylor Login Required\)](#)
- [Narrative Assessment Policy \(Baylor Login Required\)](#)

Notice of Nondiscrimination

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. BCM is subject to Title IX of the Education Amendments of 1972, 20 U.S.C. § 1681 et seq., and its implementing regulations, 38 C.F.R. Part 106.

If you believe that you have experienced or observed discrimination or harassment based on gender, gender identity or expression, or sexual orientation, please contact the College's Title IX Coordinator. The Title IX Coordinator is the official designated by BCM to coordinate the College's efforts to comply with its obligations regarding sex-based discrimination.

Toni M. Gray, Title IX Coordinator
Office of Title IX
One Baylor Plaza
BCM207
Houston, TX 77030

Phone: 713-798-8137

Email: Toni.Gray@bcm.edu

Marsha Brewington, Deputy Title IX Coordinator

Office of Title IX

One Baylor Plaza

BCM207

Houston, TX 77030

Phone: 713-798-2527

Email: Marsha.Brewington@bcm.edu

If you believe that you have experienced or observed discrimination or harassment based on race, color, age, religion, national origin, veteran status, disability, or genetic information, please contact the College's Employee Relations Team in the Office of Human Resources.

Employee Relations Team

Human Resources

Phone: 713-798-4346

Email: employeerelations@bcm.edu

To make a report outside of the College you may file a complaint with the U.S. Department of Education's Office of Civil Rights (OCR).

Texas Location:

Office for Civil Rights

U.S. Department of Education

1999 Bryan Street, Suite 1620

Dallas, Texas 75201-6810

Telephone: 214-661-9600

FAX: 214-661-9587; TDD: 800-877-8339

Email: OCR.Dallas@ed.gov

National Headquarters:

U.S. Department of Education

Office for Civil Rights

Lyndon Baines Johnson Department of Education Bldg.

400 Maryland Avenue, SW

Washington, DC 20202-1100

Telephone: 800-421-3481

FAX: 202-453-6012; TDD: 800-877-8339

Email: OCR@ed.gov

Living Our Values

Baylor College of Medicine is committed to the values of integrity, respect, teamwork, innovation, and excellence. Should you face situations that do not align with our values, resources are available to help you with interpersonal or personal challenges.

[Find Resources](#)

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.

- The right to inspect and review the student's education record.
- The right to request the amendment of the student's education record that the student believes are inaccurate or misleading.
- The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent (directory information).
- The right to file a complaint with the U.S. Department of Education concerning alleged failures by Baylor College of Medicine to comply with the requirements of FERPA.

Students may request in writing that Baylor College of Medicine withhold their directory information from inquiring educational sources. Directory Information includes but is not limited to:

Name, local address and telephone number, major field of study, dates of attendance, class schedules, degrees granted and graduation dates, class standing, Baylor e-mail address.

Official Grades may only be transmitted from Baylor College of Medicine to another institution through an official transcript issued by the Office of the Registrar.

If a student requests a letter of recommendation, the individual faculty member may state only the official letter grade received in the course and a narrative. Official letter grades are Honors, High Pass, Pass, Marginal Pass and Fail. Departments and faculty of Baylor may not transmit any numerical grade to another institution or individual faculty member.

Departments may discuss grades with individual students and release an individual sealed, confidential report to each student. Departments may post or release general information about course grades including: mean scores and grade distributions; however, Federal Law prohibits the general posting or group release of individual grade information which in any way identifies individual students including the use of a code.

Read the [BCM Student Notification of Family Education Rights and Privacy Act \(FERPA\)](#).

Read about the [BCM Student Records Policy](#) (login required).

Organization and Governance

Executive Offices



[Office of the President](#)

Paul Klotman, M.D., FACP

Dr. Paul Klotman is the president, chief executive officer and executive dean of Baylor College of Medicine. The president has responsibility for all decision-making that affects the academic policies and administrative operations of the School, and for reporting directly to the Board of Trustees. Serving under the president's authority are the department chairs and center and institute directors, the deans, associate deans and assistant deans, and the executive leadership team.



[Office of the Provost](#)

Alicia Monroe, M.D.

Dr. Alicia Monroe is Baylor College of Medicine's provost, senior vice president of Academic and Faculty Affairs and serves as the College's chief academic officer. Working closely with the president and the deans, the Office of the Provost provides centralized infrastructure to leverage resources across the institution, design and apply research for evidence-based approaches, and ensure a highly efficient, effective organization in which all our initiatives are aligned with our mission, vision and values. The Office of the Provost provides oversight to meet the needs of students and faculty across the College.

School of Medicine



Dean, School of Medicine

Jennifer Christner, M.D.

Dr. Jennifer Christner serves as the dean of the School of Medicine. This position reports to the president, chief executive officer and executive dean of the College with general oversight responsibility for the offices of Admissions, Student Affairs, Curriculum, Graduate Medical Education and Continuing Medical Education.

This position is responsible for the academic programs of the School of Medicine, including the M.D. Degree program, Dual degree programs, Graduate Medical Education programs, Continuing Medical Education programs and Baccalaureate/M.D. programs.

Office of Curriculum



Senior Associate Dean, Curriculum

Nadia Ismail, M.D., M.P.H., M.Ed.



Associate Dean, Foundational Sciences

J. Clay Goodman, M.D.



[Assistant Dean, Foundational Sciences](#)

David R. Rowley, Ph.D.



[Associate Dean, Clinical Sciences](#)

Stacey Rubin Rose, M.D.



Assistant Dean, Evaluation, Assessment and Education Research

Joel Purkiss, Ph.D.



Assistant Dean, Interprofessional Education

Anne Gill, D.Ph., M.S., R.N.

Simulation and Standardization Patient Program



Medical Director

M. Tyson Pillow, M.D., M.Ed.



Director

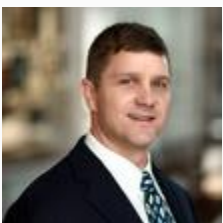
Kelly Poszywak, M.S.

Office of Student Affairs



Senior Associate Dean, Student Affairs

Andrea Gail Stolar, M.D.



Associate Dean, Student Affairs

Edward Lee Poythress, M.D.



Sr. Director, Student Affairs

John Rapp, M.Ed.



Sr. Project Manager

Reginald Toussant, M.Ed.



Sr. Administrative Coordinator

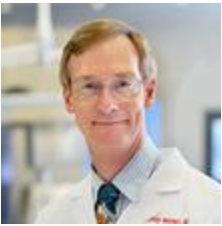
Yvette R. Pinales



Sr. Administrative Coordinator

Dianne Ohnstad, B.B.A.

Dual Degree Programs



M.D./M.B.A. Co-Director

Stephen Whitney, M.D., M.B.A.



M.D./M.B.A. Co-Director

Theresa Tran, M.D., M.B.A.



M.D./J.D. Program Director

Susan Raine, M.D., J.D., L.L.M.



Director, M.D./M.P.H. Program

Julieana Nichols, M.D., M.P.H.



Director, Medical Scientist Training Program

Sharon Plon, M.D., Ph.D.



Medical Scientist Training Program Administrative Operations Director

Krista Defalco, M.H.A., M.B.A.

Committees with Student Involvement

The following Committees have student members: Curriculum, Admissions and Student Services. Students are encouraged to participate.

Students on [At Risk Status, Academic Probation or on Suspension](#) may not serve on these official college committees.

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

Curriculum Committee

The Curriculum Committee has the integrated institutional authority to oversee and direct the overall design, management and evaluation of a coherent and coordinated curriculum for the medical education program. In collaboration and partnership with the Curriculum Office deans, it ensures faculty, medical student, and administrative participation; utilizes expertise in curricular design, pedagogy, and evaluation methods; and leverages empowerment, from bylaws to work in the best interests of the institution without regard for parochial or political influences or departmental pressures.

[Read more](#) about the Curriculum Committee.

Admissions Committee

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.

Student Services Committee

Students from all the schools at Baylor College of Medicine serve on committees that help ensure that resources and initiatives are meeting the needs of the students they are designed to support.

[View Student Engagement Site](#)

Academic Standards and Requirements

Standards

- [Compact between Teachers, Learners, and Educational Staff](#)
- [Attendance/Participation and Absences](#)
- [Leave of Absence/Change in Status](#)
- [Medical Student Professionalism](#)
- [Technical Standards](#)
- [Academic Standards & Progression](#)

Academic Schedules and Calendars

Current students can view the [curriculum schedule and additional content](#).

Requirements for the Degree Doctor of Medicine

On the recommendation of the faculty, the President of the Baylor College of Medicine confers the degree Doctor of Medicine on students who satisfactorily complete the School of Medicine curriculum, demonstrate the intellectual, professional, and interpersonal skills to function as a physician, and adhere to the high moral and ethical standards of the noble profession of medicine.

A student must first earn credit in each of the required courses in the [foundational sciences curriculum](#) before progressing to the [clinical curriculum](#). Students typically complete the foundational sciences curriculum in 18 months but must complete this portion of the curriculum in more than 30 months from original matriculation date or risk dismissal from the School of Medicine.

Only students who have earned credit for each component of the foundational sciences curriculum (including passing the NBME Comprehensive Basic Science Examination) within the prescribed time frame are allowed to advance to the [clinical curriculum](#). During the clinical curriculum, a student must earn credit for each of the core clinical clerkships, a sub-internship, selectives, electives, CABS, DDASH, and APEX. In addition, a student must pass [USMLE Step 1 and USMLE Step 2 CK](#) as well as the BCM CPX examination. Students typically complete the clinical curriculum in 30 months but must complete this portion of the curriculum in 42 months or risk dismissal from the School of Medicine.

Unless part of a dual degree or other academic or professional program approved by the Committee on Student Promotions and Academic Achievement, students typically complete the entire School of Medicine curriculum in 46 months from matriculation but must complete the entire curriculum within 72 months of the original matriculation date or face dismissal from the School of Medicine. [Apply for Step 1 and Step 2 CK through NBME on NLES \(NBME Licensing Examination Services\)](#).

Note: Updated graduation requirements include recent Curriculum Committee approved changes/waivers due to COVID-19.

Core Competency Graduation Goals

- [Core Competency Graduation Goals](#)

Graduation Requirements by Year

- [Graduation Requirements 2023 Graduates](#)
- [Graduation Requirements 2024 Graduates](#)
- [Graduation Requirements 2025 Graduates](#)
- [Graduation Requirements 2026 Graduates](#)

Attendance/Participation and Absences

During all phases of training (Foundational and Clinical), students may be excused for necessary health care services to maintain their physical and mental well-being (such as preventive health services, care for chronic illnesses, physical therapy and counseling / psychological services).

Students must communicate planned absences to the course coordinator, course director or other supervisors as outlined in the guidelines for Foundational Sciences Curriculum, Clinical Curriculum and Clinical Rotation Absence Guidelines sections below. Students need not disclose the specific type of healthcare that is being sought. A student's decision to seek healthcare during a foundational or clinical course should have no impact on his or her performance evaluation or grade for the course.

Foundational Sciences Curriculum

Medical students are expected to remain in academic residence during the published academic terms (i.e., reside in the Houston vicinity). Personal time away from Baylor College of Medicine School of Medicine, within the timeframe of required academic activities without prior approval, is considered a breach of professionalism. As described in the Student Handbook, personal time away during an academic term will require prior approval from the Dean of the Medical School or designee and will not be granted without cause (e.g., emergencies, natural disaster, and illness). **Requests for planned absences, within a term, must be submitted for consideration no later than two weeks prior to the start of the term.**

Furthermore, while a student is actively enrolled in the School of Medicine, attendance and participation in SOM courses takes precedence over all other obligations including but not limited to enrollment in courses outside the SOM (both online and in person) and SOM committee participation.

Foundational sciences courses entail a variety of educational experiences, each with its own attendance requirement. Unless otherwise specified in a Course Overview Document, attendance at lectures is recommended and expected but not is not mandatory. However, streaming services of individual classes is not an enumerated right. Technical difficulties or system failures may occur, and it is the responsibility of the student to become familiar with that content if they choose not to attend a lecture session.

Educational experiences such as laboratories, active learning sessions, team-based learning sessions, live patient sessions (even when occurring in a large lecture hall), clinical preceptorship experiences,

and other small group learning activities require in person attendance. Active learning sessions – such as those involving patients or faculty panels, may change on short notice that is not predictable. It is the expectation that students, unless they have already received prior approval to be absent, will be available for any rearranging of sessions in a course within their academic residence.

Course directors may factor satisfactory attendance in deriving a student’s final course grade and may limit absences. The criteria for satisfactory attendance and the impact of attendance on a student’s final course grade are specified in the Course Overview Document of each course.

Revised April 18, 2019.

Clinical Curriculum

Students who register for Clinical Rotations (Clerkships, Sub-Internships, Selectives, and Electives) are expected to honor their commitment to the course. **A student desiring to change their schedule must adhere to the [add/drop policy](#) (outlined under academic policies).** Clinical Rotation (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 form, which must be submitted to the Office of the Registrar prior to the start of the rotation.

Attendance and full participation during all aspects of Clinical Rotations, Electives, DDASH, APEX and any other clinical year(s) required course are expected and considered an important part of the student's responsibility and education. Furthermore, attendance and participation are both important components in the evaluation of student performance.

Students form an integral part of the hospital or office team and are accorded real roles based on the expectation that they will be there to fulfill their educational and patient care responsibilities. For this reason, it is expected that absences from clinical rotations will be minimal and only for legitimate reasons that are described below (Clinical Rotation Absence Guidelines).

All students are required to be present on the first day of a Clinical Rotation. Participation in the orientation session of a new Clinical Rotation is mandatory since important information regarding Clinical Rotation expectations and procedures is covered on the first day. Course expectations and attendance requirements for all Clinical Rotations are determined and recorded by the department. In addition, students are expected to remain available to discharge clinical responsibilities until 5 p.m. of the final day of the applicable quarter, term, month or two-week selective.

In addition to following the Guidelines on Clinical Rotation Absences, the student must provide a written physician's note to the Office of Student Affairs for medical absences lasting three days or more. This letter should not contain Private Medical Information.

Religious Holiday and Activity Absence Guidelines

Students will not be scheduled to perform clinical duties on official Baylor College of Medicine holidays.

Clinical Rotation Absence Guidelines - Clerkships, Sub-Internships, Selectives, and Electives

An excused absence is one in which the student has a legitimate reason for being absent and he/she obtains appropriate permission, **in advance**, from the course director for the days in question.

Students must inform the course coordinator, the course director, and the appropriate attending physician or chief resident on the team to which they are assigned for any scheduled absences and any absence arising from an emergency situation unless physically unable to communicate. Failure to communicate an absence as directed may be considered an unexcused absence and may be grounds for failure of the rotation.

Reasons for excused absenteeism may include:

Medical illness experienced by the student (physician note required on the 3rd day of illness)

Personal crisis (e.g., death or illness of immediate family member)

Child birth (maternity and paternity policy of the College takes precedence)

Presentation at professional meetings (up to two days with attendance up to department's discretion)

Residency Interviews

Absences NOT covered by the categories above (such as attending a wedding or graduation of a friend or family member) may or may not be granted following review by the course director. It is likely that students will be required to make up any time for such absences.

An unexcused absence is any absence in which the student fails to gain prior permission or falls outside of the guidelines outlined above for excused absences. **Unexcused absences are grounds for failure of a clinical rotation and should be reported to the Dean of Student Affairs.**

NOTE: Frequent absences, regardless of the reason, may be used as one component in calculating a student's overall grade, and may result in grades of marginal pass or fail. Misrepresenting absences or absence requests is a breach of professionalism and is grounds for failure.

Students who miss more than the minimum allowed absences may still pass the rotation if: a) performance on days attended is satisfactory; **AND**, b) students make-up the excess days missed in a manner acceptable to the course director. Make-up time will not exceed the number of days missed.

Excused Absences and Remediation

Each clinical rotation allows a limited number of excused absences based on the length of rotation. Refer to the table below to determine the number of excused absences allowed before remediation is required.

Excused Absences and Remediation

Clinical rotation	Excused absences	Resulting consequences
1 week	0.5 days	No remediation
	1 day	Remediation required
	>1 days	Repeat the rotation or sub-rotation
2 weeks	1 day	No make-up time
	2 days	Remediation required
	>2 days	Repeat the rotation or sub-rotation
4 weeks	1-2 days	No make-up time
	3-4 days	Remediation required
	>4 days	Repeat the rotation or sub-rotation

Revised Dec. 2, 2021

Principle

The purpose of this principle is to acknowledge respect for the religious diversity of Baylor College of Medicine 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.

Applicability

These guidelines apply to BCM students who, because of religious beliefs or practice, believe that they are unable to attend a class, participate in any examination, or in other ways fulfill an educational requirement of any course, clerkship or other required activity.

Applicability

These guidelines apply to BCM students who, because of religious beliefs or practice, believe that they are unable to attend a class, participate in any examination, or in other ways fulfill an educational requirement of any course, clerkship or other required activity.

Guidelines

Recognizing that the religious diversity of our students may result in conflicts between students' religious beliefs/practices and certain educational activities, BCM will attempt to make accommodations that honor the primacy of its commitment to patient care and do not unduly burden faculty or disproportionately affect the general student population involved in the affected educational activity.

Students who believe they have a need for religious accommodation during any course, clerkship or other required educational activity shall notify the relevant course/clerkship faculty, as soon as possible, after an impending conflict becomes apparent – preferably prior to or at the beginning of the course, clerkship or other activity. If it is established that there is a legitimate need for the affected student(s), where possible, the student(s) shall be provided reasonable accommodation, including the opportunity to make up the academic activity in conflict.

View the fillable [student religious accommodation request form](#).

VI. Procedures for Implementation and Review - B. ii.

The recipient will review the form and may contact the requestor or relevant administrators (e.g., a course director or professor) to gather additional information before making a determination, if needed. Requests for religious or medical accommodations may be denied in the event of undue hardship to BCM and its operations (e.g., risk to patient or Learner safety or fundamental alteration of program or curriculum requirements).

If the dean or designee or other relevant administrators assert that the accommodation poses an undue hardship to the school or program or its operation (e.g., conflicts with applicable accreditation standards), the assertion must be based on reasonable grounds (e.g., best practices or specific hardship to the program) and documented in writing. The school dean or designee is responsible for consulting with the Office of the General Counsel to work to resolve the matter in accordance with applicable laws and College policies.

School of Medicine Technical Standards

A. Baylor College of Medicine’s School of Medicine seeks to produce highly skilled and compassionate doctors. Medical students are expected to develop a robust medical knowledge base and the requisite clinical skills, with the ability to appropriately apply their knowledge and skills, effectively interpret information, and contribute to patient centered decisions across a broad spectrum of medical situations and settings.

B. The following technical standards have been formally adopted by the School of Medicine. School of Medicine faculty members, through service on school committees, apply these standards when selecting, retaining, promoting, and graduating candidates. Candidates for the M.D. degree program must demonstrate abilities and skills with respect to observation, communication, motor, intellectual-conceptual, integrative, and quantitative abilities, behavioral and social attributes, and ethical standards and professional expectations as described below. Candidates must acknowledge that fulfillment of the technical standards required for graduation from the School of Medicine does not guarantee that a graduate will be able to fulfill the technical requirements of any specific residency program.

C. A qualified candidate with a disability is one who is able to meet the degree program’s admission, academic, and technical standards with or without reasonable accommodation. Candidates with disabilities are strongly encouraged to contact the Office of Title IX and Disability Services early in the application process to begin a confidential consultation about accommodations that may be required. Candidates must acknowledge their personal responsibility to initiate disability accommodation procedures.

Stakeholders Affected by this Policy

All BCM faculty appointed and/or elected to serve on a SOM committee will apply with these standards when evaluating candidates for admission, retention, promotion, and graduation. All candidates for admission, promotion, and graduation must meet these standards (i.e., demonstrate requisite skills and abilities) with or without reasonable accommodation.

Definitions

- BCM – Baylor College of Medicine.
- Candidate – individual who is an applicant for admission to or a currently enrolled student seeking promotion or graduation in the BCM SOM M.D. Degree Program.
- M.D. – Doctor of Medicine.

- SOM – School of Medicine.
- Technical Standards – personal attributes and capabilities that are essential to an individual’s eligibility for admission to, participation in, and graduation from the BCM SOM M.D. Degree Program.

Policy

A. Technical Standards. In addition to admission and academic standards provided in the M.D. Program Handbook and other BCM policies, these technical standards establish criteria by which all candidates for admission, retention, promotion and graduation from the School of Medicine will be assessed. Consistent with the requirements of the [Background Checks and Criminal Convictions Policy for Program Applicants and Current Students \(23.1.00\)](#), it is a breach of professional conduct for provisionally accepted applicants or currently enrolled BCM students to knowingly misrepresent their skills or abilities or to otherwise provide false information for purposes of admission, academic assessment, promotion, or graduation.

1. Observation Skills and Abilities. Candidates must acquire information through demonstrations and experiences in the foundational sciences. In addition, Candidates must be able to evaluate patients accurately and assess their relevant health, behavioral, and medical information. Candidates must be able to obtain and interpret information through a comprehensive assessment of patients, correctly interpret diagnostic representations of patients’ physiologic data, and accurately evaluate patients’ conditions and responses.
2. Communication Skills and Abilities. Candidates must exhibit interpersonal skills that enable effective caregiving of patients, including the ability to communicate effectively both in person and in writing with all members of a multidisciplinary health care team, patients, and those supporting patients. Candidates must be able to record information clearly and accurately and interpret verbal and nonverbal communication accurately.
3. Motor Skills and Abilities. Candidates must perform routine clinical skills including physical examination, diagnostic maneuvers, and procedures. Under the appropriate supervision of a licensed physician, candidates must be able to provide or direct general care and emergency treatment for patients and respond to emergency situations in a timely manner. Candidates must meet applicable safety standards for the environment and follow universal precaution procedures.
4. Intellectual-Conceptual, integrative, and Quantitative Abilities. Candidates must effectively interpret, assimilate, and understand the complex information required to function within the medical school curriculum, including, but not limited to, the ability to comprehend three-dimensional relationships and understand the spatial relationships of structures; effectively participate in individual, small-group, and lecture learning modalities in the classroom, clinical, and community settings; learn, participate, collaborate, and contribute as a part of a team; synthesize information both in person and via remote technology; interpret causal connections and make accurate, fact-based conclusions based on available data and information; formulate a hypothesis and investigate potential answers and outcomes; and reach appropriate and accurate conclusions.
5. Behavioral and Social Attributes. Candidates must exercise good judgment; promptly complete all responsibilities attendant to the diagnosis and care of patients; and develop mature, sensitive, and effective relationships with patients. The skills required to do so include the ability to handle and manage heavy workloads effectively, function effectively under stress, adapt to changing environments, display flexibility, and learn to function in the face of the uncertainties inherent in the clinical problems of patients. Candidates are expected to exhibit professionalism; personal accountability; compassion; integrity; concern for others; and interpersonal skills, including the ability to accept and apply feedback,

to respect boundaries, and care for all individuals in a respectful and effective manner regardless of gender identity, age, race, sexual orientation, religion, disability, or any other protected status.

6. Ethical Standards and Professional Expectations. Candidates must adhere to the legal and ethical aspects of the practice of medicine, and maintain and display ethical and moral behaviors commensurate with the role of a physician in all interactions with patients, those who support patients, faculty, staff, students, and the public. Interest and motivation throughout the educational processes are also expected of all candidates and students.

B. Accommodations for Candidates with Disabilities.

1. Disclosure of Disability. Disclosure of disability status is voluntary. Candidates who do not believe they require disability services may choose not to disclose their disability. BCM is not obligated to identify Candidates who may have a disability, nor is any Candidate obligated to inform BCM that they have a disability. However, Candidates are responsible for notifying BCM of their disability if they require disability-related services.
2. Requests for Reasonable Accommodation. Candidates with a disability who may be entitled to reasonable accommodation pursuant to state and federal laws, such as the Americans with Disabilities Act of 1990 (as amended in 2008) and Section 504 of the Rehabilitation Act of 1973, must contact the Office of Title IX and Disability Services (713-798-8646 or disability@bcm.edu) to request accommodations. The Office of Title IX and Disability Services will grant requests for accommodations that are reasonable, do not cause a fundamental alteration of the M.D. degree program or an undue hardship on the College, and are consistent with the standards of the medical profession. Consult the [Student Disability Policy \(23.1.07\)](#) for more information.

Responsibilities

School of Medicine faculty must implement this policy's standards across the educational continuum, primarily through the operation of the SOM Admissions, Curriculum, and Student Promotions & Academic Achievement Committees. It is the responsibility of all elected and appointed members to these faculty committees to interpret and apply the standards in individual cases. The Office of Title IX and Disability Services handles sensitive personal information necessary to document disabilities, reviews accommodation requests, and grants reasonable accommodations.

Procedures for Implementation and Review

This policy may be reviewed and revised as necessary to maintain compliance with applicable laws, regulations, and standards or changes in BCM operations, but at least every three years.

Stakeholder Compliance

Questions regarding this policy's technical standards, what constitutes a "disability" under applicable laws, or how to request reasonable accommodation(s) in order to meet technical or other academic

standards should be directed to the Office of Title IX and Disability Services (713-798-8646 or disability@bcm.edu).

M.D. Program Curriculum

In addition to the pages in this section of the handbook, important information about the M.D. Program curriculum can also be found on the following:

[Elective Program](#)

The electives listing gives students the opportunity to select approximately 25 percent of their medical curriculum and thereby places a major share of the responsibility for determining the direction of the educational effort directly on the student. To provide the student with wide latitude in designing their elective program, the faculty offers a wide variety of elective courses.

[Pathways](#)

Baylor College of Medicine has developed pathways to help students explore their interests and customize their education to match their career goals.

[Curriculum Committee](#)

The Curriculum Committee has the integrated institutional authority to oversee and direct the overall design, management and evaluation of a coherent and coordinated curriculum for the medical education program, which is codified by decanal mandate.

[Dual Degrees](#)

View options for pursuing a dual degree while in the M.D. program at Baylor College of Medicine.

Academic Schedules/Calendars

Current students can view the curriculum schedule and additional content on the Baylor Intranet (login required).

[View Schedules And Calendars](#)

Foundational Sciences Curriculum in the M.D. Curriculum

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.

MS1 Terms 1 & 2 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.

MS1 Terms 3, 4 & 5 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.

MS2 Terms 1 & 2 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 Foundational Sciences 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.

During the Foundational Sciences curriculum students are allowed to apply for electives for credit as outlined in the [Graduation Requirements](#). These, as well as the rules governing electives, are all listed in the [Electives Catalog](#).

Students in good standing may take as many electives as their schedule allows, the course director permits, and the registrar determines space is allowed. However, students will only receive graduation credit for electives as outlined in the details of the Graduation Requirements. Foundational Sciences electives are graded on a pass/fail basis only.

Foundational Sciences students cannot enroll in any elective which is scheduled to meet at the same time as a required foundational sciences course for which the student is enrolled.

NOTE: Withdrawal from all foundational sciences 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 'Fail' in the elective.*

Advancement to the Clinical Curriculum

Students must have passing grades in all foundational sciences courses and must earn a passing score on the NBME Comprehensive Basic Science Examination before they will be allowed to begin the clinical curriculum.

Students who do not have passing grades in all foundational sciences courses or a passing score on the CBSE will not progress to the clinical curriculum until such courses/exams are successfully remediated in the Spring Term(s).

Examinations

All web-based [Medical School Clinical National Board Subject Examinations \(NBME\)](#) are managed by the Office of Evaluation, Assessment and Education Research. 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 Foundational Sciences classes during the second year of medical school.

The Office of the Curriculum is responsible for the management of all Foundational Sciences examinations. View [Foundational Sciences examination schedule](#).

[View the NBME Clinical Exam Schedule](#).

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 foundational sciences 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 dismissal from Baylor College of Medicine.

Exam Absence

Students are required to sit for examinations as scheduled. Unauthorized absences will result in a grade of Fail for the examination.

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, without including private health information, to a dean in the Office 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 a dean in the Office of Student Affairs must be notified and may authorize absence from the examination. The dean in the Office of Student Affairs will notify the applicable curricular faculty and/or clerkship directors of any emergency or excused absences.

Students who have an excused absence from a foundational sciences or clinical course 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/The Office of the Curriculum.

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

The Office of Student Affairs will provide the student with a written summary of the plan and any action items.

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 a dean in the Office 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 a 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](#).

Foundational Sciences Curriculum

Examinations in the foundational sciences courses are given during the course. The course grading rubric and evaluation procedures, as well as information regarding remediation, is provided in the Course Overview Document for each course.

View [Foundational Sciences examination schedule](#) and remediation exam schedule.

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 foundational sciences courses based on the [SOM Narrative Assessment Policy. \(Policy 28.1.11\)](#) (login required).

At the conclusion of the foundational sciences 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 score is required on this examination before a student can begin the clinical curriculum.

Students failing to earn a passing score on the CBSE are offered a second attempt examination usually administered in February of a student's second year. The repercussions for failure to pass the Comprehensive Basic Science Examination a second time is left to the discretion of the SOM Committee on Student Promotions and Academic Achievement but may result in a student repeating a substantial part of the foundational sciences curriculum.

Students who do not have passing grades in all foundational sciences courses or a passing score on the CBSE will not progress to the clinical curriculum until such courses/exams are successfully remediated in the Spring Term(s).

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, Neurology and Family Medicine (Family Medicine began in the 2015-2016 academic year) are administered by the Office Evaluation, Assessment, and Education Research. 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 a dean in the Office of Student Affairs. The student is responsible for scheduling the make-up examination with a dean in the Office of Student Affairs. **At the time of the make-up examination, the student must be officially enrolled at Baylor.**

Revised Dec. 2, 2021

Satisfactory Academic Progress and Criteria for Academic Advancement

- [Examinations](#)
- [Grading Policy](#)
- [Grade Verification and Grade Appeal](#)
- [Adding or Dropping Courses in Medical School](#)
- [Clinical Rotation Scheduling Guidelines](#)
- [Transcripts](#)
- [Criteria for Academic Advancement](#)
- [Defining and Awarding Course Credit](#)
- [USMLE License Exam \(Step 1 and Step 2CK\) Guidelines](#)
- [Academic Performance for Financial Aid Eligibility](#)

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.

Students on [At Risk Status, Academic Probation or on Suspension](#) may not serve on official college committees. While on At Risk Status, Academic Probation or on Suspension it is highly recommended that a student closely evaluate their extra-curricular activities and their impact on academic performance.

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.

The official academic record of a student, who does not officially withdraw from the College, will not be released until the student has obtained required departmental signatures on the clearance process (checkout) form and finalizes the procedure in the Office of the Registrar.

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.

This procedure is applicable to the following:

- Students dismissed for academic reasons
- Students who have withdrawn from Baylor College of Medicine

Credit Hour Policy

This policy generally defines credit hours as well as specific credit hour requirements for degree programs. Baylor College of Medicine (BCM) is a private, health-sciences university composed of four schools offering graduate level programs in the health sciences. Because each school has unique programs featuring differing methods of instruction, this policy is intended to offer guidance on how academic credit is awarded. In addition, the policy provides overall guidance on the number of credits required for the Doctor of Medicine degree.

Read more about the [Credit Hour Policy](#) (login required).

Academic Standards of Progress for Financial Aid Eligibility

All medical students enrolled at Baylor College of Medicine are considered to be making satisfactory progress unless otherwise determined by the Committee on Student Promotions and Academic Achievement.

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.

Scope

This policy applies to those students receiving Title IV financial aid. The policy may also serve as a guide to regulate non-Title IV or private funding.

General Requirements

Time Limits on Financial Aid Eligibility

A student will be permitted a time limit of 150 percent the length of the standard required length of study as a full-time student to complete the program for which he or she is enrolled.

Program name: **Doctor of Medicine/Research Pathway**. Standard: 60 Months. Maximum: 90 Months

Program name: **Doctor of Medicine/Joint Doctorate GSBS**. Standard: 96 Months. Maximum: 144 Months

Program name: **Doctor of Medicine/Joint Masters**. Standard: 63 Months. Maximum: 95 Months

Program name: **Doctor of Medicine/Joint Doctorate**. Standard: 84 Months. Maximum: 126 Months

Transfer students completing only the Clinical Phase of training at Baylor College of Medicine will be permitted a time limit of 150 percent the length of the standard required length of study to complete the clinical phase.

Program name: **Clinical Phase - Doctor of Medicine**. Standard: 24 Months. Maximum: 36 Months

There is no lightened-load program at Baylor College of Medicine. Students in joint degree programs are considered less than half-time, but are progressing at a full-time pace while enrolled in the other program.

Students electing a leave of absence for academic or personal reasons will be measured for financial aid eligibility based on the timeline during their full-time academic enrollment only.

A student failing to meet completion of the program by the maximum permitted time will be suspended from financial aid eligibility.

Completion of Course Requirements

Each student will be evaluated for Academic Progress at 5 points during their academic career:

January, upon completion of Fall 1

July, upon completion of Spring 1

January, upon completion of Fall 2

June 30, upon completion of the MS2 year

June 30, MS3 students with incomplete requirement

Grade Requirements

Baylor College of Medicine's School of Medicine does not measure academic progress by means of a cumulative grade point average. The student is required to complete all required courses in the curriculum with a passing grade in order to graduate. Therefore, grade performance as a measure of satisfactory academic progress for financial aid eligibility must be reviewed in the context of each course for which the student registers. The standards of academic progress are based on the guidelines used by the Committee on Student Promotion and Academic Achievement, who determine whether a student is making Satisfactory Academic Progress. The following standards for financial aid eligibility have been established:

Medical Students

A student's academic progress for financial aid purposes will be reviewed in accordance with the guidelines used by Committee on Student Promotion and Academic Achievement. Any student required to remediate or repeat coursework will be reviewed by the Office of Student Financial Aid at the end of Fall 1, Spring 1 and Fall 2. Third and fourth year students will be reviewed on advice from

the Committee on Student Promotion and Academic Achievement. If a student has not achieved satisfactory academic progress, the Office of Student Financial Aid will be notified by written notification from an associate dean in Student Affairs.

Appeals of Financial Aid Probation or Suspension

A student placed on probation or suspension may submit a written appeal to the Financial Aid Subcommittee of the Student Services Committee (a) reasons why he/she did not achieve minimum academic standards and (b) reasons why his/her aid eligibility should not be terminated or should be reinstated if the aid has been terminated. Each appeal will be considered on its own merit. Individual cases will not be considered as a precedent. The financial aid process will be on hold and funding will not be provided for the individual student during the process of an appeal of suspension.

The Financial Aid Subcommittee will review the appeal within three weeks of its receipt and determine if exceptional circumstances exist. The Office of Student Financial Aid will be advised in writing of the decision within one week of the appeal's consideration. A student wishing to appeal the Financial Aid Committee to the Dean of Medical Education may do so in accordance with these procedures:

- A written appeal must be sent to the Dean, School of Medicine within two weeks of the Financial Aid Subcommittee's decision.
- The Dean, School of Medicine will review the student's appeal and communicate his decision to the Financial Aid Subcommittee.
- The Financial Aid Subcommittee will notify the student in writing of a final decision within one week.

Reinstatement

A student shall be reinstated for financial aid eligibility at such time as he or she successfully remediates any deficiency in meeting eligibility requirements as set forth in this policy. The Office of Student Financial Aid will confirm with the Registrar the ruling made by the Committee on Student Promotions and Academic Achievement indicating whether the student has met the minimum requirements for reinstatement.

Enforcement

The Office of the Dean of Medicine shall have the primary responsibility for enforcing this policy. The Office of the Registrar and the Office of Student Financial Aid and other offices that maintain student information relevant to the enforcement shall provide information, when requested by the dean of Medicine.

Committee on Student Promotions and Academic Achievement

The Committee on Student Promotions and Academic Achievement (MDPC) is the standing committee of the School of Medicine (SOM) of Baylor College of Medicine charged with monitoring medical student performance in and progression through the SOM curriculum and ensuring that all students graduating from the SOM meet the academic and professionalism standards required for the degree Doctor of Medicine (MD).

The MDPC is composed of voting members, who are faculty members representing both the Foundational Sciences curriculum and the Clinical Sciences curriculum, as well as non-voting (ex officio) members, who are deans from the Office of Student Affairs and the Office of Curriculum.

The MDPC is responsible for ensuring that every student satisfactorily completes each required element of the SOM curriculum, meets all requirements for promotion from one year of study to the next year of study, and ultimately satisfies all the requirements for the degree Doctor of Medicine prior to graduation. The MDPC reviews the academic progress and professional development of each student at multiple time points from matriculation to graduation. Grades, examination scores, narrative summaries, and professional conduct and development are assessed to ensure each student's successful progresses through the curriculum appropriately.

The MDPC also establishes remediation plans for students experiencing either academic or professionalism-related difficulties and takes adverse action in circumstances when a student's academic performance or professional behavior fails to meet established standards.

[Get important information](#) in regard to:

- MDPC Task Responsibilities
- BCM Student Progression and Adverse Action Policy
- At Risk and Adverse Action Determination (Academic Probation, Suspension, Dismissal)
- [Charge](#)
- [Student Progression and Adverse Action Policy \(login required\)](#)

Transcripts (Official Grades)

Foundational Sciences Curriculum

All final grades appear on official college transcripts. In the foundational sciences curriculum, final grades are not available on the Student Portal until the course is completed, the term 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 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.

House Bill 449 (Fall 2019)

Ineligibility to reenroll for reasons other than financial and academic will result in a transcript notation. If a student withdraws during a pending disciplinary process that may result in the student's ineligibility to reenroll at BCM, BCM shall continue the disciplinary process until there is a final determination of responsibility. The student's transcript may be updated accordingly once a final determination of responsibility has been made.

Student Health, Wellness & Career Success

Student health, wellness, and career success are priorities at both the College and School of Medicine (SOM) levels. The College's [Office of Student Services](#) provides a wide range of services for all Baylor students to promote these priorities, such as the following:

- Academic excellence (Academic Success Center, Education Resource Center, etc.)
- Health and wellness (Student and Resident Mental Health Clinic, Baylor gym, etc.)
- Student engagement (Campus Committees, etc.)
- Financial assistance (Office of Student Financial Aid, Financial Education, etc.)
- Administrative support (Information Technology, Office of the Registrar, etc.)
- Diversity and inclusion (Office of Diversity, Inclusion, and Equity Programs and resources, etc.)

The SOM recognizes that medical students have unique needs and has put in place robust programming to promote medical students' personal wellness and career success. A large cadre of faculty and staff work together to deliver structured wellness programming, academic and career counseling, academic support services, peer and faculty mentorship, elective and specialty choice counseling, and personal (non-clinical) counseling.

Major student health and wellness initiatives include the following:

- New student orientation events
- Peer Resource Network (PRN) program
- MS1 Wellness Curriculum
- MS2-3 Service Learning and Narrative Medicine Intersession
- MS Class Specific Financial Wellness Lectures
- Transition to Clinical Medicine Course
- Transition to MD Course (APEX)

Examples of programs promoting career success include the following:

- **Deans of Student Affairs:** Three deans of student affairs are available for individual meetings and even after hours for personal (non-clinical), academic, and career counseling. Each MS1 meets with a student affairs dean during the first semester of medical school for academic and career counseling, and each MS3 meets with a student affairs dean during the spring for career counseling and residency planning.
- **Dean's Hours:** There are regularly scheduled dean's hours that are held multiple times per year by both student affairs and curriculum deans and tailored to each class's academic and career trajectory.
- **Learning Community Advisors program:** Each medical student is assigned to one of six Learning Community Squads and to a faculty advisor with whom the student establishes a longitudinal relationship over the four years of medical school.

- **Specialty Specific Mentors program:** Each specialty has chosen faculty who have dedicated time and support to advise students about their specific specialty.
- **Student Interest Groups** representing each specialty and supervised by the Student Senate and the Office of Student Affairs run specialty-specific lecture programs, peer and faculty mentoring programs and skills workshops.

Quick Resource Guide for Student Support Services

Academic

- [Academic Success Center](#) offers group and individual sessions, online resources.
Email: academicsuccess@bcm.edu
- Alpha Omega Alpha tutors offer one-on-one peer tutoring, study resources.
Email: AOATutor@bcm.edu
- [Texas Medical Center Library](#): Liaison librarians are available to help students with literature searches and other library-related needs.

Career Resources for Medical Students

- [Career Development Center](#): 713-798-5039
Offers assistance with choosing a specialty, Curriculum Vitae preparation, personal statement review and mock interviews.

Student Health and Wellness

- [Office of Ombuds](#): 713-798-5039
Email: ombudsoffice@bcm.edu
- [Student and House Staff Mental Health Service](#): 713-798-4881
Counseling only: student-help@bcm.edu
- [Title IX Services](#): 713-798-8137
Email: title-ix@bcm.edu
- [Student Disability Services](#): 713-798-8137
Email: disability@bcm.edu
- [WellConnect](#): 866-640-4777
24/7 hotline for crisis counseling, mental health counseling, financial management resources, legal consultations and referrals for other resources in the community.
To access the hotline: Go to the [website](#), select "Register," create a username and password, and enter the school code: R346.

Health Requirements and Services

The Baylor [Occupational Health Program](#) and the [Office of Environmental Safety](#) (Baylor login required) help protect the health of medical students, from implementing and monitoring compliance with [pre-matriculation requirements](#) for vaccinations, to respirator fit testing, annual bloodborne pathogens and environmental hazards training and helping students who have been exposed to infectious agents while engaged in clinical activities.

Insurance

View the [Student Handbook Insurance page](#) for information on health, dental, long-term disability and malpractice insurance.

Personal Responsibility

Medical students, as members of the Baylor College of Medicine School of Medicine community, represent the College and the medical profession and are expected to maintain professional standards of behavior, including engaging in self-care. Key policies (Baylor login required) regarding student personal responsibility include:

- [Environmental Health and Safety](#)
- [Medical Student Exposure to Infectious and Environmental Hazards](#)
- [Respectful and Professional Learning Environment Policy: Standards for Student Conduct and College Oversight](#)
- [Social Media](#)
- [Learner Mistreatment](#)
- [Accommodation Procedures for Learners and Program Applicants with Disabilities](#)
- [Medical Student Access to Health Care Service](#)

Reporting Patient Safety Incidents at Baylor Affiliated Institutions

- [Accident/Incident Reporting](#)
- [Reporting Patient Safety Incidents at Baylor Affiliated Institutions.](#)

Infection Control (Needle Stick/Infectious Exposure)

Exposure to an infectious agent, such as a needle stick, is a frightening and anxiety-filled experience. Baylor works hard to ensure the safety of all community members through prevention education and adherence to exposure protocols. Students are educated about bloodborne pathogens and infectious exposures during new student orientation, through mandatory annual retraining via the [Office of Environmental Safety](#) modules in Success Factors, and before each clinical rotation through review of procedures and protocols in each Course Overview Document. The Office of Environmental Safety also runs the [Mandatory Fit Testing Program \(BCM login required\)](#) to fit all students with appropriately sized N95 masks. Please reference the links provided (Baylor login required) for more information.

To safeguard personal health and safety and minimize the risk of infection, students experiencing an exposure to an infectious agent must follow the post-exposure protocol appropriate to the clinical site at which the exposure occurred.

Exposure: If you are exposed to a bloodborne or other infectious pathogen, the next steps you take are critical to minimizing risk to your health and safety. The College has an OSHA Exposure Control Plan that provides important details and follows national best practices. In the event of an infectious exposure, please follow the guidance below.

1. Exposure protocols vary at each clinical site. The major sites, such as Michael E. DeBakey VA Medical Center, Texas Children's Hospital, Baylor St. Luke's Medical Center and Ben Taub Hospital, are listed on the [OHP web page](#). That page contains more detailed information.
2. Notify the hospital when an exposure occurs. Each facility has a different reporting mechanism. This information is on the OHP web page.
3. If a needlestick or other exposure to potentially infectious body fluids occurs, ensure the source patient's blood is obtained at the time of exposure and sent for testing. Each hospital has its own protocol for obtaining the source patient's blood. Response to exposures to airborne pathogens vary depending on the infectious disease (i.e. tuberculosis vs. meningococcal meningitis vs. COVID-19).
4. Notify OHP at 713-798-7880 at the time of exposure. OHP personnel are on-call 24/7. Make sure that you provide a good call-back number that works in your clinical setting.
5. Please ensure you discuss your exposure with OHP personnel. Post-exposure Prophylaxis (PEP) is not indicated following most exposures. However, when PEP is needed, time is of the essence in starting it. Additionally, OHP personnel know each hospital system well and can help navigate issues in real time.
6. You can always call one of the student affairs deans for help:
Dr. Kass: 713-240-0069
Dr. Poythress: 713-857-7600
Dr. Stolar: 713-757-2411

[Medical Student Exposure to Infectious and Environmental Hazards Policy](#) (Baylor login required)

Disclosure of History of Infectious or Communicable Illnesses

Students with either infectious or communicable illnesses or with an immune compromising condition should consult with the OHP (713-798-7880 or ohp@bcm.edu) regarding the advisability of working with patients and other limitations or concerns related to clinical duties and educational activities. Refer to the [Medical Student Exposure to Infectious and Environmental Hazards Policy](#) for further details.

Student Insurance

Health and Dental

Baylor College of Medicine believes student wellness is essential to academic progress and requires that all individuals enrolled in any Baylor 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 [2022-2023 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 for Medical Students

View 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.

Leave of Absence/Change in Status Request

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 additional educational opportunities or have other circumstances that prevent completion of the requirements in four years. Permissions and arrangements for any Leave of Absence (LOA), must be secured for any student who will require more than four years from matriculation to complete the course of study. A LOA may be granted for academic, medical, personal, or professional development (e.g. dual degree programs).

An administrative Leave of Absence (LOA) not to exceed one calendar year may be granted by a dean in the Office of Student Affairs. The reason for a leave must be stated in the LOA request form and supporting documentation attached. Reasons for taking an administrative LOA include, but are not limited to, educational endeavors at another institution of higher learning, to pursue research on a full-time basis, financial distress of a student necessitating full-time employment, and illness in the family. A student who has completed all graduation requirements and does not intend to take additional coursework will not be permitted to take a leave of absence. If additional time for a LOA desired, it must be requested in writing with supporting documentation provided. The request will then be subject to review and approval by the SOM Promotions Committee.

Medical LOA may be granted by a dean in Student Affairs for periods not to exceed one calendar year based upon documentation of medical necessity. Return to active student status from medical LOA must be supported by a physician's letter. The Health Service Coordinator/ Wellness Intervention Team may assist with collecting and reviewing medical documentation. If additional leave of absence is recommended, it should be requested in writing, with supporting documentation and will be subject to review and approval by the SOM Promotions Committee.

All deferred and incomplete grades must be resolved prior to administrative LOA. Students may not be on LOA at the time they take a USMLE examination. Being officially enrolled is a prerequisite for a student to be certified as eligible to take Step 1 and 2CK.

Students on LOA are not officially enrolled at Baylor College of Medicine, may not avail themselves of the benefits/resources, including student health and malpractice insurance, and financial aid or scholarship disbursements associated with enrollment. Students may elect to continue their Student Health Insurance and are advised to contact BCM benefits for costs. (Students in official BCM dual degree or enrichment programs (MRP) remain enrolled at Baylor College of Medicine and thus retain their benefits.)

Read more about [Student Continuation of Insurance while on Leave of Absence](#).

Students on LOA may not represent themselves as officially enrolled at Baylor College of Medicine. Violation of this guideline while on LOA will jeopardize a student's return to official enrollment. Students must review and abide by the [Student Leave of Absence Policy](#) (login required).

To request a Leave of Absence (LOA) or Change of Status (COS) complete one of the following forms at least three months prior to your anticipated LOA or COS start date:

- [Student Leave of Absence form](#)
- [Change of Status form](#)

Contact [Yvette Pinales](#) should you have any questions about this process.

If LOA request is approved:

Official Student Clearance Process form is issued from the dean's office two weeks prior to the official LOA date. At that time the last class day of attendance is determined.

Student obtains signatures from the following offices, which signifies the completion of each clearance process (financial/education/administrative responsibilities):

- Benefits Office
- Student Account Services
- Student Financial Aid
- Academic Success Center
- Security Office
- Learning Community Advisor
- Office of the Registrar - The Office of the Registrar certifies that the clearance process has been finalized.
- All students on LOA must meet with a dean of Student Affairs three months prior to their anticipated return to school date.

Substance and Alcohol Abuse Policy

Creating a healthy and safe work environment is a top priority of Baylor College of Medicine. This substance and alcohol abuse policy has been established to help keep Baylor Persons healthy, productive, and free from injury. Compliance with this policy is a condition to continued employment, enrollment, or association, as applicable, of all Baylor persons.

The term Baylor College of Medicine premises includes any and all property owned or leased by Baylor College of Medicine, hospitals, clinics, and any other practice site affiliated with Baylor College of Medicine, and any vehicle engaged in Baylor College of Medicine operations.

The term Prohibited Substance includes illegal drugs, controlled substances being misused, and prescription and over-the-counter drugs with abuse potential being taken in amounts not in accordance with the prescribed or recommended dosage.

Read more about the [BCM Substance Abuse and Alcohol Policy](#) (login required).

Find Help

Are you struggling with drugs or alcohol or just need some help with emotional and mental health? Baylor offers resources to help you.

[Emotional And Mental Health Services](#)

Student Life Services

Services for Students with Disabilities

Baylor College of Medicine/St. Luke's Medical Center 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. View the [Student and Trainee Disability Services](#).

Employment

Students may undertake limited employment.

Student Travel (Baylor Funded)

Travel for representatives of student organizations must be budgeted in advance for authorization during the current fiscal year. Prior to traveling, the Pre-Trip Authorization Form (PTA) must be obtained from the Office of Students Affairs, completed and receive final approval by the appropriate department administrator (as outlined in the Baylor Travel Policy). Travel expenses will not be reimbursed by the college, if the PTA has not been completed and approved prior to your travel. View the [Baylor College of Medicine Travel Policy](#) (Baylor Login Required)

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

[BCM Food Services and Catering](#) (Baylor Login Required)

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.

Other 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](#) (Baylor Login Required) is located in the Anderson Bldg. Basement - 050E of the College and coordinates all incoming, intracampus, and outgoing mail for the College.

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 Almeda, (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.](#)

Students may not park in the Ben Taub Hospital garage.

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 Safety Services

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

Student Escorts within the TMC Campus

The Texas Medical Center Police Department is available 24/7 for those students who have a legitimate fear that would prevent a student from feeling safe while crossing the TMC campus.

Safety Escorts: The purpose of this escort is to provide a measure of safety for those students that are uncomfortable, fearful or uneasy about walking alone on campus. The Safety Escort is not intended to replace existing transportation services such as the Campus Shuttles, for inclement weather or to discourage individuals from walking in groups, but a safety option for those that have a genuine concern for their personal safety.

For a Safety Escort call (713) 795-0000

METRO for Shuttle Service

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 Safety Services

The [Baylor Security Department](#) 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 Safety Information

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](#) (Baylor Login Required) is located on the roof of Garage # 6. It 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 Forms, Rule and Classes](#) (Baylor Login Required)

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

View information in [regard to Texas residency](#), as it pertains to tuition status.

Student Lounge

Managed by the Office of Student Services the Student Lounge is located in room M206 of the Michael DeBakey Building. Access to the facility is restricted to Medical, Health Professions 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

Social Media Guidelines

Before creating or participating in social media, be familiar with [social media guidelines](#), (Baylor Login Required) based on existing Baylor policies.

Social Media

The following is important information regarding Baylor College of Medicine social media, including vlogs, blogs, podcasts, etc. While you are free to produce and share your thoughts with others, the Baylor College of Medicine Office of Communications and Community Outreach would like to be aware of your programs.

Currently, the Office monitors all official Baylor communications, especially web-based communication, not to control content but rather to protect Baylor, its employees, staff, and students. Your programs would be monitored to protect you from fringe elements who may attack you for a position you take that you feel is rather innocuous and grounded in scientific fact (e.g., vaccination or research involving animals), but which some members of society find objectionable. Your free speech remains protected and respected. You must, of course, adhere to the rules of professionalism and must remember to offer a disclaimer (especially if you are identified as associated with Baylor) that you are not speaking on behalf of Baylor. This disclaimer is particularly critical if you are talking about politics or engaging in type of political advocacy.

Familiarize yourself with [Baylor's Social Media page](#), adhere to the social medial policy, and don't inadvertently violate HIPAA or other federal or state laws. HIPAA is not confined to giving out a patient's name. It also includes images and descriptions. Always be sure to check before releasing any type of description of a patient. Student Affairs deans and the Communications Office are here to help you stay safe and out of trouble. If you have specific questions about communications or HIPAA issues, check with Communications at (713) 798-4710 or with loriw@bcm.edu.

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, Texas Children's Hospital and Houston Methodist Hospital, as well as the Smithland's Lot, which services Smith, Scurlock, Medical Towers, Herman, Texas Children's Hospital, Houston Methodist Hospital 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 \$95 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.

M.D. Program Contacts

Senior Dean, School of Medicine and School of Health Professions

Phone: (713) 798-8878

One Baylor Plaza, MS:BCM104

Houston, TX 77030

Email: medschool@bcm.edu

Undergraduate Medical Education

- Admissions: (713) 798-4842
- Curriculum Office: (713) 798-7760
- Student Affairs: (713) 798-4600
- Standardized Patient Program: (713) 798-7232
- Evaluation, Assessment and Research (EAR): (713) 798-7760

Foundational Sciences Curriculum

[Course Directors - Foundational Sciences](#)

Clinical Sciences Curriculum

- [Core Clerkships](#)
- [Selective and Sub-Internships](#)

Where To Go and Who To See

TMC Safety Escort - (713) 795-0000

Academic Advising / Career & Personal Counseling – Andrea Stolar, M.D., Senior Associate Dean,
Student Affairs (713) 798-3695

Academic Advising / Career & Personal Counseling – E. Lee Poythress, M.D., Associate Dean,
Student Affairs (713) 798-3373

Academic Advising / Career & Personal Counseling – Achilia Morrow, M.D., Assistant Dean, Student Affairs (713) 798-3380

Academic Success Services – Reginald Toussant (713) 798-4137

Activities, Organizations & Student Senate - Office of Student Affairs, Room M-210 (713) 798-4600

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

Career Development Center - Room 271A (713) 798-5043

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

Counseling - [Mental Health Wellness Services](#) (confidential and free) 24 hour answering service - Heather Goodman, M.D., Director; Room HMCB-738 (713) 798-4881, (713) 798-4853 or contact for appointment at student-help@bcm.edu or contact WellConnect (866) 640-4777 or wellconnect.personaladvantage.com.

Senior Dean, School of Medicine and School of Health Professions - Jennifer Christner, M.D. M-220.09

Disability Coordinator – Toni Gray (713) 798-8137

Electronic Residency Application Service (ERAS) - (713) 798-4600

<https://students-residents.aamc.org/applying-residency/applying-residencies-eras/>

Student Financial Aid - Cullen Bldg., 415-A (713) 798-4603

Healthcare Providers – BCM Family Medicine - 3701 Kirby, Suite 100 (713) 798-7700

Insurance - Student Health Insurance, Benefits Division

LUKT - 1812 (713) 798-1500

Learning Communities - Dianne Ohnstad, Senior Academic Coordinator

Office of Student Affairs Room M-210.05 (713) 798-2197

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

Medical Student Performance Evaluation (MSPE) Process: Yvette Pinales, Senior Academic Coordinator, Office of Student Affairs Room M-210.05.
(713) 798-2166

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

Mental Health Wellness Services (confidential and free) 24 hour answering service - Heather Goodman, M.D., Director; Room HMCB-738 (713) 798-4881, (713) 798-4853 or contact for appointment at student-help@bcm.edu or contact WellConnect (866) 640-4777 or wellconnect.personaladvantage.com.

NICER (Non-credit Introduction to Clinical Experiences and Research) BCM Medical Students only - Jameisha Crooks, Senior Coordinator, Office of Student Affairs, Room M-210, (713) 798-3367

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

Official Transcripts- Office of the Registrar Room M-210 (713) 798-7766

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

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

Publications - Student - John Rapp, M.Ed., Senior Director, Office of 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, Ed.D., Registrar, Room M-210.04 713) 798-3092

Residency Match Programs:

American Urological Association: <https://www.auanet.org>

National Residency Match Program: <http://www.nrmp.org>

San Francisco Match: <https://www.sfmach.org>

Room Reservations - Office of the Curriculum - Room M-220 (713) 798-7760

Security/Police – BCM Emergency - Call 8-811

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

Security/BCM - Room 103-H (713) 798-3000

Service-Learning Program & Narrative Medicine Program- Reginald Toussant, M.Ed., Lead Program Management, Student Affairs M306 (713) 798-4137

Student Affairs - Office of Student Affairs - Room M-210.10 (713) 798-4600

Students' Rights and Responsibilities - Office of Student Affairs (713) 798-4600

Room M-210.10 (713) 798-4600

Student Senate & Student Organizations - Office of Student Affairs, Room M-210 (713) 798-4600

[Student Services Committee](#)

Texas Residency for Current Students (Tuition Status) - Alvin Ferrer, Assistant Registrar, Room M-210.02. (713) 798-3372

Title IX Coordinator– Toni Gray (713) 798-8137

Veteran's Benefits - Office of the Registrar - Alvin Ferrer, Assistant Registrar, Room M-210.02. (713) 798-3372

WellConnect (866) 640-4777 or wellconnect.personaladvantage.com

Resource Offices

- [Financial Aid: \(713\) 798-4603](#)
- [Student Account Services: \(713\) 798-4322](#)
- [Student Services: \(713\) 798-8646](#)

- [Registrar: \(713\) 798-7766](#)
- [Student Benefits: \(713\) 798-1500](#)
- [Academic Success Center: \(713\) 798-7336 \(Baylor login required\)](#)
- [Texas Medical Center Library: \(713\) 795-4200](#)

See these sites for additional contacts.

- [Office of the Provosts Contacts](#)
- [Student Services - Academic Excellence](#)
- [Student Services - Administrative Support](#)
- [Student Services - Student Wellness](#)
- [Student Disability Services](#)
- [Student Grievances](#)
- [Diversity, Inclusion and Equity](#)
- [Title IX and Gender Discrimination](#)

Living Our Values

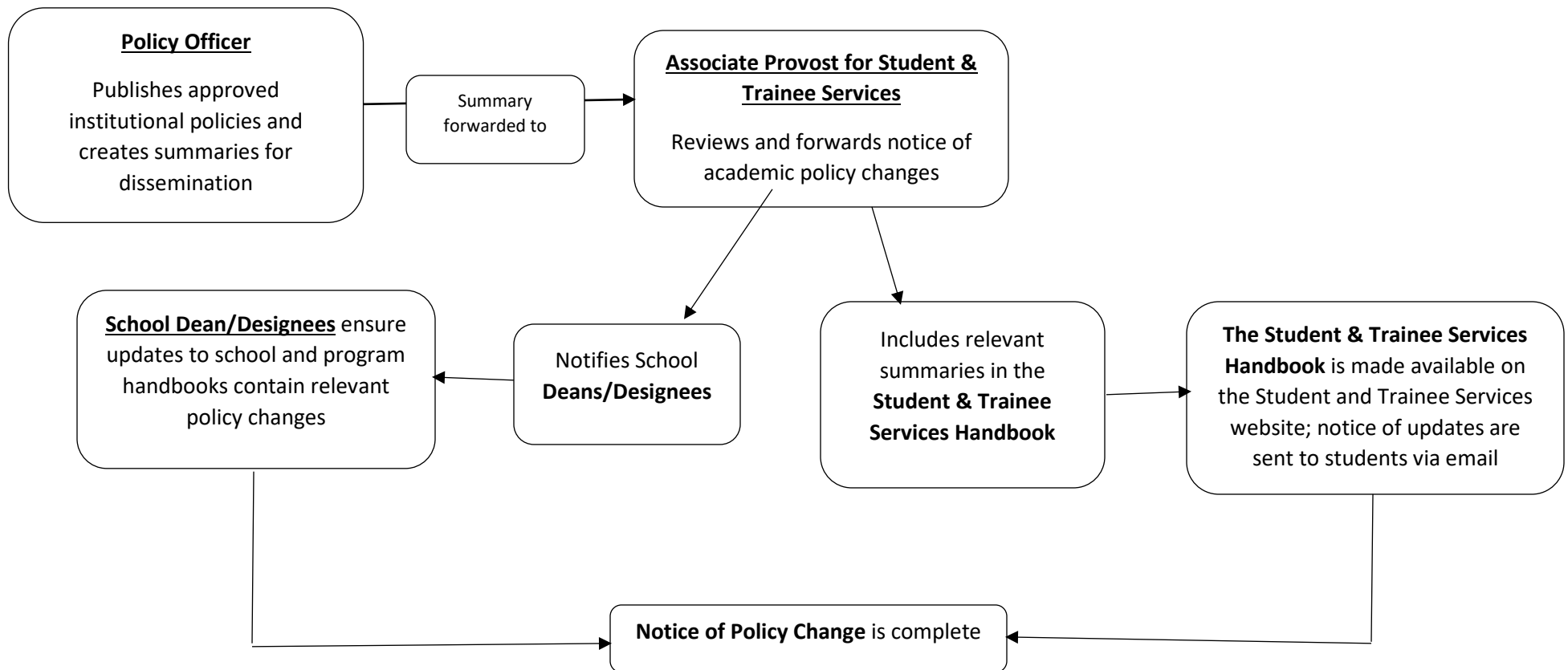
Baylor College of Medicine is committed to the values of integrity, respect, teamwork, innovation, and excellence. Should you face situations that do not align with our values, resources are available to help you with interpersonal or personal challenges.

[Find Resources](#)



Baylor College of Medicine's Student Policy Communication Process

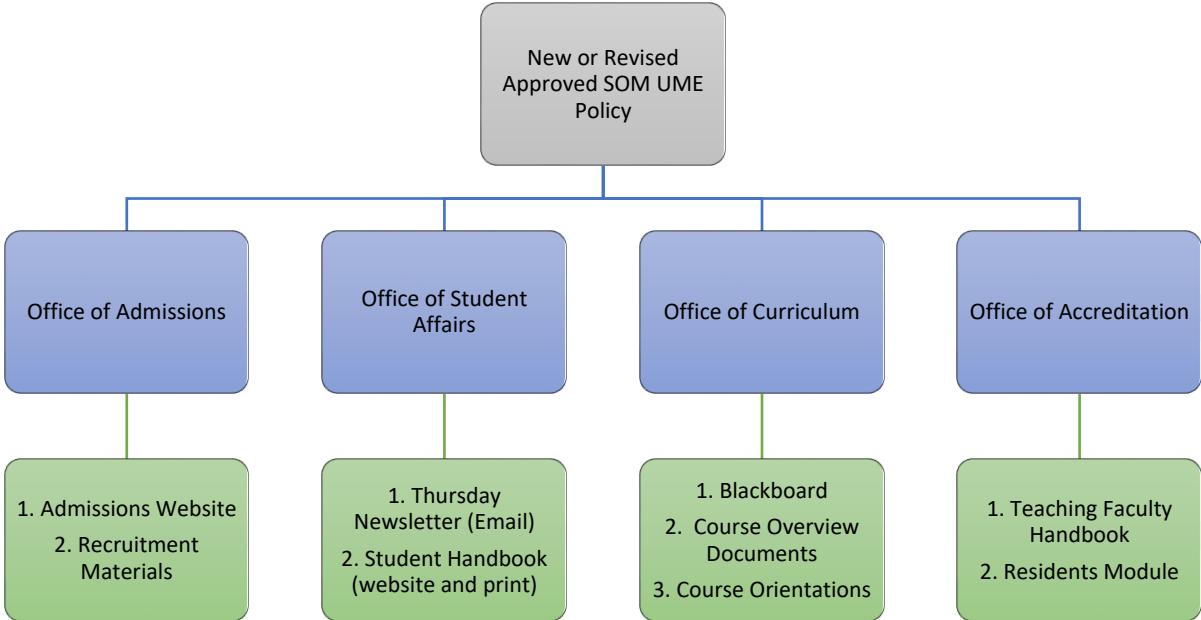
Baylor's Student Policy Communication Process describes the steps for the dissemination of policies approved by Baylor's Institutional Policy Committee. Please refer to this process established to communicate the approved policies applicable to the student body.





UME Student Policy Communication Process

The School of Medicine’s UME Student Policy Communication Process describes the steps for the dissemination of policies approved by a UME Committee (Admissions, Student Affairs, Curriculum). Please refer to this process established to communicate the approved policies applicable to medical students. Policies may be disseminated via one or more offices depending on the the type of policy.



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

Baylor
College of
Medicine®

School of Medicine
Office of Curriculum
2022-2023 Course Catalog



School of Medicine
2022-2023 Course Catalog

Foundational Sciences Course Descriptions

* Course credits pertain to 2022-2023 academic year.

Age-Related Topics (ARTS): MBART-MAIN

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

Credits: 1.00

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

Psychiatry and Behavioral Health Sciences: 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: 3.25

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

Associate Course Director: [Edore Onigu-Otite, M.D.](#)

CABS-Business and Leadership in Medicine: MCBLM-MAIN

The goals for the course are for the learner to identify and describe key features of health insurance construction and delivery in the US; discuss key policies that shape health insurance status and care delivery; identify common structures and approaches for health care provider payments; compare and contrast the strengths and weaknesses of different models of provider reimbursement; and assess recent evolutions in physician practice arrangements and potential interactions with contemporary reimbursement models and emphases on quality of care.



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Credits: 0.75

Course Director: [Michael Richards, M.D., Ph.D., M.P.H.](#)

Associate Course Director: [Juliet Holder-Haynes, M.D., M.B.A.](#)

Dermatology: MCDRM-MAIN

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

Credits: 0.75

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

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

The goals of this course are to develop a pattern of life-long learning by identifying, analyzing, and synthesizing information relevant to one's learning needs, develop skills in seeking and assessing the credibility of information and resources, utilize evidence-based decision-making in patient care, and to practice team problem solving in a 'safe' environment by practicing to share information with peers and colleagues. Students will continue to develop skills in basic biostatistics and epidemiology used in the medical literature and practice applying them to patient care.

Credits: 0.75

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

Associate Course Director: [Sowdhamini Wallace, D.O., M.S.](#)

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



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Credits: 0.75

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

Cardiology: MBCAR-MAIN

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

Credits: 2.25

Course Director: [Tobias Schlingmann, M.D., Ph.D.](#)

Associate Course Director: [Josh Kailin, M.D.](#)

Associate Course Director: [Ajith Nair, M.D.](#)

Critical Thinking and Problem Solving: MBCTP-MAIN

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

Credits: 1.50

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

Associate Course Director: [Robert McArthur, M.D.](#)

Endocrinology: MBEND-MAIN

The goals of this course are to provide the fundamentals for understanding the pathophysiology of common endocrine disorders; provide an understanding and knowledge of the pertinent history, clinical exam findings,



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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: [Sanjay Mediwala, M.D.](#)

Associate Course Director: [Nidhi Bansal, M.D.](#)

Ethics: MBETH-MAIN

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

Credits: 1.50

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

Associate Course Director: [Claire Horner, J.D., M.A.](#)

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. By the end of this course, students will be sufficiently literate to interpret an article in a major medical journal, learn to integrate basic science concepts across traditional scientific disciplines (biochemistry, bioenergetics, biostatistics, cell biology, embryology, genetics, gross anatomy, histology, nutrition, pharmacology, physiology), and apply basic science to clinical pathophysiology, diagnostics, and therapeutics. Students will also develop attitudes and behaviors appropriate to the medical profession and will recognize how to foster the lifelong learning required for maintaining scientific and clinical competence throughout their careers.

Credits: 18.75

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

Associate Course Director: [Elizabeth Hartwell, M.D.](#)

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

Associate Course Director: [Bryan Jiang, M.D.](#)

Associate Course Director: [Kellen Carril, M.D.](#)

Associate Course Director (Head & Neck Anatomy, Nervous System): [Ming Zhang, Ph.D.](#)



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Gastroenterology (GI): MBGST-MAIN

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

Credits: 2.0

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

Associate Course Director: [Richa Shukla, M.D.](#)

General Pharmacology: MBPHR-MAIN

The goal of this course is to increase students' general knowledge of pharmacology with emphasis on principles of pharmacodynamics, pharmacokinetics, and autonomic nervous system pharmacology. Principles of antimicrobial therapy are also introduced as a prelude to the Infectious Diseases course. Students will be able to describe drug uptake, distribution, action and elimination; integrate their knowledge of drug action with the function of the autonomic nervous system and immune system; define principles of using anti-microbial and anti-cancer drugs; list the stages of the drug discovery and approval process; and properly write a drug prescription, taking into account knowledge of young, adult and senior patient populations.

Credit: 1.75

Course Director: [Munder Zagaar, Ph.D., PharmD](#)

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

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

Genetics: MBGNT-MAIN

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



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Credits: 1.25

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

Associate Course Director: [Daryl Scott, M.D., Ph.D.](#)

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

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

Credits: 1.25

Course Co-Directors: [Jennifer Bercaw-Pratt, M.D.](#) and [Nicolette Janzen, M.D.](#)

Head and Neck Anatomy: MBHNA-MAIN

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

Credits: 3.00

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

Associate Course Director: [Sarah Blutt, Ph.D.](#)

Associate Course Director: [Angela Haskins, M.D.](#)

Hematology/Oncology: MBHMO-MAIN

The goals of this course are to increase knowledge of the pathophysiology of hematopoiesis and hemostasis and to integrate and apply knowledge of the regulation and function of blood cells and coagulation, acquire the principles of transfusion medicine, increase knowledge of the principles of cancer medicine and treatment strategies, and know the actions and complications of the major categories of cancer therapeutic agents,



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targeted therapies and cellular based therapy. As many specific cancers are taught in their appropriate systems courses, this course can be summarized as the details of hematology and the principles of oncology.

Credits: 2.5

Course Director: [Andrea N. Marcogliese, M.D.](#)

Associate Course Director: [Mark Udden, M.D.](#)

Immunologic/Pathologic Basis of Disease: MBIPD-MAIN

The goals of this course are to prepare the students to approach the study of diseases and apply those principles to clinical diagnosis. This approach will be through both Immunology and the principles of General (systemic) Pathology. The normal and dysregulated 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: 3.75

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

Associate Course Director: [William Decker, Ph.D.](#)

Associate Course Director: [Maren Fuller, M.D.](#)

Infectious Diseases: MBIND-MAIN

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

Credits: 6.25

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

Associate Course Director: [Prathit Kulkarni, M.D.](#)

Associate Course Director: [Hana El Sahly, M.D.](#)

Intersession: Service Learning, Wellness and Narrative Medicine

The goals for this course are to provide the fundamentals for understanding the importance of and need for personal wellness as a student and physician, to integrate and apply the learned wellness skills into the



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

Credits: 0.5

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

Nervous System: MBNRS-MAIN

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

Credits: 6.75

Course Director: [Atul Maheshwari, M.D.](#)

Associate Course Director: [Vaishnav Krishnan, M.D., Ph.D.](#)

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

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

Patient Safety: MBPSA-MAIN

The goal of this course is to prepare learners with the foundational knowledge necessary to understand the context, key principles and competencies associated with the discipline of patient safety in the delivery of healthcare services. Additionally, students will learn to recognize weaknesses in our medical system that can



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lead to patient safety events and will be empowered to promote a culture of safety in the clinical environment . They are given the opportunity to analyze patient safety events in the clinical setting and propose solutions.

Credits: 0.50

Course Director: [Sara Andrabi, M.D.](#)

Associate Course Director: TBD

Renal: MBRNL-MAIN

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

Credits: 1.75

Course Director: [Bryan Tucker, D.O., M.S.](#)

Associate Course Director: [Siloe Alvarado, M.D.](#)

Research and Populations in Medicine: MBTRP-MAIN

The goal of this course is to apply knowledge in translational research and population health to patient care, through active learning. By the end of this course, students will understand the fundamentals of conducting clinical research and how to apply research findings to guide patient care. Critical thinking and utilizing data for clinical decision making is emphasized

Credits: 2.75

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

Course Associate Director: [Daryl Scott, M.D., Ph.D.](#)

Respiratory: MBRSP-MAIN

The goal of this course is to provide the fundamentals for understanding the pathophysiology of common respiratory diseases. By the end of the course, students will be able to: correlate history, clinical exam findings, and diagnostic clinical testing/strategies in order to form a differential diagnosis for common



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respiratory diseases; evaluate pathological images to diagnose respiratory disorders; and summarize pharmacological and non-pharmacological management options for common respiratory disorders.

Credits: 1.75

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

Associate Course Director: [Helina Wakwaya, M.D.](#)



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Clinical Course Descriptions

* Course credits pertain to 2022-2023 academic year.

APEX: MCAPX-MAIN

The goal of this course is to promote the transition of a knowledgeable fourth year graduating student to a professional physician in training. The course allows students to individualize 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: 2.0

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

Associate Course Director: [Loan Nguyen, M.D.](#)

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

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

The goal of DDASH is to familiarize medical students with upstream social and structural factors that influence health outcomes in patients. Students learn to appraise social determinants of health, consider elements of healthcare access, economic instability, social support, community cohesion, etc. and deliberate on policies that seed health disparities through these domains. This lens explores the roots of existing health inequities while reviewing intersecting anthropological and social paradigms that form the backdrop of mistrust in healthcare, chronic disease, homelessness, addiction, etc. The course uses team projects, simulation exercises, and case studies guiding students to recognize, appropriately screen, and expand management plans for unmet social needs in patients, thereby increasing the impact of their clinical practice. Students participate in dedicated discussions on implicit bias within healthcare and gain exposure to bias reduction strategies effective for delivering culturally appropriate medical care. Examining these premises, directly or indirectly, aims to foster the development of professional attributes of integrity, respect, inclusion, compassion, justice, and empathy that are foundational for building awareness, attitude, and advocacy for equitable healthcare.

Credits: 2.5

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



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Associate Course Director: [Claudine Johnson, M.D.](#)

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

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

Credits: MBPP1 (2.75) MBPP2 (3.00)

Course Director: [Shruti Varadarajan, M.D.](#)

Associate Course Director: [Kamma Bansal, M.D.](#)

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

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

Credits: 2.50

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

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

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.



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Credits: 0.75

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

Course Co-Director: [Katie Scally, M.D.](#)



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Clerkships Course Descriptions

* Course credits pertain to 2022-2023 academic year.

Emergency Medicine: MCERM-MAIN

The Emergency Medicine course is a two-week rotation that is designed to give students exposure to the field of Emergency Medicine and the emergent approach and stabilization to the undifferentiated patient. This course will take place in the Ben Taub General Hospital Emergency Room, which sees approximately 90,000 patients a year and is also a Level 1 Trauma Center. As part of this rotation, students will learn the emergency medicine approach to common chief complaints. Commonly, the student will be the first provider to take a full history and physical from a patient and from this form a differential and a therapeutic plan to present to the senior resident and the attending. In addition, students will have the ability to perform common Emergency Medicine procedures: FAST ultrasound, laceration repairs, incision and drainage, splinting and IV insertion. Supplementing the clinical experience, the students will also have three hours of active learning didactics a week. The student will also learn how to interpret the emergent EKG and how to act on those findings. In addition, the students will learn how to appropriately learn to use interpretation services.

Credits: 2.0

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

Associate Clerkship Director: [Adedoyin Adesina, M.D.](#)

Family and Community Medicine Clerkship: MCFAM-MAIN

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

Credits: 4.0

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

Associate Clerkship Director: Arindam Sarkar, M.D.



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Medicine Clerkship: MCMED-MAIN

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

Credits: 8.0

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

Associate Clerkship Director: [Lindsey Gay, M.D.](#)

Neurology Clerkship: MCNEU-MAIN

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

Credits: 4.0

Clerkship Director: [Fernando X. Cuascut, M.D., M.P.H.](#)

Associate Clerkship Director: [Nicolaas Anderson, D.O.](#)

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

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



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Credits: 6.0

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

Associate Clerkship Director: [Tara Harris, M.D., FACOG](#)

Pediatrics Clerkship: MCPED-MAIN

The Pediatric Clerkship is designed to provide students with high-quality, engaging clinical experiences to develop a basic knowledge of childhood growth and development (physical, physiologic, and psychosocial) and management of illness from birth through adolescence. Students will work in inpatient and outpatient settings to gain exposure and experience in both routine well child care and the management of acute and chronic pediatric medical problems. Students will also begin to appreciate the importance of longitudinal relationships and observe the dynamic process unique to the pediatric patient. This clerkship aims to help students feel more comfortable in dealing with pediatric patients regardless of their ultimate choice of medical specialty.

Credits: 6.0

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

Associate Clerkship Director: [Asha Morrow, M.D.](#)

Psychiatry Clerkship: MCPSY-MAIN

The Psychiatry Clerkship strives to educate students in the diagnosis and treatment of mental illness as well as the spectrum of normal and abnormal behavior through the lifespan. Students will be given an appreciation of mental health and mental illness in all areas of healthcare, and we hope that students will strive to be a psychologically informed physician. In the Clerkship, students will obtain information from patients via the psychiatric interview, work on primary and differential diagnoses, learn to manage psychiatric illnesses, critically evaluate treatments in Psychiatry, and improve overall communication skills with patients.

Credits: 4.0

Clerkship Director: [Jin Yong Han, M.D.](#)

Associate Clerkship Director: [Julie Williams, M.D.](#)

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



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knowledge and skills. As a member of a surgical team, students will gain an understanding of the fundamentals of perioperative management of surgical patients in various hospital settings. Students will learn the presenting signs, diagnosis and treatment of common surgical diseases. During this clerkship, students will spend three weeks on a general surgery service, three weeks on a surgery subspecialty service, or Surgical ICU. The didactic schedule includes lectures from the Department of Surgery's faculty leadership, online modules, small group teaching sessions, and a weekly skill lab.

Credits: 6.0

Clerkship Director: [Yesenia Rojas-Khalil, M.D.](#)

Associate Clerkship Directors: [Cary Hsu, M.D.](#) and [Zachary Pallister, M.D.](#)



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Sub-Internships

* Course credits pertain to 2022-2023 academic year.

Family Medicine: MEFAM515

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

Students are encouraged to take the course between January of the third year and December of the fourth year. The goal of the Family Medicine sub-internship is to expose students to the underserved patients on the Family Medicine Service at Ben Taub Hospital. Students will assume the role of an intern and will learn the family medicine approach to the care of adult hospitalized patients with emphasis on caring for patients in the context of their family environment, addressing psychosocial, cultural and financial issues and providing longitudinal care for patients with chronic issues. To emulate the functions of a family medicine intern, there is an ambulatory component of one half-day a week (schedule permitting) at Northwest Health Center in the Harris Health System. **There is no night call, however weekend call is required.**

Credits: 4.0

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

General Medicine: MEMED502 (MEDVAMC) or MEMED503 (BTH)

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

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



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Credits: 4.0

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

Neurology: MENEU503

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

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

Credits: 4.0

Sub-I Course Director: [Steven Bellows, M.D.](#)

OB/GYN: MEOBG503

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

Students are encouraged to take the course between January of the third year and December of the fourth year. The sub-internship experience occurs as part of the labor and delivery (L&D) teams at Texas Children's Hospital Pavilion for Women (PFW) and Ben Taub Hospital (BTH), and is modeled after the role of the OB/GYN intern on L&D. The student is assigned to either the L&D team at BTH or at the PFW. The student is responsible for performing all intern level activities including, but not exclusive to: admit patients, evaluate all medical problems, manage labor, and formulate a therapeutic plan under supervision. 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: 4.0

Sub-I Course Director: [Kelli Barbour, M.D.](#)



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Pediatrics: MEPED547

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

Sub-interns 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 supervising resident, 2-3 interns, 1-2 clerkship students, and sometimes a PHM fellow. The sub-intern admits patients, evaluates all medical problems, and formulates a therapeutic plan under supervision. They are responsible for patient handoffs at the beginning and end of shifts. They will write and pends orders for co-signature prior to implementation. Admission orders stem from diagnosis specific EBM order sets. Sub-interns follow a night float system where they can expect approximately one week of nights during the month 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 their team's patients. Patient-family centered rounds (PFCR) are conducted daily at the bedside with the medical team. Attendance at educational conferences is required and sub-interns will participate in a mock code scenario during the block. Students are encouraged to take the course between January of the third year and December of the fourth year.

Credits: 4.0

Course Director: [Meghan McClure, M.D.](#)

Psychiatry: MEPSY504

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. This course is a 4-week advanced clinical rotation which is designed to develop skills, knowledge and attitudes required for internship including but not limited to performing psychiatric evaluations, developing diagnoses and treatment plans under supervision. Student(s) will practice placing orders and managing transitions of care as well as refining communication skills with all members of the care team, patients and their respective families.

Credits: 4.0

Sub-I Course Director: [Jin Y. Han, M.D.](#)

Surgery: MESUR501 or MESUR541 or MESUR546

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



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

Credits: 4.0

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



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Selectives

* Course credits pertain to 2022-2023 academic year.

Ophthalmology: MCOPH-MAIN

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

Credits: 2.0

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

Orthopedic Surgery: MCORS-MAIN

The orthopedic selective is designed to give students exposure, knowledge, and clinical skills in the field of Orthopedic Surgery. The course duration is 2-weeks and is one of the options in the 4-week group A selective course. Students will work at one of the four clinical sites: Ben Taub, VAMC, TCH, BSLMC. This can include exposure into any subspecialty of orthopedics. Students will work with faculty, residents, fellows, and other members of the health care team during the rotation and are expected to act in a professional manner. The rotation will involve scrubbing into operative cases and seeing patients in the ambulatory and inpatient setting. The workday is from 6am to 6pm maximum with no required weekend duties and the rotation requires one overnight call at Ben Taub, after which the student will be post-call. Students will have a 5:30am virtual orientation with Dr. Perkins on the first Monday of the rotation. There are four online lectures with a quiz to complete asynchronously. Students will complete their clinical passport to be turned in at the end of the rotation. Grades will be based upon clinical performance with evaluations completed by faculty.



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Credits: 2.0

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

Otolaryngology: MCOTO-MAIN

The Otolaryngology 2-week selective course provides students with broad exposure to general otolaryngology and associated subspecialties, including neurorhinology, neurotology, facial plastics and reconstructive surgery, pediatric otolaryngology, laryngology, and head and neck surgical oncology. 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. The goal of the rotation is to teach students head and neck anatomy, how to perform a comprehensive head and neck physical exam, and the diagnostic modalities and treatments otolaryngologists use.

Credits: 2.0

Selective Director: [Meha Fox, M.D.](#)

Urology: MCURL-MAIN

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

Credits: 2.0

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



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Electives

* Course credits pertain to 2022-2023 academic year.

Pre-Clinical – Foundations

Biochemistry and Molecular Biology

MEBCH-423 Structural Basis of Human Diseases

This course is designed for medical and graduate students to understand the potential use of structural information for solving disease problems and to be aware of the different structural and computational tools. Each 1 hour lecture is taught in the second block jointly by two or more instructors who will present the medical problems and the structural approaches towards solving them. Attendance is required for passing this course.

Credits: 0.50

Center for Medical Ethics & Health Policy

MEETH-411 Introduction to Medical Humanities

This elective course is meant as an introduction to the methods, materials, and practical relevance of the medical humanities. Through course materials and group discussions, students will become familiar with how poets, philosophers, short story writers, artists, and musicians have been inspired by health, disease, illness, and the mysteries of the human body. Course assignments and readings have been selected in order to help students learn to approach their patients from a variety of perspectives, thus contributing to their ability to provide holistic medical care. By the end of the elective students will be able to use lessons drawn from the study of the humanities to identify and address patients' psychosocial, spiritual, and existential needs.

Credits: 0.50

MEETH-413 Introduction to Health Policy

Healthcare in the US is provided in a bewildering system that many consider broken. Physicians in early practice often say they feel they received plenty of clinical training, but feel unprepared for dealing with insurance companies, running their practices, and feel powerless to effect change in the systems in which they practice. This elective will provide an introduction to how medicine works in both theory and practice. By the end of the elective students will be able to hold informed conversations with healthcare professionals and lay people about the common issues that affect doctors, patients, and society, and options for addressing these issues. The elective will be taught by experts in policy, management, ethics, and systems. Short readings, often from sources like The New York Times, The New Yorker, The Economist, as well as traditional medical journals will provide a background for lectures. Each lecture will be structured in a consistent format. Faculty from throughout Baylor College of Medicine will lead discussions on specific healthcare policy and management topics. The first part of class will be dedicated to a current



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event related to the subject of the lecture and relevant themes. The lecture will take up the remaining time, with opportunities for interactive learning.

Credits: 0.75

MEETH-417 Seminar Series in Bioethics

This is a seminar designed to provide the student with an understanding of the theoretical foundations of the discipline of bioethics. The seminar explores competing theories and arguments in bioethics by careful reading of articles covering major issues such as physician assisted suicide, rationality and decision making capacity, definitions of death and personhood, religious based refusals of medical treatment for children, allocation and procurement of organs for transplantation, and justice in emerging genetic technologies for human enhancement and disease treatment. Students attend a once monthly meeting usually held from 6-8 p.m. throughout the academic year (September-April). Students are asked to complete a minimal amount of reading in preparation for seminar, submit a short question/criticism/reflection about the reading, and participate in seminar discussion. Students are allowed 2 prearranged, excused absences and still pass the course. If a student has to miss a third session, the student must submit a 3-5 page paper demonstrating familiarity with the session topic they missed. Only one paper can be submitted to offset an unavoidable third absence. Any additional absence will result in the student receiving an incomplete for the course with an opportunity to earn course credit by making up the missed sessions during the following academic year.

Credits: 1.00

MEETH-414 Seminar in Health Policy

Physicians in early practice often say they feel as though they have an inadequate understanding of public health, drug development, medical tourism, behavioral economics, big data, and emerging technologies. This elective will provide an in-depth look at important topics in healthcare policy and management, which impact how medicine works in both theory and practice. By the end of the elective students will be thinking critically about common issues that affect doctors, patients, and society, and options for addressing these issues. This seminar is designed to provide students with an understanding of management and policy through case studies and in-depth discussions with experts. The seminar will be taught by experts in policy, management, ethics, and systems. Students attend a once monthly meeting held on the 2nd Thursday of each month from 6-8 p.m. from September thru April. Students are asked to complete a minimal amount of reading in preparation for seminar, submit a short question/criticism/reflection about the reading, and participate in seminar discussion.

Credits: 1.00

Center for Space Medicine

MESPM-610 Intro to Human Space Exploration & Medicine

This elective introduces BCM medical students to biomedical risks associated with human space exploration and the emerging discipline of space medicine. The course provides a unique opportunity for students to learn about new discoveries in biomedical science, technology and medicine relevant to space and how these advances enhance health and medical care on Earth. Instruction will consist of lectures by leading experts, including faculty affiliated with TRISH, former NASA flight surgeons, and astronauts with



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long-duration flight experience aboard the International Space Station. Interactive discussions will be encouraged. At the end of the course, students will have an understanding of some of the fundamental biomedical issues facing astronauts and perspectives on how medical care for space exploration impacts both space missions and medical advances on Earth. Successful completion of this elective is a requirement to be accepted into the Space Medicine Pathway at BCM.

Credits: 0.50

MESPM-611 Topics in Human Space Exploration & Medicine

Building on the foundation of the MS-1 course, this elective takes the next step in exposing students to leaders and discoveries at the interface of medicine and space. It also provides an opportunity to learn about the highest risks to human health and performance in space, and to partake in a self-directed project in an area of interest to the student. Important themes emphasized in the course include the (i) bidirectional interface between basic and clinical knowledge, (ii) integration of science, medicine, engineering and education, and (iii) value of clinical and operational expertise in guiding research and development.

Credits: 0.50

Emergency Medicine

MEERM-599 Emergency Medicine Skills Series (EMSS)

This preclinical elective is designed to familiarize pre-clinical students with the basic theory, indications, basic interpretation of results, and practice of four basic procedural skills of Emergency Medicine. These four basic skills include performing phlebotomy, placing an IV, conducting an ultrasound FAST exam, and setting up a basic 12-lead EKG. The course is divided into three components—one four week component of didactics, one four week component of skills acquisition and practice, and debriefing and reflection session. During the didactic component, students will learn the indications for each procedure as well as how to interpret procedural results in a clinically relevant manner over four classroom sessions. Furthermore, they will practice each of the four techniques either on each other or on models. During the final session of the didactic component, they will learn about practical aspects of delivering emergency medical care (including laws governing care, roles of different healthcare providers, and evidence-based medical care) and will receive a presentation orienting them to the BT Emergency Center. During the skills acquisition component, students will rotate in the Ben Taub Emergency Center, performing a different procedure on patients each week for two hours, under the supervision of both nurses and physicians. In the final week, students will participate in a capstone experience focused both on sharing individual experiences and on reflecting about the procedures learned. In addition to attending each didactic and hospital session, students will be required to complete pre-didactic learning modules that will enhance knowledge regarding each of the four procedures.

Credits: 1.00

MEERM-628 Health Policy Journal Club

Health Policy Journal Club brings students together with multi-specialty faculty and members of health care teams across Houston to discuss recent health policy research. The studies selected for discussion



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always have implications for the practice of medicine and are useful for learning about various aspects of the American health care system.

Credits: 0.50

MEERM-629 Introduction to Wilderness Medicine

Introduction to Wilderness Medicine provides an overview of the discipline of Wilderness Medicine. It provides students with an understanding of the physiological changes experienced in extreme environments, preparation and risk assessment strategies for activity in a wilderness setting, and management options for illness and injury in austere environments. Students will also become familiar with the types of equipment available and techniques employed to prevent and respond to wilderness-related illness and injury.

Credits: 0.75

MEERM-630 Electrocardiogram (ECG) Fundamentals

This preclinical elective will provide students the opportunity to be exposed to electrocardiograms in-depth using a blended virtual, synchronous format with in-person procedural sessions. It will focus on fundamentals of ECG interpretation and application to clinical cases for diagnosis and management. This elective will focus on interactive learning opportunities such as a flipped classroom format with asynchronous pre-session resources and activities, with small group learning, procedure skills labs, and use of gamification and interactive assessment tools in synchronous sessions. Instruction for this course will follow principles of mastery learning and deliberate practice in alignment with competency-based medical education and conclude with a summative mastery-based assessment written exam.

Credits: 1.0

MEERM-631 Climate Change and Human Health

With effects of climate change well underway, understanding its effects on human health is becoming more relevant and important. This course is designed to provide an overview of how climate change is affecting different aspects of human health and how the healthcare system is contributing to climate change. In addition, this course will also provide an introduction to getting involved in health and climate advocacy, so students will have the tool to engage and advocate beyond this course. Along with sessions featuring how climate change is affecting various medical specialties such as infectious diseases, psychiatry, emergency medicine and women's health, the course sessions will also cover broader topics such as advocacy, social determinants of health, and economics of sustainable healthcare. By the end of the course, students will have a multidisciplinary understanding of the effects of climate change on human health, and will be better equipped to advocate for the environment and for patients.

Credit: 0.50

Family and Community Medicine

MEFAM-407 Introduction to Care of the Underserved



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As underserved populations grow, so does the need for compassionate, culturally sensitive, and culturally competent physicians. The Baylor College of Medicine Care of the Underserved Pathway strives to give students the tools to address the unique challenges that marginalized populations face. The purpose of this course is to provide an overview of topics addressing medical care for disadvantaged populations. This course serves as an introductory elective for those who wish to complete the four-year Care of the Underserved Pathway.

Credits: 0.50

MEFAM-408A Introduction to Medical Spanish

This course is designed for students with or without a formal background in Spanish. The course focuses on the medical vocabulary and Spanish grammar necessary to carry out a basic conversation with a Spanish-speaking patient in order to attain their medical history. The focus is to improve students' pronunciation, fluency, and vocabulary to enhance their communication skills in Spanish. Independent assignments and additional readings may be added at any point in the course. There will be a competency-based oral final exam to evaluate students' ability to communicate in Spanish. Students are expected to communicate in Spanish at a basic level and demonstrate that they can conduct themselves in an appropriate and professional manner when interacting with Spanish-speaking patients.

Credits: 0.75

MEFAM-408B Advanced Medical Spanish

This course is designed for students who have taken the Introduction to Medical Spanish course. The course focuses on mastering Spanish grammar to attain a higher level of Spanish fluency. Students will be able to obtain a complete history from a patient as well as learn the verbiage to perform a physical exam, and discuss a treatment plan in Spanish. There will be a competency-based oral final exam to evaluate students' communication skills.

Credits: 0.75

MEFAM-409 Longitudinal Community Medicine & Primary Care

The overarching goals of this course are to: Expose students to longitudinal patient care through the lens of not only the healthcare system, but also the patient; Introduce the essential components of the Patient-Centered Medical Home (PCMH) and how other healthcare providers and staff complete a high-functioning primary care team; Show students with first-hand experiences how social determinants of health affect patient care and outcomes in the community.

Credits: 1.5

MEFAM-423 History of Medicine

This course is a series of nine lecture/discussion sessions, which will be supplemented by an optional paper. The lectures are attended by both students and faculty from Baylor and UT, and they also are open to the public. Dr. Francis Collins, Director of the National Institutes of Health, has spoken about the "long arc of discovery" that has contributed to the increase in life expectancy from 47 years for a baby born in



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the U.S. in 1900 to more than 78 years for a baby born today. In this history of medicine lecture series, we will examine some of the points along that arc and consider what lessons they hold for us today. What are some of the scientific questions that remain to be answered? What are some questions that remain to be asked? What is the role of the humanities in applying our expanding knowledge both ethically and equitably?

Credits: 0.50

MEFAM-428 Compassion and the Art of Medicine

Compassion and the Art of Medicine uses patients' stories, physicians' experiences, and artistic expression to foster compassion in medical students. Self-reflection, self-care, balance, patient/ doctor communication and professionalism also are emphasized. The last class of the series is mandatory for student attendance.

Credits: 1.25

MEFAM-447 Refugee and Immigrant Medicine

Immigrant and refugee medicine elective is for preclinical students. This elective would be available to all students regardless of track.

Credits: 0.50

MEFAM-602 Healer's Art

The Healer's Art is a pre-clinical curriculum designed by Rachel Naomi Remen, M.D., Director of the Remen Institute for the Study of Health and Illness. It is a 16-hour elective that began at UCSF in 1992 and is now taught across the country and the world at over 100 medical schools. This is taught as a combined elective with UT Houston joining pre-clinical medical students across the Texas Medical Center. The Healer's Art addresses the hidden crisis in medicine, the growing loss of meaning and commitment experienced by physicians nationwide under the stresses of today's health-care system. It is a process-based curriculum that enables the formation of a community of inquiry between students and faculty. It takes a highly innovative, interactive, contemplative and didactic approach to enabling students to perceive the personal and universal meaning in their daily experience of medicine.

Credits: 1.00

MEFAM-603 Environmental Health: What Every Physician should know

This course, an enrichment elective, would fill a critical gap in medical education for our students in the areas of environmental medicine, social justice and social responsibility. Coursework will prepare students to recognize and treat conditions caused by the impacts of climate change, air and water pollution, household toxics, and other environmental exposures, with attention to specific populations at risk. The course will expose students to the fields of environmental health and public health practice and benefit physicians, their patients and their communities. Topics to be addressed include: key epidemiologic principles; air, water, and land pollution... and health; particle air pollution and cardiorespiratory health;



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environmental health advocacy; climate change; pediatric environmental health; total worker health (covering occupational exposures); and global and community environmental health.

Credits: 0.5

Medicine

MEMED-438 Geriatric Skills Workshops

This course introduces students to basic issues of geriatric medicine, assessment of older adults, and the community service systems which are in place to address social, psychological, and physical problems of aging. The focus is on improving the interaction between medical providers and older adults. Each session covers a topic relevant to the care of the elderly patient. Techniques for assessing mental status, mood, physical functioning, wounds, sensory impairment, and physical findings in the elderly will be covered in depth. Instruction is provided through lecture, small group discussion, role-play, and hands-on skill building sessions. Students will have an opportunity to practice communication and assessment skills with volunteer seniors who live in the community.

Credits: 2.00

MEMED-440 Resuscitation & ER Medicine - Out of Hospital

The course consists of a series of weekly lectures; a shift observing EMS personnel making emergency responses and providing emergency care in the out-of-hospital setting. There will be opportunities to tour and observe the Houston Police Department training academy (SWAT).

Credits: 3.00

MEMED-540 Reel Medicine: The Physician in the Movies

Students will view recommended films prior to class and discuss them in class. Each film will address one or more aspect of medicine, such as empathy, beginning-of-life and end-of-life decision-making, medical research, scientism, genetics, patients with disability, and bias.

Credits: 0.50

MEMED-583A Medicine-Readings in HIV-AIDS Epidemiology

A weekly seminar on global AIDS epidemiology is available for a 4-5 week interval. Readings will include dynamics of infection, cultural aspects of infection, role of the pharmaceutical industry in controlling the outbreak, new findings on discrimination, and patterns.

Credits: 0.50

MEMED-591A Nuclear Ethics



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A seminar held one hour per week for 8 weeks, available for a block on the health effects and hazards associated with the Nuclear arms industry. Course materials will be relevant readings from the material literature on perceived or misperceived dangers associated with nuclear weapons, the legacy of testing during the cold war years and prevention activities that the medical community effectively used to provide alternatives to excess militarism.

Credits: 0.5

MEMED-593 Beyond the Exam Room: Physician as Advocate

Though the precise role of physicians within the dynamic health care system & society is not clearly defined, physicians are often expected to become community leaders and advocates for the health of the public. This course is geared to inspire future physicians to participate in civil society, service to the community, and active engagement on behalf of the public interest. The course sessions will provide insiders' views into the process of promoting change through use of leadership skills such as community organizing, media advocacy, lobbying, and health services research to effect patient-oriented health policy. This elective offers a broad introductory overview of a sample of important public health issues ranging from children's advocacy to international health issues to health insurance. The format of the course sessions will vary and will include panel discussions, simulated interactions with the media, and invited speakers.

Credits: 0.50

MEMED-594 Healing by Killing: Medicine in the Third Reich

Students will be challenged to personally confront the medical ethics of the Holocaust and of American eugenics and apply that knowledge to contemporary medicine and research. Using lectures, film clips, and videos, students will hear and view material about Nazi Medicine and American Eugenics and discuss their implications.

Credits: 0.50

MEMED-596 Human Rights and Medicine

The course will critically examine the interrelationships between human rights and medicine and their impact on several issues of concern in society today. These will include, but not limited to, immigration reform and its effect on medical care, the use of torture as it violates human dignity and involves physicians and other healthcare professionals, gender issues in medicine and cross-cultural considerations, HIV and associated discrimination, access to care and the rights of the uninsured in America, and issues of distributive justice affected by militarization in society. A preliminary set of sessions will discuss the philosophic basis for human rights, the background to the UN Declaration of Human Rights, and controversies concerning the foundation, scope, and meaning of a universal ethic of human rights.

Credits: 0.50

MEMED-601 Women & Health: Outside the Trad. Curriculum



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The AAMC has included women's health as one of the areas to be highlighted and enhanced in the core curriculum for medical students. While women compose a significant proportion of most physicians' patient populations, much of medical research and education is focused on the male patient. This course is designed to familiarize future health professionals about women's health issues including and beyond breast health and the traditional reproductive health curriculum. Through interactive didactic and case-based discussions, physicians and other health care professionals introduce students to diverse topics including global women's health issues, women's health careers, multidisciplinary approaches to pregnancy, ethical issues in obstetric cases, gynecology oncology, psychiatry, gender differences in pathophysiology, gender differences in accessing health care, and family planning.

Credits: 0.50

MEMED-605 The Art of the Human Body

Taught in collaboration with MFAH education staff, this four-session elective uses the visual arts to strengthen skills in close observation and effective communication. Sessions incorporate reflections of how emotional responses and bias can affect observation and interpretation, and how awareness of ambiguity can improve empathetic communication.

Credits: 0.5

MEMED-607A Clinical Cases in General Medicine I

This course will expose the students to medical cases that would both tie together the systems that they have learned about thus far, to relevant and real clinical scenarios. After the class, the students should be able to recognize how their basic science studies can be interpreted in a clinically significant way, and should be able to list at least three disorders, their clinical presentations and molecular basis, that are related to each system they will be studying during this term. This class would be related to the IPS course, however it will include several cases and will focus specifically on the material they have most recently learned. Each class will have a practicing specialist present, that specializes in the subject that is being covered by the cases, to help to direct the conversation and confirm the assumptions or questions of the students. This course is a perfect complement for students that enjoy and benefit from learning by examples more than flat fact memorization. It will be very interactive, so the students will learn how to think through these clinical problems and come to logical conclusions that they can support.

Credits: 0.5

MEMED-607B Clinical Cases in General Medicine II

This course will expose the students to medical cases that would both tie together the systems that they have learned about thus far, to relevant and real clinical scenarios. After the class, the students should be able to recognize how their basic science studies can be interpreted in a clinically significant way, and should be able to list at least three disorders, their clinical presentations and molecular basis, that are related to each system they will be studying during this term. This class would be related to the IPS course, however it will include several cases and will focus specifically on the material they have most recently learned. Each class will have a practicing specialist present, that specializes in the subject that is being covered by the cases, to help to direct the conversation and confirm the assumptions or questions of the students. This course is a perfect complement for students that enjoy and benefit from learning by



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examples more than flat fact memorization. It will be very interactive, so the students will learn how to think through these clinical problems and come to logical conclusions that they can support.

Credits: 0.50

MEMED-608 CHEF (Choosing Healthy, Eating Fresh)

The choosing healthy, eating fresh elective course is meant to enhance the medical school nutritional curriculum through a hands-on course for second year medical students, such that they will be better prepared to educate their future patients and can serve as stewards of healthy living. This goal will be accomplished through didactic discussions, culinary instruction, and independent nutrition projects. Each week, a didactic lecture will be provided by a faculty member, medical professional, or representative from community food and nutrition organization. This will be followed by a culinary class taught by a local chef, with each week being taught by a different chef. We will conclude each class with discussion and presentations of student projects.

Credits: 1.0

MEMED-609A Medical Chinese I

Students will learn the basics of Mandarin medical terminology and how to interact with Chinese patient populations.

Credits: 0.50

MEMED-609B Medical Chinese II

The goal of this course will give the medical student the language skills they need to communicate orally with Chinese-speaking patients. The course is recommended for students that already have a basic background in the Chinese language. Topics will range from common history taking questions to the Chinese medical vocabulary to cultural and epidemiologic aspects of medicine as it is practiced in China.

Credits: 0.50

MEMED-614 Bioethics After the Holocaust

The student will demonstrate awareness of his or her own perspective and biases. The student will fulfill responsibilities and obligations as a learner and colleague. The student will use and critically evaluate available technology to access medical information for their research paper. The student will learn how the legal system affects the practice of medicine.

Credits: 0.50

MEMED-629 Skills and Advanced Topics in PS/QI

This elective is designed as a series of workshops to provide in-depth discussion and problem-based learning of key principles in patient safety and quality improvement. It builds on principles covered in the required BCM Patient Safety course and the Introduction to Quality Improvement elective (MEPED-567). The elective is meant to provide students with specific skills that will enable them to design and conduct



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their own scholarly work in PS/QI, both individually and as they participate in the Patient Safety and Quality Improvement clinical elective (MEMED-626). Discussions and workshops will be led by faculty involved in patient safety and quality improvement initiatives at several of BCM's affiliated institutions. Prior to each seminar, students will be given a reading assignment in preparation for discussion. The elective will teach students about more specific issues and areas within the field and give them more advanced tools with which to work. It will introduce them to health service research and continuous QI, as well as new and emerging topics in the field.

Credits: 0.50

MEMED-633 COVID-19: Perspectives From the Front Lines

The Covid-19 pandemic is an event that impacted society as a whole but presented a particular challenge to those in the medical field. This elective will provide a comprehensive overview of the healthcare response to the Covid-19 pandemic. It will examine how various components of the healthcare system cooperated and adapted for emergency and disaster response. Through a seminar series with speakers from a variety of fields, students will gain exposure to the following aspects of the Covid-19 response: epidemiology, pathophysiology, clinical care, research and development, ethics, public health, mental health, and hospital administration. Through the firsthand experiences of healthcare leaders making real-time decisions in response to the pandemic, students will also gain a thorough understanding of the logistical, clinical, administrative, and emotional impacts of the global pandemic on those working in the medical field.

Credits: 0.75

MEMED-635 Medical Humanities: Existentialism, Camus, & The Plague

This course is designed to serve as an introduction to the medical humanities through the lens of the philosophical movement of existentialism. Existentialism was a profoundly influential philosophical movement during the mid-20th century that had significant interface with movements as diverse as literature, film, theology, and Cold War geopolitics. With its emphasis on asserting the value and meaning of human life despite its finitude, existentialism remains pertinent to physicians and medical trainees today. This course will begin with a general introduction to existentialism: its historical development and key figures. The majority of the course will be dedicated to reading and discussing Albert Camus' masterpiece "The Plague," a novel that has taken on new meaning since the onset of the COVID-19 pandemic. The focus while reading "The Plague" will be on the character of Dr. Rieux as he faces down the threat of bubonic plague in his community. The course will conclude with selected essays which consider existentialist readings of medical dilemmas. Our weekly discussions will center on applying the themes and approach of existentialism to our medical practice.

Credits: 1.00

MEMED-638 Current Development in Infectious Disease Epidemiology

The importance of knowing current epidemiology of infectious diseases. Learning how to interact with public health system. Becoming aware of new developments in key infections and how to keep abreast of future developments.



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Credits: 1.00

MEMED-639 Incarceration and Health

The United States leads the world in rates of incarceration, disproportionately impacting already marginalized communities. The act of incarceration and carceral settings (IE Jails and prisons) can be detrimental to a person's health. This course is designed to provide students with a baseline understanding of systems of incarceration in the United States and the state of Texas, and subsequently explore the way an incarcerated person may have health issues related to their imprisonment. The course will explore the exacerbation and treatment of chronic conditions in jails and prisons, women's health and pregnancy, sexual assault during incarceration, mental health care and its relation to the criminal justice system, violence and trauma in jails and prisons, incarcerated patient rights, and systems of health and incarceration in the local, state, and federal government. All students who attend Baylor College of Medicine interact with incarcerated patients during their time at Ben Taub, and this course will give attendees vital context in order to better understand and care for this population.

Credits: 0.50

Molecular and Cellular Biology

MECLB-550 Translational Cancer Biology

This course is designed to meet the needs of graduate students and 1st and second year MSTP and medical students. For graduate students, this course will be part of the CMB cancer-track curriculum and will highlight connections between basic and clinical sciences, exposing graduate students to current issues in patient care related research. This course is expected to be taken by graduate students who will have solid research experience, but may lack an understanding of clinical and translational issues, which this course will expose them to. For MSTP and medical students, this course will be an optional elective for them in terms 2. These students will have had significant clinical coursework, but less knowledge of the design and analysis of basic research experimentation. This course will show the value of basic research in developing new cancer detection and treatment options. In addition, through the journal club component of this course, students will learn some basic research techniques and the critical thinking skills used to interpret and evaluate data.

Credits: 1.00

MECLB-560 Pathologic Basis of Cancer

This pre-clinical elective is designed to familiarize MS2 students with the pathologic basis of cancer. This course is divided into weekly themes of (i) bone tumors, (ii) hematological cancers, (iii) brain tumors, (iv) head and neck cancer, (v) gastrointestinal tumors, (vi) dermatological cancers, and (vii) Genitourinary / Gynecological cancers. Each will consist of a lecture and discussion with an expert clinician in the specified field of cancer during the Monday session, followed by a practical pathology session with BCM pathologists. Students will read assigned papers on a broad range of topics including basic science, clinical trials, epidemiology.

Credits: 1.00



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MECLB-570 Regulation of Energy Homeostasis

The purpose of the course will be to define regulatory mechanisms and pathways for homeostasis of energy metabolism and abnormalities in the processes due to disease. The approach will be definition of energy producing processes, proceeding to regulation of inter-organ energy balance. The course will take an organismal and integrative view. Topics will be presented in inter-disciplinary fashion, combining biochemical, genetic, molecular and cellular findings. The course will be based on current themes.

Credits: 1.00

Molecular and Human Genetics

MEGNT-500 Clinical Genetics for MD/PhD Students

The course is aimed at training MD/PhD and graduate students in the applied aspects of clinical genetics. The course is also open to medical students with an interest in clinical genetics. Students will learn how Human Geneticists address medical problems in the clinic and related scientific questions in the laboratory. The course will provide opportunities for students to gain training in translational biology with a specific emphasis on clinical genetics.

Credits: 1.00

MEGNT-501 Touchpoints in Clinical Genetics

This course will introduce students to the application of Medical Genetics to clinical practice. Students will review fundamental clinical genetics principles including inheritance, testing strategies, dysmorphology, interpretation of test results, and indications for genetic testing. By attending Genetics Clinical Grand Rounds, students will understand the practical applications and implications of concepts underlying medical genetics.

Credits: 0.50

MEGNT-515 Clinical Intersections I: Biochemistry & Metabolic Disorders

The elective will expose the student to metabolic disorders managed in the biochemical genetics clinic - the "real-life" clinical application of the various pathways learned in biochemistry - including glucose metabolism, amino acid metabolism, fatty acid oxidation, the urea cycle, and vitamin metabolism. Students will participate in a weekly, interactive, case-based seminar that will highlight clinical features of presentation, diagnosis, and treatment of these disorders while simultaneously reviewing biochemical pathways learned in biochemistry. We will emphasize clinical clues that can lead to a diagnosis in pediatric and adult patients where the diagnosis of an inborn error of metabolism might otherwise not be recognized (E.g., neurologic and psychiatric presentations). For first year students, these disorders provide a clinical correlation as they learn basic biochemistry, and for second year students, these disorders provide a review of basic pathways prior to comprehensive/board exams. Students will also have the opportunity to observe diagnosis and management of patients in the Metabolic Clinic (optional). Each session will focus on a genetic disorder in one of the pathways described above and will be case-based. Readings and materials will be provided during the course.



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Credits: 0.50

MEGNT-517 Googling Genetics

The purpose of this course is to offer basic science (foundations) students an introduction to key concepts in clinical genetics in a relaxed, small group setting. Several specific syndromes (listed below) that are emphasized in the pre-clinical curriculum and the USMLE Step 1 exam have been chosen to provide the framework for this course and to illustrate important and distinguishing features of genetic disease, including clinical presentation, mode of inheritance, and molecular etiology and pathogenesis. Given the rapid advancement of the genetic field and its relevance in all medical subspecialties, this elective is designed to provide an opportunity to increase students' exposure to the field of genetics and provide a context for recognition of genetic disease.

Credits: 0.50

MEGNT-519 Finding Rare Disorders Genetic Etiologies Across Specialties

Genetics is often viewed as a part of medicine limited to pediatrics and its subspecialties. While clinical geneticists may quickly recognize and diagnose genetic conditions, this skill is also important to cultivate across all fields of medicine. This course focuses on the "non-geneticist" point of view, bringing in lecturers from a variety of medical specialties to describe a case or cases they have had when genetics and recognition of genetic influence played a crucial role in the diagnosis and care of their patient(s). Students should leave the course with a more well-rounded scope of genetics and genetic conditions outside pediatric clinical genetics, as well as with a reinforcement of their abilities to recognize red flags that suggest a genetic etiology.

Credits: 0.50

MEGNT-520 Genetics Pathway Curriculum (GPC) Journal Club

The Genetics Journal Club course is a preclinical elective course for medical students. The Genetics Journal Club course is a required element of the Genetics Pathway Curriculum (GPC) specialty pathway. The course is intended to help students develop the skills required to critically assess articles in the scientific literature including evaluation of the design, the limitations of methods utilized, the relevance of the article to what was previously known, and the future directions the findings support. Students will also develop communication skills through in-class discussions. To achieve these goals, one clinically relevant research article will be selected each month for in-class review and discussion. The skills developed through this course will help students assess scientific publications throughout their careers and develop, conduct and present future research of their own.

Credits: 0.50

MEGNT-553 Introduction to Genetics and Genomics Research

Research in human genetics has expanded beyond an understanding of genes and the genome to impact a diversity of fields including population health, personalized medicine and bioethics. Faculty within the Department of Molecular and Human Genetics at Baylor College of Medicine conduct research in all of these areas as well as leading the nation in the study of genomics, DNA biology, gene expression, and the



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molecular basis of human disease. This course is designed to introduce students to the breadth of research available within the Department and serve as an introduction to scholarly research. Through a series of seminars given by invited speakers, students will explore various research efforts in the Department and ways in which they may become involved in these endeavors. Speakers will be invited from the BCM Human Genome Sequencing Center, Centers for Medelian Genomics, Undiagnosed Diseases Network Model Organism Screening Center and others. Students will also gain an appreciation for the ethical issues inherent in genetic research and learn how to translate their scientific curiosity into a feasible research question.

Credits: 0.50

Ophthalmology

MEOPH-517 Eyeing Ophthalmology Subspecialties

Our vision is our most important sense, and it is dependent on the healthy function of several different components of the eye. Within ophthalmology, multiple subspecialties exist which focus on each of these components and how to specifically manage their associated diseases. This lecture series will teach students about the basics of several ophthalmologic subspecialties (cornea, retina, glaucoma, and pediatrics/strabismus). Each of these subspecialties will have 2 lectures - an introduction to the field and a second lecture with practical skills/case based learning. This course will build on the ophthalmology anatomy and physiology lectures given in first year, and the material is designed for students curious to learn more about the subspecialized fields within ophthalmology. Students will be assigned reading materials prior to the lectures and participation is expected.

Credits: 0.50

Pathology

MEPAT-578 Meditation & Loving Obnoxious People: A Self-Care Guide

This course is designed to introduce the rationale for meditation as well as a targeted approach that can be applied quickly. As we navigate difficult and unusual times, with stresses and tribalism on the rise, the goal of this course is to apply meditative techniques and investigate a method of not simply dealing with tough situations and difficult people, but of going further and positively "loving" obnoxious people. The course will delve into the problems associated with hostility and the benefits of compassion. The course is designed to (a) teach a simple way to meditate in a very short period of time, (b) highlight why loving obnoxious people is the smart thing to do from the perspective of improving our mental and physical health, and (c) teach a practical method of doing so.

Credits: 0.50

MEPAT-579 Systems Thinking in Healthcare

The complex challenges in healthcare delivery, in which the problems and solutions often cross multiple disciplines, require a holistic understanding. Systems thinking, with deep roots in the fields of engineering, biology, business, and epidemiology, has been identified by health system leaders as a fundamental competency necessary for healthcare transformation. By acquiring an understanding of the fundamentals



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of system thinking, students will be better equipped to deal with the challenges posed by complexity – and can become designers of systems, rather than mere actors within them. This elective will cover the foundational concepts of systems thinking, and learners will become familiar with a systems approach, basic systems thinking tools, and their practical application to healthcare scenarios.

Credits: 0.50

Pediatrics

MEPED-555 Primary Care Sports Medicine

The Sports Medicine elective is designed to take the basic science anatomy learned as part of the first year curriculum and couple this with clinical Sports Medicine principles of exam and treatment. The emphasis of this class is teaching the hands on physical exam of the ankle, knee, hip and back, shoulder, elbow, and wrist and hand. There is also teaching about the biomechanics of running and the pathophysiology of illness during the Marathon. There are experiences outside of the classroom including game coverage, training room, and event coverage available to the students in the elective.

Credits: 1.50

MEPED-562 It Takes a Village: Foundations of Pediatric Advocacy

Pediatricians are poised to advocate on behalf of their young patients to help them lead healthier lives in ways that extend beyond the scope of a clinic or hospital's walls. To truly enable patients and families to improve their health, a pediatrician cannot practice medicine in ignorance of the greater systems at work but must be aware of the family's social and economic environment. The physician's advocacy role is especially important in pediatrics, as children are often unable to voice their own needs and their health requires the cooperation of family members or other guardians. The goal of this course is to inform students on current pediatric advocacy issues and equip them with the problem-solving skills they will need to be the voices for our community's children. Groups such as the American Academy of Pediatrics (AAP) and the Texas Pediatric Society (TPS) have identified multiple pediatric issues requiring physician advocacy at the federal, state, and community level. These issues will guide faculty lecture topics, which may vary from year to year based on current relevance. In addition to didactic lectures, students will also participate in hands-on activities aimed at both cultivating a better understanding of the challenges pediatric patients face in obtaining care, as well as increasing students' confidence in effectively advocating for important issues. Students will also be expected to either participate in an advocacy event outside of the workshops in class or research a topic of interest and share their experiences/research findings with the group.

Credits: 2.00

MEPED-565 Hiding in Plain Sight: Identify/Understand Vict. of Violence

This elective will bring to light many of the problems which cause serious physical, emotional, and biopsychosocial trauma to patients but are currently not well-discussed in the academic medical curriculum. Topics include child maltreatment, trafficking, interpersonal violence, homelessness, and elder abuse. This elective aims to not only provide education and awareness but also equip future physicians with practical applications to service and advocate on behalf of their patients.



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Credits: 0.50

MEPED-566 Evidence and Ethics of Integrative Medicine

Goal is to introduce students to the newly emerging field of integrative medicine. 1. Demonstrate the ability to obtain a thorough integrative medical, nutritional, and social history. 2. Evaluate current data on the efficacy and safety of integrative modalities. 3. Appraise sources of information and databases for integrative medicine.

Credits: 0.50

MEPED-567 Intro to Quality Improvement

This 5-week elective will introduce first-year students to quality improvement – exploring its methods, relevance and importance to their future practice, and the relationship to patient safety, evidence-based practice, and patient-centered care. Interactive sessions will be led by Pediatric Hospital Medicine, Pediatric Anesthesiology, and Internal Medicine faculty, whose academic interests include quality improvement and patient safety. After completing the elective, students should be able to understand and discuss the need for quality improvement and patient safety within health care discuss the impact of quality improvement.

Credits: 0.50

MEPED-569 From the Clinic to the Capitol: Physicians as Advocates

This pre-clinical elective is designed to familiarize MS1 and MS2 students with opportunities for healthcare professionals to be involved with legislative advocacy. The course will consist of small group workshops facilitated by a physician mentor experienced in legislative advocacy who will provide resources to guide students on creating policy briefs for their healthcare interests. Upon completion, students will present their work to Texas legislators in Austin at the State Capitol. Students will research their topics and apply their clinical experiences in order to understand and utilize the unique influence of being a physician advocate on healthcare-related legislation.

Credits: 1.00

MEPED-586 Personal Finance for Physicians

Personal Finance for Physicians is a pre-clinical elective designed to educate students on the personal finance fundamentals that all working professionals need to know, tailored to the specific career paths and needs of physicians-in-training. Topics include budgeting, income taxes, credit and credit scores, insurance, investments, portfolio diversification theory, savings strategies, financial planners, mortgages, buy/lease decisions, and angel investing. After completing this elective, students should be able to understand basic personal finance concepts, implement tools to investigate financial topics of interest in greater detail, and generate frameworks when considering financial decisions. Eight classes will be taught by BCM faculty members who are trained and/or experienced in personal finance and the business of healthcare. Students will be introduced to a variety of personal finance concepts and tools that will be applicable both to their current level of training, as well as throughout their career. Activities include didactic lecture, small group discussion, and practical workshops to implement concepts and skills, culminating in a capstone activity - "What Do I Do With My First Paycheck", where students will utilize their new knowledge to manage their



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first theoretical intern paycheck. Prior to each class, students will be assigned a short reading assignment in preparation for discussion and will be expected to submit a brief written reflection on the reading before class.

Credits: 0.50

MEPED-587 Wicked Problems

"A wicked problem is defined as "a social or cultural problem that is difficult or impossible to solve for as many as four reasons: incomplete or contradictory knowledge, the number of people and opinions involved, the large economic burden, and the interconnected nature of these problems with other problems." In medical education, developing novel solutions in addressing wicked problems is not a simple fix. Traditionally, solutions focus on speed. However, design for impact must be methodical and rigorous, and there are many examples in which wicked problems may be addressed in medical education. Disruptions in our traditional education systems bring to light the importance of alternatives to continue medical education. To address these, students will select a Wicked Problem within an established theme determined by faculty. Students, with faculty guidance, will be expected to participate in the planning, conducting, and analysis of a submitted proposal and presentation at the end of the course. The final presentation will be designed as a 'shark-tank style' pitch to SOM deans of curriculum as well as with the opportunity for publication.

Credits: 0.50

MEPED-588 Becoming A Physician: Facilitating the Journey

Formulation of the professional identity is an integral component in the development of a physician. The education and mastery of often elusive and subtle behaviors can be challenging. The Professionalism Platform teaches professionalism by incorporating multiple tools: the base of cognitive content from peer reviewed literature and a novel visual model, concisely capturing the material and providing instruction in expected behaviors. Traditional educators maintain that behavioral changes are teachable and lead to deeper attitudinal changes. This elective enhances the content through a curriculum which incorporates concise, insightful and engaging activities to try out the desired behaviors.

Credits: 0.50

MEPED-589 Introduction to Health Disparities

This course in health disparities is designed to introduce students to the intersection of health inequities and health care. Content includes modules on access to health care, healthcare utilization, bioethics and health inequities, cultural competence and cultural humility, community based programs, and conducting community based research.

Credits: 1.00

MEPED-590 Diversity, Equity, and Inclusion in Medicine

The demographics of our patients and our colleagues are becoming increasingly diverse. While most medical school curriculums prioritize diversity, equity, and inclusion (DEI) training on patient interactions and treatment, medical students also need to understand how to embrace DEI with their colleagues and



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how to foster inclusive environments in their careers. This elective will provide students with strategies to promote DEI in medicine and prepare them to be advocates for DEI as future clinician leaders. Through a combination of direct instruction, assignments, class discussion, and small group participation, students will understand the importance of DEI and the role that they can play in leading cultural change in medicine.

Credits: 0.50

Pharmacology

MEPHR-385 Pharmacology

This elective will reinforce the basics of pharmacology of drugs and closely parallel material covered during the Fall II courses.

Credits: 1.5

MEPHR-430 Poetry in Medicine

The elective continues as it was originated by students seeking an "oasis" of the humanities in the midst of the basic sciences, and to give consideration to "that which is so often thought but ne'er so well expressed." Experience suggests that many students believe they would benefit from a broader understanding of poetry and desire some tutelage and a forum in which to discuss readings and interpretations. The group will meet once weekly at noon for one-hour sessions. Each student will read aloud and critique others during the sessions, but there is no required reading or work outside the classroom.

Credits: 0.50

Physical Medicine and Rehabilitation

MEPMR-404 Clin Prob Neuromuscularskeletal Sys Lecture Se

Provide clinical correlation to their existing basic neuroscience knowledge of the musculoskeletal diseases. Demonstrate appropriate evaluation techniques in patients with neuromusculoskeletal diseases. Name the various aspects of rehabilitation intervention in patients with various neuromusculoskeletal disabilities.

Credits: 1.0

Psychiatry and Behavioral Sciences

MEPSY-437 Why People Change (or Don't) As Seen In Short Stories

This course provides students with a structured forum in which to discuss various short literature pieces and how it relates to the psychology of why people do or don't make personal changes. Discussions will at times include topics such as psychiatric diagnosis and the complexity of character beyond diagnoses. These studies will create a framework of knowledge for students to utilize in their daily practice.

Credits: 0.50



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MEPSY-534 Human Sexuality

Sexuality is a major dimension of human behavior, and the public expects physicians to be well informed about sexual function and dysfunction. This elective will facilitate students in becoming more comfortable with their own sexuality and will help clarify their own values about sexuality. The elective will increase students' awareness of the wide range of sexual attitudes that exist in their patient population. The elective will desensitize students to a broad range of sexual material, stimuli, and behavior, and enrich their ability to be compassionate, humanistic, and nonjudgmental with their patients. Both didactic and experiential work are included. Students are assigned reading materials, participate in lectures given by the course director and local experts on specific topics, and practice skills necessary for effective clinical practice such as taking a sexual history.

Credits: 1.00

MEPSY-552 LGBT Healthcare Literacy

Studies show that physicians report specific discomfort talking about sexuality with lesbian, gay, bisexual, transgender (LGBT), and gender nonconforming patients. LGBT individuals have unique health needs as well, which makes good patient-provider communication essential. Currently, LGBT health disparities and working with LGBT patients are a small part of the medical school curriculum. This gap will be partially addressed by this course, by the end of which students will have new skills in evaluating LGBT patients and responding to them in a clinically and culturally appropriate manner. In this course students will gain an understanding of health risks experienced by people with LGBT and related identities. Students will practice assessing sexual orientation, gender identity, and sexual health and discussing specific health concerns and treatment options in order to become comfortable working with this population. Students will also hear from LGBT individuals about their healthcare experiences and how they want to be treated. In addition, physicians who are gay, lesbian or transgender will talk about how they manage their professional and personal identities, as well as being "out" in the community and identifying as an LGBT-friendly healthcare provider.

Credits: 0.50

MEPSY-555 Research Advances in Mental Health

Mental Health is at a major disadvantage when compared to other fields in medicine: we don't really understand the affected organ. This elective will explore current research advances in mental health with focus on what we do and don't understand, which are the most promising techniques, and which are the major problems in the field.

Credits: 1.00

MEPSY 567 Wellbeing & Burnout Management for Healthcare Professionals

This course focuses on the knowledge base and techniques used to alleviate and manage burnout, and enhance wellbeing. A starting point for most students is to understand the insidious nature of burnout and how it develops gradually through medical education and residency training. At the start of medical school, student cohorts tend to have higher quality of life scores than comparable college age peers not heading into medical school. Yet, medicine has double the rates of burnout of the general population. Thus, it is



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important to educate students about precursors of burnout and how to pursue wellness goals through the demanding process of becoming a fully trained physician. Importantly, the course focuses on the intersection of individual versus systemic influences on burnout and ties to place burnout in the broader picture of occupational stress models, which are used to promote wellness in non-medical fields and influence institution and government-level wellness policies.

Credits: 1.00

MEPSY-436 Character & Psychiatry in Short Literature

This course provides students with a structured forum of which to discuss various short literature pieces and how it relates to the study of psychology. Examining the complexity of characters beyond the diagnostic classification of psychiatric disorders and creating a framework of knowledge to utilize in their daily practice.

Credits: 0.50

Radiology

MERAD-514 Radiographic Anatomy

This course is designed to provide a detailed radiographic/Imaging correlation to the anatomy course of the first year medical students. The elective will be structured to run parallel with the anatomy course. The purpose of this course is three-fold: to reinforce the understanding of general anatomy, to learn how to approach and interpret basic radiographs, and to provide increased exposure to the field of radiology. Students will be presented with organ-based anatomy lessons in radiology. These preclinical students will be exposed to various imaging modalities such as plain film radiographs, computed tomography, magnetic resonance imaging, ultrasound, and angiography during these organ-based lectures. In addition to learning general radiographic anatomy, students will also be taught the principles of basic radiology. Students will learn how to systematically handle a radiograph and provide a simple interpretation. These preclinical students will also be trained to identify basic abnormalities on a radiograph. At the end of the elective, students should be comfortable with radiographs and be able to identify important anatomical structures. In addition, the students should be able to read a basic radiograph as well as recognize major radiographic abnormalities.

Credits: 0.75

MERAD-515 Radiology: Clinical Correlation

This course is designed to focus on a clinical aspect of which radiographic tests to order in certain situations. In addition, the students will be instructed on interpreting these radiographic tests.

Credits: 0.75

Student Affairs

MEOSA-415A Overview of International Health



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The purpose of this course is to provide an overview of international health topics for the first year medical student. The course is configured as the introductory course of the four-year International Health Pathway for Baylor Medical students wishing to focus on global health issues. Given the increased globalization of the world's population and the multinational make-up of Houston and other major American cities, Baylor students and faculty feel that knowledge of international health problems and awareness of cross-cultural issues are of extreme importance in modern medical practice.

Credits: 0.75

MEOSA-415B Readings in Global Health

The Global Health Track aims to help students obtain well organized, high quality, experiences in global health. Knowledge of global health problems and cultural competence are of extreme importance in modern medical practice. Readings in Global Health focuses largely on global public health issues and is designed to foster student discussion of these issues, based on current literature. Faculty mentors lead discussion on assigned readings, which students complete prior to class sessions.

Credits: 1.25

MEOSA-420 Saturday Morning Science - 2 Facilitators

The elective will train you to be a facilitator for the Saturday Morning Science 2 (SMS-2) program. As a facilitator you will provide support and mentorship to the high school students participating in the program and assist with administrative duties in each SMS sessions (this primarily includes checking in students as they arrive and leading small group discussions based on a charge from the faculty presenter for the day). Upon completion of this course, students should have acquired the following knowledge m skills and attitudes.

Credits: 1.00

MEOSA-500 Medical Research Pathway Seminar

Interested students participate in an MRP workshop during the first year of medical school. Here they are exposed to speakers who describe both their own research and the research ongoing in their respective departments. After the workshop, the students are guided through a matching process in which they choose a mentor and a sponsoring department. This includes group and individual counseling meetings with the Director to discuss mentoring, academic career paths, and a tool kit for a successful year.

Credits: 1.50

MEOSA-501 Deconstructing Race in Medicine and Health

This course aims to help medical students understand their own biases and control them so that in the future the students will become unbiased healers and achieve greater cultural competence. This course is discussion-based and consists of 8 discussions each lasting 2 hours. Students will need to engage the readings prior to attending the class sessions. Knowledge of race and its current effects on our patients and research participants is essential to competent medical practice, yet instruction on the history and dynamics of race is lacking in medical and graduate school courses. This course seeks to prepare future



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health professionals and scientists by deeply and critically exploring how the construction and uses of race affect our practice of medicine and health science.

Credits: 1.00

MEOSA-700 Biomedical Sciences Research Seminar – MSTP

This is a year-long weekly seminar which focuses on ongoing laboratory research that underlies the physiological systems being presented in the medical curriculum. Students committed to a combined MD-PhD program are eligible. The overall goals of the course are to provide medical students with insights into ongoing laboratory research that underlies the topics being presented in the medical curriculum. This course is for students who have committed to a dual-degree MD-PhD program in order to better integrate a physician-scientist focus throughout their curriculum: a) Be able to describe current laboratory research projects that are designed to better define the human physiology being covered in the medical school curriculum, e.g., neuroscience research underlying neuroanatomy course content; b) To be able to more thoroughly read and critically review current primary literature that focuses on the molecular and mechanistic basis of medical research; c) To develop skills in oral presentation or current medical research to their peers.

Credits: 2.00

Surgery

MESUR-301 Medicine and the Search for Meaning

What is suffering, and how does it differ from pain? What are some common, humane approaches to suffering? As doctors, while we seek to respond to others' suffering, how can we best take care of ourselves? To address these questions, students will discuss short readings from literature, philosophy, religion, and sociology. They will also become familiar with narrative medicine and how, by practicing it, they can cultivate greater awareness of the different dimensions of suffering. Students will be expected to write two short papers: one on the ethical basis for their own response to suffering, and a second on their plan for self-care as a physician.

Credits: 0.5

MESUR-561 INSTINCT BioDesign 1.1

This course will highlight and discuss innovations in medical technologies and digital health platforms currently being developed within the Texas Medical Center. The talks will consist of a variety of TMC-affiliated clinicians, entrepreneurs, and innovators presenting on their experiences with medical technology research and development.

Credits: 0.50



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Non-Clinical Advanced

Center for Medical Ethics & Health Policy

MEETH-415 Health Policy Analysis

This elective, the third in a series of four in the Health Policy Pathway, is designed to introduce students to major methodologies used in health policy scholarship and prepare students for a capstone research project in their fourth elective, MEETH 419. Students will be required to have taken MEETH 413 and MEETH 414 prior to this course so they will have a fundamental understanding of health policy. Ultimately, it is the students who enter this course that are committed to completing the Pathway. In this course we will systematically approach policy analysis through frameworks the primary methods used in analysis. Over 2 weeks, students will have required interactive sessions- workshops and method-based immersions. While students will be exposed to multiple methods for policy analysis, a focus will be on landscape analysis as this will be the formal policy analytic method we recommend they use in MEETH 419. Students will divide into groups and will follow the six-step Health Policy Work-Up to analyze, develop, and present a group policy proposal around a pre-assigned topic. This presentation will include a description of the policy, the targeted population, the anticipated stakeholders, the possible off-target consequences. Students will propose the goals and steps they would take if they were to analyze this policy using the Landscape Analysis methodology. Students will present their proposals to other students and instructors in the final course sessions. Students will also spend several sessions working with faculty mentors to identify and develop an outline for their capstone research project (MEETH-419).

Credits: 1.00

MEETH-418 Introduction to Clinical Medical Ethics

Gain practical experience in the identification, management, and prevention of ethical issues in clinical practice settings. Define ethics consultation and processes for conducting and evaluating ethics consultation. Develop tools of research and scholarship in clinical ethics, building on foundations of the first-year required ethics course and the second-year reading course in bioethics. Increase familiarity with specialized topics in clinical ethics related to individual professional goals and interests. Prepare project for the fourth-year research elective in the Baylor Medical Ethics Pathway.

Credits: 4.00

Family and Community Medicine

MEFAM-530 Underserved Care Clinics

This elective will give interested students the opportunity to volunteer at one or more clinics in the Houston area devoted to underserved care. Students are expected to give a periodic report of their activities to the Course Director. This elective will be useful preparation for students pursuing more advanced Care of the Underserved pathway activities.

Credits: 0.50



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Medicine

MEMED-206 Clinical Reasoning Elective – 2 week

Diagnostic reasoning is fundamental to patient care and safety. The goal of this elective is to help students augment their foundation of clinical reasoning that they have obtained after leaving the classroom and entering the wards. We hope to accomplish this by first reviewing the cognitive steps and processes involved in diagnostic reasoning. This will be further framed by a practical review of Bayesian reasoning and how this can be implemented into clinical practice. Lastly, we will introduce the concepts of problem representation, illness scripts, and diagnostic schemas of a few common medical complaints to further establish a foundation the students can build upon and reference as they continue to care for patients in the future. The goal is to accomplish this through group teaching, morning report attendance, and independent study of digital resources such as podcasts and the online case-solving platform Human Dx.

Credits: 2.00

MEMED-637 High Value Care & Quality Improvement - BSL

The "triple aim" of healthcare reform includes improving the quality of the individual patient experience of care, improving the health of populations, and reducing the per capita cost of care. Restructuring the healthcare delivery system to promote higher quality at a lower cost requires educating future healthcare providers in quality improvement (QI) and the fundamentals of high value care (HVC). This elective provides the student with foundational knowledge of QI and HVC principles via a flexible online curriculum, and the opportunity to apply these concepts to current quality improvement initiatives at Baylor-St. Luke's Medical Center (BSLMC).

Credits: 4.00

Pathology

MEPAT-204 High Value Care & Laboratory Medicine - 2 week

Future physicians will be introduced to the tenets of high value care, and how this can be accomplished with the appropriate use and interpretation of diagnostic studies. The course will be comprised of interactive, small group sessions which will include the review of clinical cases, online cases/modules, and laboratory tours.

Credits: 2.00

Student Affairs

MEOSA-413 Health Services Administration

Prerequisites: Enrollment in M.D./M.B.A. program and advisor's approval. After completing two (2) semesters of the business curriculum in the combined M.D./M.B.A. program, the student will be asked to apply his/her management knowledge to a specific problem in a health care setting.

Credits: 8.00



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Surgery

MESUR-203 Virtual Vascular Surgery - 2 Week

The COVID pandemic has led to a challenge for future trainees to partake in clinical electives to gain insight into the vascular surgery program at BCM. To allow this as a continued opportunity, with the enthusiastic interest of the faculty, resident and medical students in teaching and learning, we have created a technology zoom based learning curriculum. This will be a 2- week course for interested visiting fourth year medical students to learn from online faculty and resident lectures, self-learning through assigned reading and online videos on various topics in vascular surgery and remotely attend endovascular and open surgical cases.

This course will also allow medical students to demonstrate their interest and fund of knowledge via participation in journal club on landmark trials, as well as during case presentations. Students will get to know our faculty and residents closely through one-on-one mentorship.

Credits: 2.00

MESUR-562 Fundamentals of Programming Using STATA

The purpose of this class is to teach the fundamentals of the use of STATA for the purpose of analyzing multivariable data. Specifically, we will use the United Network for Organ Sharing (UNOS) Organ Procurement and Transplantation Network (OPTN) database and perform retrospective analyses (ie. analysis on nonspecific data collected prior to project initiation) on deidentified patient data.

Credits: 4.00

Urology

MEURL-507 Virtual Urology Elective – 2 week

This course will engage the student in observation and participation in clinical scenarios specific to Urologic practice, with a distribution of experiences across ACGME core competencies. Through this 2-week rotation, the student will participate in virtual experiences to include: group didactics with an attending physician (Medical Knowledge), critical appraisal of sentinel literature (Evidence-Based Medicine), facilitated case discussion with residents (Medical Knowledge, Practice-Based Learning), self-directed learning through online modules, research, and didactic video assignments (Practice-Based Learning), telemedicine observation and surgical case review and discussion (Patient Care and Procedural Skills), and self-reflection (Professionalism, Practice-Based Learning)

Credits: 2.00

Non-Clinical Research

Anesthesiology

MEANE-506 Anesthesiology Research



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This elective offers students with strong interest the opportunity to explore some area of anesthesiology research by participating in laboratory studies, clinical studies, or both. A number of full-time Ph.D. Faculty members and many clinical faculty members participate in either basic laboratory or clinical research projects. Areas of basic investigation include ion channel structure-function relationships, regulation of cerebral and subcortical blood flow, endothelial and peripheral vascular pharmacology and physiology. Laboratory, as well as clinical study, is active in the subspecialty areas of obstetric anesthesia, cardiovascular anesthesia, and pediatric anesthesia.

Credits: 4.00

Center for Medical Ethics & Health Policy

MEETH-416 Research in Health Policy

Students are assigned a faculty mentor for this elective. Students take this as a month-long elective. Final, approved product is delivered to elective director (Dr. Scott) and faculty mentor for grading. At the end of the month-long research period, students will work with their mentor to develop a time line of their proposed research, formulate a research question, 300-word abstract, and outline. Students estimate this elective consumes 80-120 hours in total. Students are typically assigned mentors upon stated interest in completion of the Healthcare Policy & Management Track. Successful track graduates will use the work generated in this elective to complete their final paper.

Credits: 4.00

MEETH-419 Research in Clinical Medical Ethics

This month-long elective is the culmination of both the Health Policy and the Medical Ethics Pathways. A student wishing to complete both Pathways must meet all separate Pathway pre-requisites but can fulfill the research requirement for both Pathways using the same project, provided the project includes both a robust ethics and robust policy analysis. This elective is designed to offer suitably prepared students an opportunity to do research of a conceptual or empirical nature and to write up a preliminary research report of approximately 3,000 words. Students whose work is judged to be of potentially publishable quality are encouraged to submit their work for publication.

Credits: 4.00

Center for Space Medicine

MESPM-614 Special Project in Space Medicine

The elective provides BCM medical students with research experiences in space life science and/or space medicine. Each experience is individualized to match student interests with CSM activities. The research is supervised by a BCM faculty member and the student is responsible for participating in a scientific project and presenting his/her findings in a brief verbal presentation and written report. The educational objectives for the elective are to: Gain experience in conducting biomedical research that contributes to the field of space medicine; Learn principles and methods of scientific investigation relevant to today's technology-savvy physician-scientist; Expose students to the importance of interdisciplinary research



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collaboration and mentorship. At the end of the elective, students will have a better understanding of research and its role in advancing space medicine knowledge and practice.

Credits: 1.00

MESPM-615 Space Medicine Research

Students will have an opportunity to meet BCM faculty, staff and fellows, and to familiarize themselves with ongoing research within CSM, and TRI. In some instances, outstanding investigators with TRI, as well as astronauts and flight surgeons will be available. Students will select a research area of interest and be matched with an appropriate mentor. Students will be expected to participate in the planning, conducting and analysis of space medicine research, as well as in associated activities such as literature review and discussions. Collaborations with NASA may be possible. Students will have access to CSM laboratories focusing on biomedical innovation, exploration medicine, and astro-omics. Laboratory studies will be augmented by field experience. Students will gain experience presenting their research and results to peers and faculty. They will also prepare a written research report of their findings for assessment.

Credits: 4.00

Emergency Medicine

MEERM-504B Emergency Medicine Research

This elective offers practical experience for students interested in emergency medicine research. The student will work closely with a faculty member on a clinical, operational, or educational project. During the investigation the student will design, carry out, and analyze significant portions of an independent project. Many opportunities exist for presentation of results at local and national meetings. Due to the short duration of the elective, interested students are encouraged to contact faculty early in order to reserve enough time for planning. Prior research experience is not required.

Credits: 4.00

Family and Community Medicine

MEFAM-523 Health Services Research

This elective offers practical experience for students interested in Family and Community Medicine research. The research experience is designed to allow the student the opportunity to actively participate in ongoing community health projects at the Department of Family and Community Medicine. Opportunities are offered to students to be involved in different aspects of research under the direction of faculty of the Department of Family and Community Medicine. A number of full-time Ph.D. faculty members and many clinical faculty members participate in community health research projects. Areas of community health research include: Fetal Alcohol Spectrum Disorders (FASDs), Substance Use Disorders (SUDs), Sexually Transmitted Infections (STIs), Diabetes, and Cancer, among many others.

Credits: 4.00

MEFAM-535 Community Project in Underserved Care



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This community project elective replaces the Longitudinal Ambulatory Care Experience (LACE) Underserved Care concentration. This elective serves as a requirement to complete Care of the Underserved Pathway requirements.

Credits: 1.00

Medicine

MEMED-584 Hematology Research – BTH

The student participates in designing and carrying out a limited research project of either clinical or laboratory nature under the close day-to-day supervision of a full-time faculty member. The aim is to have the scope of the project sufficiently limited that it can be completed in the elective period. It is anticipated that the student should write up the project for presentation locally or at a regional meeting and, if warranted, for publication. Because of the short period of the elective, early contact with the instructor is encouraged so that planning may begin before the elective period. Writing up the report of the project may take place after conclusion of the elective period.

Credits: 4.00

MEMED-631R Quality Improvement for Personal & Professional Development

Competencies for quality improvement (QI) and patient safety are required elements across the spectrum of medical education. The changing landscape of healthcare and its delivery will mandate medical professionals understand as well as be trained and skilled in health care quality improvement. This elective will mentor and train the student in fundamental concepts of quality improvement and patient safety, basic quality improvement methods and analyses, and provide an opportunity for professional and personal development. Students will pair with a mentor experienced in QI training and healthcare improvement science. The students will learn fundamentals of healthcare quality improvement including its research as well as how to approach system-based problem solving, data analysis, and implementation science. Students will apply the methods used in quality improvement to the completion of a personal improvement project. Students will also have the opportunity to participate in an ongoing interprofessional QI curriculum.

Credits: 4.00

MEMED-632 Global Health Research

This elective will provide students with an opportunity to travel abroad to conduct patient-centered global health research under the supervision of faculty from the Center for Global Health. This elective is open to clinical students only. Students will be mentored and trained in the fundamentals of global health research, applying epidemiologic methods, collecting data, and conducting statistical analysis. Students will pair with an experienced research mentor to conduct a project. Research topics will be assigned and primarily focus on understanding and improving the delivery of healthcare. All projects will be derived from current research activities at the Center for Global Health.

Credits: 4.00



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Molecular and Human Genetics

MEGNT-554 Genetic Research Project

The Department of Molecular and Human Genetics at Baylor College of Medicine is ranked first in the country in grants and funding from the National Institutes of Health. Our faculty's interest span such areas as genomics, DNA biology, gene expression, and the molecular basis of human disease. Various faculty participate in research including clinical, translational, computational, and basic science. The student is encouraged to explore the various opportunities in our department, contact Dr. Potocki, and/or faculty with whom the student would like to work. Projects may include clinical case reports, compilation of clinical and/or molecular data, evaluation of clinical laboratory results, and others. This elective is tailored specifically to suit each individual student's interests. Nearly any area of research is eligible for consideration. An appointment to discuss proposed research plan with the faculty mentor is required prior to the start of the elective, so that time can be used most effectively. Time Commitment: As agreed upon with the individual faculty mentor and based upon the needs of the proposed project. An appointment to discuss proposed research plan with the faculty mentor is required prior to the start of the elective, so that time can be used most effectively.

Credits: 4.00

Neurology

MENEU-501B Investigative Neurology

The elective is designed to expose the student to the steps involved in investigative neurology, including formulation of a hypothesis and a research plan, the implementation of the plan, and interpretation of the resulting data. The elective is designed by the student, course director, and the faculty with whom the student is working to meet the specific desires of the student.

Credits: 4.00

Orthopaedic Surgery

MEORS-502 Research Orthopaedics

The research rotation in orthopaedic surgery is designed to provide medical students with the opportunity to be involved in a research project within the Joseph Barnhart Department of Orthopaedic Surgery at Baylor College of Medicine.- Course Prerequisites: 1) completion of Biomedical (Biomed) Basic course on the protection of human subjects in biomedical research. This course is available online at www.citiprogram.org; 2) approval of an orthopaedic faculty member to serve as the student's mentor/principal investigator during the rotation. Ideally, the student should have been working on the research project or have established mentorship with the selected faculty member prior to the rotation. The student will work on the research project during the 4-week period with the goal of generating an abstract for presentation and/or manuscript for publication.

Credits: 4.00



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Plastic Surgery

MEPLS-504 Clin Research Clerkship in Plastic Surgery

The research elective must be coordinated in advance with the appropriate faculty in the Division and approved by Dr. Larry Hollier, Chief of the Division of Plastic Surgery. Opportunities include clinical research which entails chart review for clinical reports, publishing and scientific presentations. Students on the research elective can participate in ongoing research project or develop their own. The students are encouraged to participate in all research meetings in the Division and to submit their work to regional and national scientific meetings.

Credits: 4.00

MEPLS-SPNC Special Non-Clinical

Special Non-Clinical Electives must be approved by Dr. Samuel Stal for students desiring a special type of elective research experience at BCM or an "away" lab research rotation at another institution. Special Non - Clinical Electives must have Department Coordinator approval to certify the course as equivalent to BCM elective course offerings.

Credits: 4.00



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Radiation Oncology

MERAO-502 Radiation Oncology Research

The student will appraise the literature available on their chosen research topic. The student will develop the methods needed to answer the clinical question. The student will apply ethical principles to their research.

Credits: 4.00

Student Affairs

MEOSA-500A Medical Research Pathway Term 1

Faculty-mentored full-time research. The first of five elective terms comprising the Medical Research Pathway (One Year).

Credits: 8.00

MEOSA-500B Medical Research Pathway Term 2

Faculty-mentored full-time research. The second of five elective terms comprising the Medical Research Pathway (One Year).

Credits: 8.00

MEOSA-500C Medical Research Pathway Term 3

Faculty-mentored full-time research. The third of five elective terms comprising the Medical Research Pathway (One Year).

Credits: 8.00

MEOSA-500D Medical Research Pathway Term 4

Faculty-mentored full-time research. Fourth of five electives comprising the Medical Research Pathway (One Year). Credits: 8.00

MEOSA-500E Medical Research Pathway Certification

Faculty-mentored full-time research. Fifth of five elective comprising the Medical Research Pathway (One Year) Completion of this term indicates a Certification of Completion.

Credits: 8.00

Surgery

MESUR-540 Pediatric Surgical Research



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The goal of the elective is to formulate a question to be asked, to develop a plan to answer the question, carry out the research necessary to answer the question, then compile the information in a presentable form. Projects may vary from retrospective clinical research in the form of chart reviews, to actual bench experience in our basic science laboratories.

Credits: 4.00

Urology

MEURL-401 Urologic Research

The Urologic Research elective can be done with a research mentor in Adult Urology or in Pediatric Urology. This elective is designed for the student who has a strong interest in exploring some aspect of urologic research and the project may continue beyond the limits of the one-month elective. Students will have the opportunity to become involved in ongoing projects, or to initiate a project of their own, depending on their interest and experience. Directed reading and participation in research conferences is an integral part of the elective. Students interested in this elective should contact the Course Director, Course Faculty, or another faculty member to discuss the research options, and choose an area of investigation and a faculty preceptor in advance of the month beginning if possible. The Department has a very active research program in many areas of urology, in both clinical and basic laboratory investigation, available for student involvement.

Credits: 4.00

Clinical Electives

Anesthesiology

MEANE-200 Cardiovascular Anesthesiology

Cardiovascular Anesthesiology is an exciting subspecialty of anesthesiology. Its scope is ever broadening. It includes administering anesthetics to patients for a variety of surgical procedures, including those for coronary artery disease, valvular heart disease, congenital heart disease of the adult, as well as for heart failure (ventricular assist devices and heart transplantation) and lung, liver and kidney transplantation. To the interested student, it offers rewarding challenges commensurate with the effort and dedication to apply to the elective.

Credits: 2.00

MEANE-201 Obstetric Anesthesiology

The medical student will become a member of the anesthesiology team and will be expected to participate in multiple clinical areas: Labor and Delivery suites, Gynecology and Surgical Operating Rooms, Pre-anesthesia Consulting and Testing Clinic (PACT), and Gastroenterology suites. The medical student will have a daily schedule that explains the different work areas and obligations during that particular day.

Credits: 2.00

MEANE-202 Pediatric Anesthesiology



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The student will receive supervised instruction in the principles and techniques of anesthetic management of children undergoing surgery. The student will work 1-on-1 with fellowship-trained and board-certified pediatric anesthesiologists on a daily basis. They will be introduced to the peri-operative management of children in a variety of pediatric development phases – from the neonate to the adolescent. Students will be supervised directly as they gain skills in airway management, venous access and monitoring of vital signs.

Credits: 2.00

MEANE-203 Anesthesiology Ben Taub

The elective experience demonstrates the role of the clinical anesthesiologist. Every day, the student will assume responsibility of assigned patients in the operating room or remote anesthesia site. The student will spend time preparing patients for surgery in the pre-operative area.

Credits: 2.00

MEANE-204 Anesthesiology VA

The elective experience demonstrates the role of the clinical anesthesiologist in the Veterans Administration clinical setting. Every day, the student will assume responsibility of assigned patients in the operating room. The student will spend time preparing patients for surgery in the pre-operative area.

Credits: 2.00

MEANE-205 Regional Anesthesiology

The student will receive supervised instruction in the principles and techniques of regional anesthesia and postoperative pain management of adult patients undergoing surgery. The student will be part of the team which includes a Faculty Anesthesiologist, a Regional Anesthesia Resident, and an Acute Pain Management Nurse Practitioner. The student will participate in preoperative assessment and preparation of patients. They will assist with performance of a variety of regional anesthesia techniques—upper extremity, lower extremity and truncal peripheral nerve blocks. Students will also participate in daily rounds with the Acute Pain Management team as they manage post-operative inpatients.

Credits: 2.00

MEANE-401 Clinical Anesthesiology

Students acquire supervised experience in the preoperative preparation, anesthetic management, and early post-operative care of patients from all surgical specialties.

Credits: 4.00

MEANE-425 Anesthesiology

Perform a preoperative evaluation according to the patient's medical condition. Understand the pharmacology of induction agents and differentiate the induction agents needed to care for a cardiac, trauma, obstetrical or



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neuroanesthesia patient. To become familiar with basic airway management skills including mask ventilation and endotracheal intubation.

Credits: 4.00

MEANE-502 Obstetric Anesthesiology

Designed primarily for students planning a career in Anesthesiology, this advance clinical clerkship provides students supervised experience with labor analgesia techniques, i.e., epidural and intrathecal opioids, combined spinal epidural, patient-controlled epidural analgesia and continuous local anesthesia infusion. Students also receive experience with spinal anesthesia technique for cesarean sections and postpartum tubal ligation. In addition to obstetric cases, anesthetics performed for elective and emergency gynecological and surgical cases enable students to acquire airway management and venous access skills.

Credits: 4.00

MEANE-504 Pediatric Anesthesia

Students receive supervised instruction in the care of children undergoing surgery in the Texas Children's Hospital Operating Rooms, the principles of anesthetic management and the treatment of patients unconscious for any cause. This elective provides students a unique, controlled environment in which to acquire skills in airway management, venous access, patient assessment, and monitoring.

Credits: 4.00

MEANE-505A Cardiovascular Anesthesiology

The purpose of the rotation in cardiovascular anesthesiology at the Texas Heart Institute is to introduce the student to the complex problems seen in patients with cardiovascular disease, and to experience the anesthetic management of the coexisting illnesses with which these patients present. In essence, the perioperative management of these patients is emphasized. Along with the physiologic and pharmacologic concepts of anesthesiology, the student will be introduced to a variety of techniques used to monitor patients presenting for cardiovascular surgery.

Credits: 4.00

MEANE-507 Pain Medicine

During this elective, students receive supervised instruction in the comprehensive, multidisciplinary evaluation and treatment of patients with chronic pain syndromes. A team of faculty anesthesiologists, fellows, residents, psychologists, nurses, physical therapists, and consultants from neurology, neurosurgery, orthopedics, medicine, and physical medicine designs and individual treatment program for each patient. These patients often have chronic pain syndromes - reflex sympathetic dystrophy, myofascial syndrome, trigeminal neuralgia, temporomandibular joint disease, and Raynaud's disease - that do not respond to conventional medical care.

Credits: 4.00

MEANE-508 Pediatric Cardiovascular Anesthesiology



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A four week elective designed to introduce the students to all facets of anesthesia care for the patient with congenital heart disease. Patient ages will range from newborn to adult, and clinical experience will include time in the general and cardiac operating rooms, cardiac catheterization laboratory, MRI suite and intensive care units.

Credits: 4.00

Dermatology

MEDER-200 Clinical Dermatology - 2 week

This elective is designed to expose the medical student to various aspects of dermatology and to gain a working knowledge of how to recognize skin signs of systemic diseases, normal findings (including benign growth of the skin) and common skin malignancies. The rotation will consist of outpatient encounters with dermatology resident and attending physician. A broad spectrum of disease entities will be seen that range in patient stage from initial diagnosis to those patients that have disease that has been refractory to treatment. The student will be exposed to inflammatory, infectious, neoplastic, metabolic, congenital and structural disorders and will be involved in the discussion of differential diagnoses, diagnostic evaluation, and outline of treatment plans. The goal is to have the student understand how dermatologists apply an integrated interdisciplinary approach to the management of skin disorders

Credits: 2.00

MEDER-201 Clinical Dermatology - BTH - Jamail - 2 week

This elective allows medical students to explore their interest in dermatology. Medical students will see patients with different attending physicians at two different clinics (located at Jamail Specialty Care Center and Smith Clinic) and also work with the residents. The goal of this elective is to introduce the medical students to different aspects of dermatology. By the end of this elective, medical students are expected to develop their skills in skin examination, especially accurate description of skin lesions and rashes. In addition, they learn about formulating differential diagnosis, performing biopsies, and the basics of managing different skin conditions. Medical students are also required to attend didactic lectures.

Credits: 2.00

MEDER-502 Clinical Dermatology

This elective is designed to expose the medical student to various aspects of dermatology and to gain a working knowledge of how to recognize skin signs of systemic diseases, normal findings (including benign growth of the skin) and common skin malignancies. The rotation will consist of outpatient encounters with dermatology resident and attending physician. A broad spectrum of disease entities will be seen that range in patient stage from initial diagnosis to those patients that have disease that has been refractory to treatment. The student will be exposed to inflammatory, infectious, neoplastic, metabolic, congenital and structural disorders and will be involved in the discussion of differential diagnoses, diagnostic evaluation, and outline of treatment plans.

Credits: 4.00

MEDER-505 Pediatric Dermatology



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This course is designed to instruct the student in the diagnosis and treatment of both common and uncommon dermatological problems seen in pediatric patients.

Credits: 4.00

MEDER-506 Dermatological Surgery

The objective of this course is to expose the student to a variety of dermatology surgery procedures and to be exposed to various benign and malignant skin tumors. The student will observe and assist with surgical procedures such as curettage and electrodesiccation, cryotherapy, simple excision, Mohs micrographic surgery, and various reconstructive procedures. In addition, the student will observe and assist with laser surgery, botulinum toxin injection, and chemical peels.

Credits: 4.00

Emergency Medicine

MEERM-200 Emergency Medicine - BSL - 2 week

This course was designed to give students a clinical Emergency Medicine experience at an academic, quaternary care facility. At this site, they will have the opportunity to work in a fast-paced environment seeing patient with a multitude of pathology. This site is a Stroke, cardiac catheterization, and transplant center. During the rotation they will get to work as part of an inter-disciplinary team taking care of patients with rare complex medical conditions. They will be expected to take a focused history and exam, formulate plan, communicate with consultants effectively to coordinate patient care, as well as perform procedures.

Credits: 2.00

MEERM-201 Emergency Medicine Simulation - 2 week

This course will give students experience in simulation in the context of Emergency Medicine. The students will learn core Emergency Medicine topics through simulation and be able to apply the knowledge on clinical shifts at Ben Taub General Hospital or St. Luke's Hospital. The simulations will cover both procedures and acute medical care. In addition, the students will learn about the use of simulation in medical education and develop their own simulated cases that their fellow students will run. The students will also learn how to debrief after a simulation in a manner that emphasizes learning and self-improvement.

Credits: 2.00

MEERM-203 Emergency Medicine Electrocardiogram Interpretation-2 weeks

Students will gain experience with use of electrocardiograms (ECG) as a clinical tool within the emergency room setting discussing indications for ECG, performing ECGs, and focusing on a standard approach to ECG interpretation. Students will focus on Association of American Medical College's Entrustable Professional Activity (EPA) number 10 as it relates to ECG interpretation identifying common and emergent pathologies on ECG and use ECG in the management and resuscitation of emergency room patients. Students will work clinical shifts in the Emergency Department at Baylor St. Luke's Hospital with exposure to a breadth of ECG pathologies.



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Credits: 2.00

MEERM-504 Emergency Medicine - BTH & BSL

The Emergency Medicine Elective is a four-week elective that is designed to give students exposure to the field of Emergency Medicine and the emergent approach and stabilization to the undifferentiated patient. As part of this rotation, students will learn the emergency medicine approach to and management of common chief complaints. To provide continuity to the clinical experience, the student will be paired with a senior resident for the four-week block.

Credits: 4.00

MEERM-504A Emergency Medicine Ultrasound

The Emergency Ultrasound elective rotation offers practical experience for students interested in applications of ultrasound in an emergency setting. Medical students will become familiar with the fundamentals of ultrasound physics, technical aspects of performing emergency ultrasound exams and appropriate use of ultrasound in a variety of clinical situations. The course will incorporate hands-on experience and didactics in the following ultrasound areas: Physics/Instrumentation, Biliary, Renal, Aorta, FAST, Cardiac, Procedures, Pelvic (including endovaginal ultrasound), Deep Venous Thrombosis, and Skin/Soft Tissue/Musculoskeletal.

Credits: 4.00

MEERM-620 Medical Toxicology

The Medical Toxicology elective is designed to teach students how to evaluate patients with possible poisonings and other toxicological conditions, including adverse drug reactions, occupational exposures, envenomations and complications of substance abuse and withdrawal. Students will evaluate patients in the emergency departments, on the wards and in the intensive care unit under the direct supervision of the course director. Interesting cases from the SE Texas Poison Center will also be discussed without evaluating the patients at the bedside.

Credits: 4.00

Family and Community Medicine

MEFAM-200 Procedures in Primary Care - 2 week

Students taking this elective will have an opportunity to learn about the various office-based procedures done by a Family Physician in Primary care settings. This would include joint injections, trigger point injections, Carpal tunnel therapeutic injections, cyst and lipoma removals, Skin tag excision, foreign body removal from external auditory canal, circumcisions, Sebaceous cyst removal, Incision and drainage, Nexplanon insertion/removal, IUD insertion/removal and Colposcopy. The students will have an opportunity to get hands-on experience to assist and perform these procedures under faculty supervision.

Credits: 2.00

MEFAM-201 Addiction Medicine - 2 week



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This is a two week elective to give students broad clinical exposure to addiction medicine. The purpose of the Addiction Medicine elective is for the BCM medical student to gain an understanding of the medical care of persons with Substance Use Disorders (SUD) across a diverse spectrum of substances, stages of use, and presentations, including harm reduction for people who continue to use. BCM students will recognize patients with SUD, conduct an appropriate substance use specific history, and recognize the importance of health care team relationships for quality care delivery. Students will also learn about the use, risks, and benefits of medication treatment for SUD and overdose prevention education and naloxone distribution (OEND) strategies.

Credits: 2.00

MEFAM-504 Clinical Preceptorship in Family Medicine

This elective is offered to any interested student who wishes additional experience in ambulatory family medicine after completing the Family and Community Medicine Clerkship. For this elective, the student will be assigned to a family physician preceptor or group of family physician preceptors for the four-week elective. The student will see patients with their preceptor(s) in the office setting for the four weeks of the elective.

Credits: 4.00

MEFAM-511 Care of the Underserved

Students taking this elective will learn unique issues involved in the care of the underserved patient. Student will gain a broad exposure to the care of the underserved by caring for patients at two sites: Northwest Health Center (for primary care) and the Ben Taub General Hospital (Adult Inpatient Hospital Medicine).

Credits: 4.00

MEFAM-512 Immigrant Medicine

Faculty are expected to precept medical students 0.5 to 1 day per week over the course of the 4 week elective. Describe TB management. Describe HIV initial management. Develop an accurate, appropriate diagnosis and management plan of common immigrant health problems

Credits: 4.00

Medicine

MEMED-201 Rheumatology - BTH - 2 Week

Students will serve on an inpatient rheumatology consult team at Ben Taub General Hospital and attend outpatient rheumatology clinic at the Smith Clinic (twice a week).

Credits: 2.00

MEMED-202 Comprehensive HIV Care for the Underserved - 2 week

This is a 2 -week introductory course enabling the student to explore the concept of comprehensive care coordination between multidisciplinary teams in the context of patients living with Human Immunodeficiency Virus



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(HIV). The student will learn about the scope of practice for various care providers including physician specialists, service linkage workers, case managers, social workers, pharmacists and nurses. The goal of the course is for the student to understand how the actual practice of medicine and delivery of health care patients living with HIV depends on a well-developed team approach. The quality of interprofessional practice affects the value and safety of the patient's experience. This course will be unique in that it is structured to follow a patient through his/her journey within the health care system, and not primarily focus on the provider's perspective. This course is unique in that it will include both an inpatient and an outpatient component as one goal to allow a student an opportunity to understand transitions of care from the hospital to the ambulatory system. The course allows the student the opportunity to not only explore a career in the specialty but also gain competencies in interprofessional education that can be applied to any field of medicine.

Credits: 2.00

MEMED-203 Nephrology - BTH - 2 weeks

This 2 week elective will provide a broad exposure to Nephrology, and aims to improve the future physician's management of patients with chronic diseases including hypertension and diabetes mellitus. The learner will also be exposed to public policy as it relates to the care of patients who require dialysis. The elective will occur within Harris Health Hospital system and BCM affiliated clinics. The outpatient clinics include transplant, dialysis, CKD, and glomerulonephritis.

Credits: 2.00

MEMED-204 General Medicine Consults & Perioperative Medicine - 2 Week

This course will provide students experience in preoperative risk stratification, perioperative medical management, and general internal medicine consultation. During this two-week elective, the student will work daily on the inpatient Medicine Consult Service at Ben Taub Hospital and in the ambulatory Medicine Preoperative Clinic at Ben Taub Tower. The student will work alongside upper-level medicine residents and will be directly supervised by Ben Taub/BCM hospitalist teaching faculty. The course will provide an excellent foundation in perioperative medicine and medical management of non-medicine patients for students interested in pursuing residencies in internal medicine, anesthesia, surgery, and surgical subspecialties.

Credits: 2.00

MEMED-205 Hospital Medicine - BSL - 2 week

Hospital medicine has a primary professional focus in the general medical care of hospitalized patients. Hospitalists admit and manage patients with a variety of conditions through the continuum of inpatient care -- seeing patients in the ER, treating them on the floor, and organizing post-acute care plans. In addition to direct patient care responsibilities, hospitalists at BSLMC work as physician advisors, lead quality improvement projects, and serve on various task forces and committees throughout the hospital that work to improve the value and quality of care hospitalized patients receive.

Credits: 2.00

MEMED-428A Pulmonary Disease – VAMC



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Students will be incorporated into the Pulmonary Consult service at the MEDVAMC which consists of a BCM Pulmonary & Critical Care fellow, a BCM Internal Medicine Resident and VA Faculty Attending that is affiliated with BCM. Students be involved with direct patient care including daily rounds, urgent clinic visits, as well as Multi-Disciplinary Tumor Board and case review. They will see a variety of patients with acute and chronic pulmonary diseases both in the inpatient and outpatient setting. Commonly encountered disease processes include respiratory failure, pleural effusions, lung cancer, lung nodules, COPD, asthma, ILD, and pulmonary infections.

Credits: 4.00

MEMED-503A Outpatient Geriatrics

This is a four week rotation during which the student will learn geriatric medicine in the outpatient clinic setting and with the house calls team. The student will be assigned to one or two preceptors and will see patients in the outpatient clinic setting under the preceptor's supervision and or with a member of the house calls team. The student will attend interdisciplinary team meetings and didactic sessions on various topics in geriatrics. The student will give a brief presentation on a geriatric topic of interest at the end of the rotation to the preceptor and other trainees. This elective can be taken as part of the Geriatrics Track.

Credits: 4.00

MEMED-515A Clinical Cardiology & Electrocardiography

On this elective the student has the opportunity to be involved intimately with the primary evaluation, diagnostic studies, treatment of the patients, and depending upon maturity, to assume primary responsibility in the care of patients. Bedside diagnosis is stressed. An excellent four-week in-service lecture program is available, which includes a one-hour course weekly in basic ECG interpretation and a one-hour course weekly in bedside examination of the heart. The student has the opportunity to relate closely to one or several attending physicians in cardiology for a more intimate and supervisory relationship. Daily ECG reading and review sessions permit the student to read and to be instructed from over 3,000 ECG's monthly. Facilities include a large inpatient cardiology service, ECG lab, cardiac catheterization lab, treadmill, echocardiography and nuclear medicine laboratory, and an active cardiovascular surgical service.

Credits: 4.00

MEMED-515B Clinical Cardiology

The student interested in cardiology also obtains a basic framework and familiarity with the field so that s/he may progress further in specialized student and can assure themselves that the practice of cardiology is, indeed, what they expected.

Credits: 4.00

MEMED-515C Cardiology Consult/CCU – BTH

To give the student an opportunity to learn the art and science of providing a cardiologic consultation. To educate students on how to collect and correctly interpret information on pertinent cardiac history and physical exam, significant lab and EKG findings, cardiac catheterization, echocardiography, Holter monitoring, and exercise and pharmacologic stress testing to enhance diagnostic skills. To enable students to develop skills in the management



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of patients presenting with acute coronary syndromes, including ST elevation myocardial infarction, non Q-wave myocardial infarction, and unstable angina. To learn the hemodynamics of acute cardiac disease

Credits: 4.00

MEMED-523B Medical Intensive Care – BTH

This elective course provides clinical experience in the recognition, diagnosis and treatment of common and complicated critically ill medical conditions. Common diseases including acute hypoxic and hypercapnic respiratory failure, septic shock, pneumonia, acute renal failure, alcohol withdrawal, stroke, intracranial bleeding and acute GI bleeding. Medical students work with a team composed of six interns, three medical residents, two pulmonary and critical care fellows and an attending. This elective is designed to give exposure and to actively participate in diagnostic and therapeutic decision making with clinical physiology and modern techniques. This course also provides opportunities for direct observation of invasive procedures performed in Medical Intensive Care Unit.

Credits: 4.00

MEMED-523C Medical Intensive Care – VAMC

Students will be incorporated into the Medical ICU service at the MEDVAMC which consists of BCM Pulmonary & Critical Care fellows, BCM Internal Medicine Residents and interns and a VA Faculty Attending that is affiliated with BCM. Students will be involved with direct patient care, daily patient rounds & see a variety of patients with acute illness that require critical care level of support. Commonly encountered disease processes include, but are not limited to, respiratory failure requiring invasive and non-invasive mechanical ventilatory support, shock, a variety of sepsis, heart failure, renal failure, encephalopathy & delirium, GI bleeding, & severe alcohol withdraw.

Credits: 4.00

MEMED-525A Clinical Endocrinology

Each student is attached to a specific hospital (BTGH, VAMC or BSLMC), with a team consisting of the Attending of the month, the Endocrine Fellow of that hospital, and at times an Internal Medicine Resident on the Endocrine rotation. The student usually spends half a day in the in-patient setting and the other half of the day in the out-patient setting. The student sees all inpatient consults in that hospital with this team, but also attends all the outpatient clinics of his/her Endocrine Fellow. The student attends 3-4 outpatient clinics per week, each focusing on a different subspecialty area of endocrinology). During the rotation, the student is assigned patients to work up independently and consults with the Endocrine Fellow and Attending. The student is expected to follow the patients closely and write follow-up notes on the chart on a daily basis. The student then presents the patients to the Attending, and diagnostic and therapeutic plans are discussed.

Credits: 4.00

MEMED-526F VAMC Academic Clinical Gastroenterology

The elective offers an opportunity to be involved in the diagnosis, evaluation and treatment of patients with a wide variety of gastrointestinal diseases. Inpatients and outpatients are seen. The student is actively involved in the care of patients with complicated GI diseases. The student also participates in rounds and GI section conferences



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with special time devoted to learning diagnostic studies of the GI tract. The conference schedule includes GI pathology, Journal Club, GI Grand Rounds, Readings in Gastroenterology, Medical Surgical Conference, and GI Research Conference. Upon completion of the elective the student should have a good grounding in patient evaluation and uses and limitations of the diagnostic tools (endoscopy, endoscopic ultrasound, etc.)

Credits: 4.00

MEMED-526G BTH Academic Clinical Gastroenterology

This course will expose students to the gastroenterology consult service. Students will see consults and follow patients with GI and liver complaints. In addition, students will have opportunities to observe procedures. There will be teaching at the bedside and on rounds.

Credits: 4.00

MEMED-535 Clinical Hematology – BTH

The student works up in-patients on whom consultation has been requested (from any service), present them on rounds, write notes on the chart, follow the patients daily make rounds with the team at least five times per week, perform bone marrows under supervision, review blood smear and bone marrow slides, attend Hematology Clinic and Sickle Cell Clinic weekly (seeing patients under attending Supervision), and attend the two major city-wide Hamatology Conferences weekly. Diseases commonly seen include a broad range of anemias, including sickle cell and other hemoglobinopathies, coagulation and platelet disorders, and hematological malignancies, including acute and chronic leukemia, lymphoma, and myeloma.

Credits: 4.00

MEMED-537 Clinical Hematology – VAMC

The goal of the medical student hematology rotation at the VA is to give the medical students a hands-on experience in the diagnosis and management of benign and malignant hematology. The goals include teaching our students to develop a systematic approach to diagnosis and staging of disease like Hodgkin and Non Hodgkin Lymphoma, myeloid malignancies including myelodysplastic and myeloproliferative disorders, and plasma cell dyscrasias such as multiple myeloma. The rotation is also aimed at teaching the students interpretation and management of common hematological conditions including anemia, thrombocytopenia, coagulation disorders, and hypercoagulable states, among others. Students will become familiar with interpreting peripheral smears, protein electrophoresis, and other common lab hematology tests as applicable to patients in the clinic.

Credits: 4.00

MEMED-538A Infectious Disease – BTH

Students see newly referred patients in rotation and often go over their cases with residents and/or fellows before presenting them to faculty at daily teaching rounds. The students will rotate on both the General ID service and an HIV-specialty consult ID service. Principles of diagnosis and management are stressed, and patients are seen until the ID problem is thought to be resolved. Students join faculty at city-wide infectious disease rounds each week as well as other individual teaching conferences. These conferences can include introduction to microbiology,



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antibiotic management, case discussion, etc. Outpatient experience is available at Smith Clinic in the form of a rotation of one-half day each week.

Credits: 4.00

MEMED-538C Infectious Disease – VAMC

ID consult service, provides consultation to inpatients in the medical, surgical, and other wards (neurology, rehabilitation, spinal cord injury, nursing home). The consult team is composed by the ID faculty, ID fellow, an internal medicine resident, 1-2 medical students, and a clinical ID pharmacist, resident, and/or student. The consult service receives in average 3-5 consults/week-day and 1-2/day on week-ends (approximate average of 90/month). Consultations cover a variety of topics, including the most frequently encountered general ID problems (urinary tract infection, bacteremia, pneumonia, osteomyelitis, endocarditis, neutropenic fever, fever of unknown origin, prosthetic joint infections, infections in the solid organ transplant patient, among others) as well as consultations on HIV infected patients admitted with opportunistic infections or other problems.

Credits: 4.00

MEMED-546C Clinical Oncology- VAM

Students round on the oncology patients at Veterans Affairs Medical Center daily and will work-up new consults as they are referred to the service. This is primarily outpatient oncology patient care experiences. Students should have successfully completed their internal medicine clerkship.

Credits: 4.00

MEMED-546D Clinical Oncology – BTH

Understand the basic diagnostic and staging workups of the common cancers; learn the clinical presentations natural history and complications of the major cancers; understand the principles of the various therapeutic modalities used to treat cancer, including their mechanisms of action, indications and therapy.

Credits: 4.00

MEMED-552 Clinical Pulmonary – BTH

The course will provide clinical experience in the recognition, diagnosis and treatment of common and unusual pulmonary diseases. Common diseases including lung cancer, common and uncommon lung infections, tuberculosis, infections in the immunocompromised host, complicated asthma and COPD are encountered regularly. Patients with uncommon diseases such as pulmonary hypertension and interstitial lung diseases are also seen with some frequency. The course also provides opportunities for direct observation of invasive procedures involving the respiratory system such as thoracentesis, chest tube management and bronchoscopy.

Credits: 4.00

MEMED-556D Clinical Renal Disease – BSL



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The student will attend rounds and conferences, work up consultations, and present them to the attending nephrologist. The student will be part of a team which includes a core medical student, intern, and fellow. The patient load is typically 1-2 patients per student. The student will learn management of electrolytes and IV fluids, chronic kidney disease, and transplant nephrology. Procedures learned or observed may include urine sediment analysis, dialysis catheter placement, kidney ultrasound, and kidney biopsies. The student will become skilled at interpreting electrolytes, acid/base abnormalities, and managing all aspects of dialysis - hemodialysis, peritoneal dialysis, and continuous ICU dialysis. Students are expected to review and present clinically relevant topics to the other team members.

Credits: 4.00

MEMED-559A Rheumatology – VAMC

Understand the pathophysiology of basic rheumatologic disease. List important components of clinical history in rheumatologic conditions. Be able to perform comprehensive physical exam and discuss common findings in rheumatologic disease.

Credits: 4.00

MEMED-575 Geriatrics - The Methodist Hospital

Students will work up older patients who are admitted to the hospital consult service. Daily rounds are held with the attending, fellow, and resident. The student will participate in a geriatric outpatient assessment clinic, which is based on a multi-disciplinary model at Park Plaza. Other visits may include nursing homes, personal care homes, or assisted living centers. Didactic components include an on-going geriatric topic lecture series and interdisciplinary team meetings, which are bi-weekly. Additional educational opportunities include a monthly multi-disciplinary conference at The Methodist Hospital and monthly journal club at the Veterans Hospital.

Credits: 4.00

MEMED-579 Palliative Care for the Indigent Elder

The goal for this 4-week elective rotation is to enhance students' knowledge of the management of patients with life limiting-illness and their families as well as students' appreciation of the ways in which these patients and their families cope with the challenges of living with life limiting-illness. To this end, students will spend most of their time with the inpatient Palliative Care Consultation Service at Ben Taub Hospital, but they will also spend one half-day at the Palliative Medicine Clinic. Through guided reading (a copy of the Primer of Palliative Care published by AAHPM will be loaned to students), informal lectures and direct patient care, students will be introduced to pain and non-pain symptom management of the palliative care patient, giving bad news and discussing prognosis and goals of care, and transitioning to hospice care.

Credits: 4.00

MEMED-587 Medicine/Pediatrics Primary Care

The Medicine-Pediatrics Primary Care Elective will offer and allow interested medical students the opportunity for exposure to the practice of both Internal Medicine and Pediatrics in a community based primary care setting. The students will participate in the primary health care of a broad range of patients including a full spectrum of primary



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care for newborns, infants, children, adolescents, adults and the elderly. In addition to the outpatient management of acute and chronic illnesses, preventative health care across the full spectrum of age groups and women's health are emphasized. Students will also have the opportunity to learn more about the complexity that comes with the management of a diverse patient population of primarily under-served and under-insured patients.

Credits: 4.00

MEMED-630 Life with Intellectual & Developmental Disability

The Caring for Individuals with IDD Across the Lifespan elective aims to provide training to medical students in the field of developmental medicine—the care of individuals with intellectual/developmental disabilities across the lifespan. It is a rotation composed of multidisciplinary clinical, didactic, community, and advocacy experiences that act to highlight the unique features of life and clinical care for individuals with a wide variety of intellectual and developmental disabilities. Students will be asked to educate, interact, and care for people, and caregivers of people, with IDD in an empathetic and respectful manner. There will be discussion and exposure to how acute and preventative care, community engagement, and funding are unique for this population with is often underserved and underfunded. The clinical experience will primarily occur at the Baylor Transition Medicine clinic, a medical home for adults with IDD, and various outpatient TCH clinics that serve this population. Additionally, there will be multiple opportunities to engage with community partners.

Credits: 4.00

MEMED-634 Medical Intensive Care MICU 1- BSL

This elective is designed to allow the student to actively participate in diagnostic and therapeutic decision making while witnessing a multi-disciplinary (including nursing, pharmacy, nutrition, respiratory care) approach to patient care. This course also provides opportunities for direct observation of invasive procedures performed in the ICU.

Credits: 4.00

MEMED-636 Inpatient Palliative Care-BSL

Students will see palliative care patients with a variety of advanced medical conditions, not limited to cardiac disease through the Texas Heart Institute, metastatic cancer and liver disease, such as decompensated cirrhosis undergoing transplant evaluation. The student will be taught supportive and palliative care management of patients with serious medical illnesses, with emphasis on complex symptom management, communication skills and advance care planning. Future physicians need these foundational skills in supportive and palliative care medicine of hospitalized patients to aid in comprehensive patient care. Student will gain experience in end of life care, including care of imminently dying hospitalized patients.

Credits: 4.00

Molecular and Human Genetics

MEGNT-200 Adult Genetics - 2 week

The Adult Genetics elective involves evaluating adult patients with known/suspected genetic disorders at 3 different outpatient locations including VA, Smith Clinic (BTGH) and Baylor Faculty Group Practice (McNair campus)



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as well as inpatient consults at SLEH, BTGH and VA whenever requested. Students are expected to obtain a full history, perform a focused physical examination, formulate an assessment and plan and present to the attending. For each consultation, the student is required to obtain a 3-4 generation family history and draw a pedigree. Students will be guided towards pedigree drawing. Other aspects of this rotation include, interpretation of exome results, collecting family history information on the phone and attendance at didactic sessions and conferences held in the departmental didactic sessions and conferences held in the department.

Credits: 2.00

MEGNT-201 Pediatric Clinical Genetics - 2 week

The clinical elective in Pediatric Genetics involves evaluating patients on the inpatient consult service and occasionally in the outpatient clinics. Most of the patients are newborns, infants and children.

Credits: 2.00

MEGNT-202 Prenatal Genetics - 2 week

The clinical 2 week elective in Prenatal Genetics focuses on providing genetic counseling to patients in the preconception, prenatal, and preimplantation settings. This rotation serves a diverse population of patients in a variety of settings and for a range of indications including advanced maternal age, first trimester screening, abnormal serum screening results, birth defects detected by ultrasound, abnormal results disclosure, infertility, significant family histories and teratogenic exposures. The students will actively participate in genetic counseling sessions in order to assess reproductive risk, evaluate testing options, and coordinate follow up as needed.

Credits: 2.00

MEGNT-525 Adult Genetics

Students who choose this elective will learn to diagnose and manage adults with childhood onset of genetic conditions such as Neurofibromatosis and Marfan syndrome as well as adult onset of genetic conditions such as Ehlers Danlos syndrome and Lynch syndrome.

Credits: 4.00

MEGNT-544 Pediatric Clinical Genetics

The clinical elective/ selective in Medical Genetics involves evaluating patients on the inpatient consult service and in the outpatient clinics. During your rotation in Clinical Genetics, you are expected to meet with the genetics residents/fellows daily. Your main responsibility while on the Clinical Genetics service is to evaluate patients and families on whom a genetics consultation has been requested as an inpatient. You will be required to obtain a full medical history, complete a physical examination, and formulate an assessment and plan for diagnosis and treatment.

Credits: 4.00



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Neurology

MENEU-200 Electrodiagnostic Medicine: EMG & Nerve Conduction - 2 Week

Electromyography (EMG) and nerve conduction studies (NCS) are utilized by neurologists, neurosurgeons, physiatrists, orthopedic surgeons, primary care physicians, and others to help in the diagnosis of peripheral nervous system pathology. The elective will consist of 2 weeks of experience in the Neurology EMG Laboratory, working with clinical faculty, fellows, residents, and technicians in performing and interpreting nerve conduction studies and EMG. One half-day per week will be set aside for self-directed learning.

Credits: 2.00

MENEU-201 Epilepsy and EEG - BSL- 2 Week

This elective will introduce students to key management principles and technical advances within this growing field. The student will participate as a team member at the BSLMC Epilepsy Monitoring Unit, working with faculty, fellows, residents and EEG technologists. They will have an opportunity to participate (as an observer) in surgical cases (e.g., implantation of depth/grid electrodes, intraoperative cortical mapping). In addition, for up to two-half days per week, students will have the opportunity to attend epilepsy clinic and gain exposure to the management of this condition in an outpatient ambulatory setting.

Credits: 2.00

MENEU-501A Adult Neurology (Inpatient)

The course is designed by the student and course director to meet specific needs of the student. It can include exposure to patient populations with the rarer neurologic problems seen at a tertiary referral center, the acute neurologic problems seen at a county hospital, or the common neurologic problems seen at a veteran's hospital. It can involve subspecialty exposure and the elective may be on either a consult service or an inpatient service. The student receives very personal attention as rounds usually consists of only the student, one attending, and one or two residents. This allows the student to get to know the faculty and neurology program well, and gives the faculty a chance to get to know the student very well.

Credits: 4.00

MENEU-512 Adult Neurology (Outpatient)

The course is designed by the student and course director to meet specific needs of the student. The student receives very personal attention as rounds usually consists of only the student, one attending, and one or two residents. This allows the student to get to know the faculty and neurology program well, and gives the faculty a chance to get to know the student very well.

Credits: 4.00

MENEU-511A Pediatric Neurology (Inpatient)

The course is designed to emphasize pediatric neurology. It can involve subspecialty exposure and the elective may be on either a consult service or an inpatient service. The student rounds with one attending, one or two residents,



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a fellow, and core clerkship students (usually 2 other students). This allows the student to get to know the faculty and neurology program well, and gives the faculty a chance to get to know the student very well.

Credits: 4.00

MENEU-511B Pediatric Neurology (Outpatient)

The course is designed by the student and course director to meet specific needs of the student. The student receives very personal attention as rounds usually consists of only the student, one attending, and one or two residents. This allows the student to get to know the faculty and neurology program well, and gives the faculty a chance to get to know the student very well.

Credits: 4.00

Neurosurgery

MENSU-200 Clinical Neurosurgery - 2 week

This elective is an introduction to clinical neurosurgery. Students will spend two weeks at one of the five teaching hospitals in the Baylor neurosurgery residency program acquainting themselves with the logic of diagnostic investigation and understanding the thought process involved in treatment decisions as well as the basic mechanisms of neurosurgical disease.

Credits: 2.00

MENSU-501 Clinical Neurosurgery

This elective is an introduction to clinical neurosurgery. The course features close contacts with patients and emphasizes the logic of diagnostic investigation and understanding the thought process involved in treatment decisions as well as the basic mechanisms of neurosurgical disease. The student will have an opportunity to assist residents and faculty as they round on patients, see and work-up new patients, and observe surgical procedures.

Credits: 4.00

Obstetrics and Gynecology

MEOBG-200 Ultrasound and Prenatal Diagnosis - 2 week

During the rotation, the student will work closely with the Maternal-Fetal Medicine faculty, prenatal genetic counselors and sonographers. They will be exposed on how to take genetic histories, construct a pedigree and understand the indications for prenatal screening and diagnostic testing. The student will also observe ultrasound studies and will be present for the interpreting physician's analysis of cases. Included in this rotation are detailed fetal anatomic surveys, Doppler analysis, biophysical profiles and follow-up ultrasound exams of high-risk patients. Students will develop familiarity in patient counseling after abnormal ultrasound findings and learn how to incorporate prenatal imaging into individual risk modification through genetic counseling.

Credits: 2.00



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MEOBG-201 OB/GYN & HIV - 2 week

This course will expose students to: prenatal care of pregnant women living with HIV, social determinants of health including transportation, housing, food insecurity, approaches to individuals newly diagnosed with HIV, group prenatal care adapted for women living with HIV, a multidisciplinary approach to patient care, preconception counseling for serodifferent couples, national guidelines for the management of pregnant women living with HIV.

Credits: 2.00

MEOBG-202 Family Planning - 2 week

Students will be exposed to the full spectrum of reproductive health care. This will include: contraceptive counseling, placement of Long Acting Reversible Contraceptive (LARC) devices, screening and treatment for STIs, well person care, gender affirming hormone therapy, pregnancy options counseling, pregnancy dating ultrasound, medical and surgical pregnancy termination. There will be didactic readings on: epidemiology of abortion, legal restrictions specific to the state of Texas, conscientious objection and conscientious provision of healthcare, contraception, and advocacy.

Credits: 2.00

MEOBG-504 Gynecologic Oncology

Students will participate in clinic evaluation of patients, participate in operating room cases, participate in Gyn Onc Tumor Board at Ben Taub Hospital.

Credits: 4.00

MEOBG-507 Maternal-Fetal Medicine

This elective will provide the student with a comprehensive experience in both inpatient and outpatient management of the high-risk pregnancy. The student will take part in daily rounds, gain first-hand ultrasound experience and take part in outpatient clinics with full-time Maternal Fetal Medicine Specialists, OB/GYN residents and genetic counselors at both Ben Taub Hospital (BTH) and with the genetic counselors at Baylor's Prenatal Genetic Center and at Texas Children's Hospital Pavilion for Women (PFW).

Credits: 4.00

MEOBG-525 General Gynecology

Improve knowledge relating to urogynecologic conditions and treatments for women, improve knowledge relating to vulvar conditions affecting women, improve knowledge relating common gynecologic conditions such as pelvic pain, abnormal bleeding, improve knowledge relating to preventive care for women through their life span, improve knowledge relating to menopause, peri-menopause, improve knowledge relating to contraceptive options and management, improve knowledge relating to infertility and evaluation, improve knowledge relating to pre- and post-operative gynecologic care as well as intra-operative considerations.

Credits: 4.00



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MEOBG-526 Pediatric and Adolescent Gynecology

The rotation will focus on both common and uncommon problems faced in Pediatric and Adolescent Gynecology. The rotation will give the student an opportunity to hone skills in routine pelvic examination and evaluate problems among pediatric and adolescent patients in an inpatient and outpatient setting.

Credits: 4.00

MEOBG-530 Fetal Intervention

Review the Diagnosis and Management modules for multiple gestation, genitourinary tract abnormalities, abdominal wall defect, gastrointestinal tract abnormalities, hydrops fetalis, and thoracic and neck mass. In addition, they will review the online patient teaching video on twin-twin transfusion that can be found on the Texas Children's Fetal Center website.

Credits: 4.00

MEOBG-531 Minimally Invasive Gynecologic Surgery

Enhance the student's knowledge about minimally invasive gynecologic surgeries, enhance the student's knowledge about peri-operative care.

Credits: 4.00

MEOBG-542 Reproductive Psychiatry

The student will observe and conduct interviews with women on both an outpatient and inpatient consultation basis who are experiencing mental health symptoms connected to reproductive life events including menstruation, infertility, pregnancy, postpartum, perinatal loss, and menopause. The student will review patients' records in order to facilitate patient care, perform initial assessments and follow up interviews with consult patients, and assist in contacting collateral and performing literature review as indicated. The student will be an active participant in treatment plan development, in weekly interdisciplinary treatment discussions, and in monthly journal club meetings. On occasion, students may be involved in ad hoc interdisciplinary meetings of inpatients for whom the team is serving in a consulting role.

Credits: 4.00

MEOBG-543 High Risk Surgical Obstetric Care at PFW

A focused surgical experience in the management of high risk surgical obstetric patients that showcase a multidisciplinary approach to improving maternal and fetal outcomes and surgical care of the peripartum patient. The course will highlight the need for a multidisciplinary approach when dealing with the surgical obstetric population. The student will discern the importance of inpatient and outpatient care management in addition to surgical skills and diagnostic ultrasound viewing techniques. Indications and considerations for non-obstetrical surgery in the pregnant patient.

Credits: 4.00



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MEOBG-403 Labor & Delivery -BTH

The students will further their experience in the clinical care of both uncomplicated and high-risk obstetrics patients. Describe and manage common problems in obstetrics, such as diabetes and hypertensive disorders in pregnancy, third trimester bleeding, peripartum infection. Demonstrate increased knowledge of intrapartum care including: normal and abnormal course of labor, fetal monitoring, cervical examinations, premature rupture of membranes, preterm labor. Observe and/or actively participate in obstetrics procedures, such as normal spontaneous vaginal deliveries, operative vaginal deliveries, perineal laceration repair, cesarean sections, and postpartum tubal ligations. Perform a history & physical and/or follow assigned patients from triage and the antepartum service as well as patients in labor, delivery, and the postpartum period.

Credits: 4.00

MEOBG-541 Reproductive Endocrinology & Infertility

Medical students will be exposed to the appropriate application of currently available diagnostic and therapeutic modalities in clinical Reproductive Endocrinology and Infertility (REI). This is primarily a clinical rotation with an introduction to learning about conducting research also a requirement for the elective. The student will also be instructed in beginning to understand posing clinical research question, and review of relevant scientific research and literature through didactics and some hands on participation depending on the student's interest.

Credits: 4.00

Ophthalmology

MEOPH-200 Ophthalmology - BTH - 2 week

This is an introductory clinical elective at Ben Taub General Hospital designed to expose the student to the day-to-day activities in ophthalmology. He/she will have the opportunity to mold his/her rotation to best fit motivations and interests, combining both an operating room and a clinical office experience. The basic components of an ophthalmological history and examination will be learned. The student will familiarize himself/herself with the basic fundamental aspects of common ophthalmological diseases. The students will primarily work alongside the residents in the clinic, but will have the opportunity to perform components of the history and examination on their own as well.

Credits: 2.00

MEOPH-201 Ophthalmology - VAMC - 2 week

This is an introductory clinical elective at MEDVAMC designed to expose the student to the day-to-day activities in ophthalmology. He/she will have the opportunity to mold his/her rotation to best fit motivations and interests, combining both an operating room and a clinical office experience. The veteran population provides a unique clinical and surgical experience with different subspecialty exposures in oculoplastics, cataract, glaucoma and vitreoretinal diseases such as macular degeneration. The basic components of an ophthalmological history and examination will be learned. The student will familiarize himself/herself with the basic fundamental aspects of



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common ophthalmological diseases. The students will primarily work alongside the residents in the clinic, but will have the opportunity to perform components of the history and examination on their own as well.

Credits: 2.00

MEOPH-512 Pediatric Ophthalmology & Strabismus

This is an active clinical practice involving outpatient clinic visits, inpatient consultations, and surgery. The student will be involved in observations and evaluation of patients in the clinic.

Credits: 4.00

MEOPH-514 Vitreoretinal Surgery

Students will receive a broad exposure to vitreoretinal diseases and conditions, the slit-lamp examination, critiquing and discussion of particular conditions seen on any particular day and with the use of any ancillary testing.

Credits: 4.00

MEOPH-515 Neuro-Ophthalmology

To understand the basic principles of Neuro-Ophthalmology with one on one teaching opportunity by the Department Chair of Ophthalmology at Methodist Hospital.

Credits: 4.00

MEOPH-516A Diseases of the Eye: Cataract and Refractive Errors

This is an advanced full-time clinical elective designed to expose the student to diseases of the eye, specifically cataract surgery, refractive surgery, and related problems. In addition, emphasis will be placed on refractive errors and their treatment. During the 4-week experience the student will be expected to become familiar with both the ophthalmic examination and with common conditions affecting the anterior segment of the eye concentrating on: cataract, and intraocular lens complications, and refractive errors of the eye and their management. By the last weeks of the rotation, the student will be expected to be performing examinations on their own, assisting in surgery, and presenting patients to the staff.

Credits: 4.00

MEOPH-516B Diseases of the Eye: Cornea & Anterior Segment

This is a full time clinical elective designed to expose the student to corneal diseases and other anterior segment, lid, and orbital pathology and surgery. During the 4 week experience the student will be expected to become familiar with both the Ophthalmic examination and common conditions affecting the cornea and anterior segment of the eye, including Fuchs dystrophy, keratoconus, corneal infections, etc. The student will also be involved in ocular surgeries, including corneal transplantation, LASIK, and PRK, as well as other miscellaneous anterior



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segment procedures. By the last weeks of the rotation, the student will be expected to be perform examinations on their own, assist in surgery, and present patients to the staff.

Credits: 4.00

MEOPH-516C Diseases of the Eye: Ocular Surface Dis. & Dry Eye

The student will shadow faculty and participate in the clinical and surgical care of patients with cornea and ocular surface diseases at the Alkek Eye Center and Ben Taub Ophthalmology Clinic. The student will learn the skills of the basic eye examination techniques, cornea tear film and ocular surface eye exams, and be exposed to corneal, limbal stem cell and amniotic membrane transplantation.

Credits: 4.00

MEOPH-516D Oculoplastic, Lid, & Orbital Diseases

This is a full time clinical elective designed to expose the student to lid, and orbital pathology and surgery. The student will be seeing patients in both the clinic and the operating room. During the 4 week experience the student will be expected to become familiar with both the Ophthalmic examination and common conditions affecting the eye and ocular adnexa including lid tumors, cosmetic procedures, orbital diseases, etc. The student will also be involved in ocular surgeries, including lid and orbital procedures, as well as other oculoplastic procedures. By the last weeks of the rotation, the student will be expected to be perform examinations on their own, assist in surgery, and present patients to the staff.

Credits: 4.00

MEOPH-516E Glaucoma

Students will be provided a clinical experience in Ophthalmology, specifically in the area of glaucoma, in an academic outpatient and surgical setting. The student will shadow faculty members and participate in the clinical and surgical care of patients with glaucoma and other conditions of the anterior segment at the Alkek Eye Center and throughout the Baylor affiliated hospitals. The student will learn basic eye examination techniques, basic eye surgery techniques, and the basics of the diagnosis and management of glaucoma and other anterior segment conditions. As the rotation progresses, student responsibilities will increase, and the successful workup of new patients with glaucoma is expected.

Credits: 4.00

Orthopaedic Surgery

MEORS-200 Orthopedic Surgery - 2 week

The students will be assigned to one of four clinical sites: BTGH, VAMC, TCH, or BSLMC with a specific faculty member (BSLMC/TCH) or with a site director (BTGH/VAMC) on a service based rotation. The course was created to help give students in the intersession rotations more options.

Credits: 2.00



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MEORS-501 Orthopedic Surgery

The elective rotation in Orthopedic Surgery is designed to provide medical students going into orthopedics with further exposure to the field of Orthopedic Surgery through lectures and clinical experiences over the course of four weeks. Each student is also recommended to take up to eight overnight calls during their month long rotation.

Credits: 4.00

Otolaryngology – Head and Neck Surgery

MEOTO-200 Otolaryngology - 2 week

This elective is an introduction to clinical Otolaryngology - Head & Neck Surgery. Students will spend two weeks at Baylor St Luke's Medical Center (in the OR, rounding and seeing consults with residents) and with the FGP faculty in clinic acquainting themselves with diagnostic investigation and understanding the thought process involved in treatment decisions as well as the basic mechanisms of otolaryngological disease.

Credits: 2.00

MEOTO-503 Clin. Otolaryngology - Head & Neck Surgery

This elective is designed to acquaint the student with the diagnosis and treatment of common diseases of the head and neck.

Credits: 4.00

MEOTO-511 Head & Neck Surgery at MD Anderson

The head and neck surgical oncology elective at MDA will introduce medical students to the subspecialty field of head and neck surgery. Students will learn about history taking, physical examination, and treatment decision-making used to provide comprehensive cancer care to the head and neck cancer patient. Students will participate as assistants in the operating room under the constant supervision of a full time attending. The rotation will provide students with the ability to learn about multidisciplinary care for patients with head and neck cancer.

Credits: 4.00

Pathology

MEPAT-200 General Anatomic & Clinical Pathology - 2 week

Pathology drives 70% of clinical decisions, however, is less visible than other specialties, and it is difficult for future clinicians to fully appreciate its clinical role in the diagnostic process. This rotation provides a "behind the scenes" glimpse into the day to day practice of a diverse spectrum of anatomic and clinical pathology services. Appropriate utilization of pathology services, clinical tests, and blood products as tailored to the patient's clinical context will be emphasized. The future physician will be exposed to the highly collaborative nature of pathology, which works closely with other medical specialties as part of a multidisciplinary team providing high quality clinical care.

Credits: 2.00



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MEPAT-201 Breast Pathology - 2 week

This elective is designed to provide the learner with an introduction to general breast pathology and breast specimen processing including final diagnostic procedures. The student will encounter both microscopic and macroscopic recognition of disease by participating in the evaluation of breast surgical pathology specimens including intraoperative gross consultation, permanent selection and observe final microscopic diagnosis. In addition to the clinical experience, the student will participate in didactic training along with residents weekly. Depending on scheduling, the student will have the opportunity to attend the monthly didactic comprehensive review and tumor board.

Credits: 2.00

MEPAT-203 Molecular Genetic Pathology TCH - 2 Week

With the advent of "precision medicine," molecular genetics is increasingly being incorporated into everyday clinical practice. It is important for future clinicians to have a working understanding of the uses of various molecular genetic techniques as well as pitfalls in their interpretation. Molecular Genetic Pathology is a pathology subspecialty that encompasses the study, design, application, and validation of molecular techniques to the diagnosis, prognosis, and management of patients. Medical students will collaboratively participate in daily sign-out of clinical molecular diagnostic tests with faculty, residents/fellows, and laboratory staff.

Credits: 2.00

MEPAT-205 Gastrointestinal Liver and Pathology - 2 week

In this elective, students will have the opportunity to partake in a range of experiences, including cytology assessment, observing grossing of surgical specimens, intra-operative gross and frozen section evaluations, related ancillary techniques e.g. special stains; immunostains; molecular testing with a focus of GI specimen. They will get an opportunity to have one to one sessions at microscope for histological evaluations, and "sign-out" with emphasis in recognizing differentiating normal from pathology. This rotation will expose the students to the bread and butter of Gastrointestinal pathology including the various causes of esophagitis, gastritis, colitis with an emphasis on infectious etiology, as well as benign and malignant tumors. Under liver pathology, student will learn to work up fatty liver disease cases which makes a large group of United States' population and how to differentiate this from other etiologies of liver disease.

Credits: 2.00

MEPAT-206 Gynecological Pathology - 2 week

Surgical pathology plays a crucial role in decision making in patient treatment at every step from diagnosis to treatment. In this elective, an insight into processes from the time of tissue receipt in pathology department all the way to release of final report to the clinical team will be provided. This course will delve into HPV testing, PAP smear review, subsequent surgical procedures with respect to cervical dysplasia and cancer. Trainees will also participate in intraoperative consultation and frozen section of ovarian tumors where rapid intraoperative diagnosis will be provided to the clinician in order to decide surgical course of management. This rotation will expose the students to histology as well as common pathologic specimens in Gynecologic pathology, for eg, endometrium different phases of menstrual cycle, effect of hormones on female genital tract, cervical dysplasia, and common ovarian tumors.



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Credits: 2.00

MEPAT-207 Hematopathology - 2 week

This elective is designed to provide the learner with an introductory exposure to laboratory hematology and hematopathology, which includes bone marrows, lymph node biopsies, flow cytometry, peripheral blood smears, body fluids, and urine sediments with particular emphasis on interpretative reporting of bone marrows, peripheral blood smears, and lymph node biopsies. Students rotating at Ben Taub will see primarily adult cases, while students rotating at Texas Children's will see primarily pediatric cases.

Credits: 2.00

MEPAT-505 Pediatric Pathology

This elective is designed to provide the learner with an introduction to pediatric diseases with emphasis on surgical and autopsy pathology.

Credits: 4.00

MEPAT-509 General Pathology

This elective is designed to provide the learner with introduction to general pathology, including surgical pathology, cytopathology, hematopathology, transfusion medicine and autopsy.

Credits: 4.00

MEPAT-510 Anatomical Pathology

This elective is designed to provide the learner with an introduction to anatomical pathology in order to increase understanding of the pathogenesis of diseases and the pathologist's role in establishment of diagnoses.

Credits: 4.00

MEPAT-518D Hematopathology

This elective is designed to provide the learner with an in-depth exposure in certain sections of laboratory hematology and hematopathology, which includes bone marrows, lymph node biopsies, flow cytometry, peripheral blood smears, body fluids, and urine sediments with particular emphasis on interpretative reporting of bone marrows, peripheral blood smears, and lymph nodes.

Credits: 4.00

MEPAT-530 Forensic Pathology

During the Harris County Institute of Forensic Sciences' (HCIFS) forensic pathology rotation, Harris County medical examiners will demonstrate the forensic autopsy and describe the process of death investigation, both from a medicolegal and clinical perspective. Faculty will discuss the role, importance, and limitations of the forensic autopsy, including the importance of scene/circumstantial evidence and chain of custody. Students will have the



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opportunity to attend death scenes under the supervisor of forensic investigators. Additionally, students may accompany medical examiners to the Harris County Criminal and/or Civil Court to observe courtroom testimony related to forensic autopsy findings. Forensic scientists from various laboratory disciplines will provide an overview and explanation of HCIFS medical examiner and crime laboratory services during a full-day tour of the agency. The agency tour includes forensic toxicology, forensic genetics, trace evidence, firearms identification, forensic anthropology, histology, drug chemistry, and forensic investigations.

Credits: 4.00

MEPAT-566 Transfusion Medicine

Laboratory tests can be used for multiple clinical purposes: screening, risk assessment, establishment of a diagnosis, support of a diagnosis, exclusion of a diagnosis, prognosis, determination of individualized therapy, and assessment of disease progression or response to therapy.

Credits: 4.00

MEPAT-569 Dermatopathology

The goal is to get an understanding of some basic dermatopathology conditions. Dermatopathology is a subspecialty of pathology, and so only a very basic knowledge is aimed at. The student will get acquainted with common dermatopathology conditions including basal cell carcinoma, squamous cell carcinoma, actinic keratosis, seborrheic keratosis, melanocytic nevi, melanoma, and representative examples of different types of inflammatory dermatoses.

Credits: 4.00

MEPAT-575 Clinical Pathology

Clinical pathology is a diverse specialty that impacts nearly all patients, however, it is difficult for future clinicians to get a sense of the different roles played by clinical pathologists. It is important for future physicians to understand the crucial role of clinical pathology in the diagnostic process, and also how clinical pathologists provide consultative and therapeutic services.

Credits: 4.00

MEPAT-576 Molecular Genetic Pathology

Molecular Genetic Pathology is a pathology subspecialty that encompasses the study, design, application, and validation of molecular techniques to the diagnosis, prognosis, and management of patients. It is a multifaceted clinical endeavor that is integral to the practice of both pathology and clinical medicine.

Credits: 4.00

Pediatrics

MEPED-200 Pediatric Infectious Diseases - 2 Week



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The pediatric infectious diseases 2 week elective is a clinical inpatient elective for BCM medical students to increase their knowledge and experience in the evaluation and management of children with a suspected or confirmed pediatric infectious disease.

Credits: 2.00

MEPED-201 Child Abuse Pediatrics - 2 Week

This 2-week elective will help student learners to recognize child maltreatment and get a brief overview of the child abuse subspecialty. Medical students will participate on the Texas Children's Hospital consult team. There are also days spent observing patient evaluations at the Children's Assessment Centers medical clinic for sexual abuse victims, with the possibility of observing forensic interviews as well.

Credits: 2.00

MEPED-202 NICU Pediatrics - 2 Week

Students will gain valuable experience caring for premature neonates and infants with congenital birth defects. Students will spend one week in the Pavilion for Women NICU with a full team of residents and fellows, and one week in the West Tower NICU on an attending-only team. Students will gain knowledge of common complications of prematurity and management of these fragile infants.

Credits: 2.00

MEPED-203 Pediatric Palliative Care - 2 Week

This interdisciplinary team is made up of physicians, nurses, nurse practitioners, a social worker, chaplain, and a grief and bereavement specialist. The student will participate in daily rounds with the inpatient team, seeing patients in all units of Texas Children's Hospital. The student will also participate in the palliative care team weekly interdisciplinary meeting as well as any patient/family conferences that occur. The student will also be provided a series of palliative care articles and directed text readings to increase their knowledge to be studied during any down time or at their discretion.

Credits: 2.00

MEPED-204 Pediatric Rheumatology - 2 week

This is an introductory course to the basics of pediatric rheumatology. During this elective the medical students will begin to develop musculoskeletal exam skills, recognize patients with possible rheumatic diseases, and be introduced to the appropriate tests to diagnose rheumatic disease. Students will learn about the primary care physician's role in managing rheumatic conditions. The medical students will rotate in the rheumatology ambulatory seeing new and return patients in the morning. They will rotate with the inpatient service each afternoon helping to perform consults.

Credits: 2.00

MEPED-205 Pediatric Hematology/Oncology - 2 week



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A major feature of this elective is the opportunity for the student to become familiar with the important aspects of pediatric hematology/oncology. The student may spend time on the inpatient and outpatient services at the West Campus Texas Children's Cancer and Hematology Centers. The student works with the course director to determine whether inpatient or outpatient (or both) experiences best meet his or her needs.

Credits: 2.00

MEPED-206 Complex Care in Pediatrics - 2 week

This medical student elective will help learners to ascertain what comprises complex care in pediatrics. The student will work in a multidisciplinary medical home that provides comprehensive care for medically fragile children and their families. The team includes the primary care provider, nursing, clinical care coordinators, dietician, psychiatrist, and social workers for children with medical complexity. This two-week rotation consists of mostly ambulatory clinical time, with occasional observation of inpatient consultations. There is much one on one teaching while seeing patients with attendings that encompass important topics in complex care.

Credits: 2.00

MEPED-454 Child Abuse Pediatrics

This elective will help student learners to recognize that child maltreatment occurs across pediatric practice, irrespective of socioeconomic status, ethnicity or geography. Medical students will participate on the Texas Children's Hospital consult team and will learn how to craft analyses that can be useful both medically and when cases are reviewed in family or criminal court. There are also days spent observing patient evaluations at the Children's Assessment Center's medical clinic for sexual abuse victims, with the possibility of observing forensic interviews as well. Court dates are unpredictable and cannot be guaranteed, but opportunities to observe members of the Child Protection Team testifying about patient cases in court will be prioritized.

Credits: 4.00

MEPED-460 Sport Medicine Preceptorship

This primary educational and clinical goals are to facilitate expertise in the evaluation, examination, and treatment of musculoskeletal injuries.

Credits: 4.00

MEPED-505A Pediatric Infectious Diseases

To increase medical student knowledge and experience in the evaluation and management of children with a suspected or confirmed pediatric infectious disease.

Credits: 4.00

MEPED-506 Developmental Pediatrics

This elective is one month long and is designed to expand the student's management and evaluation skills in general developmental behavioral pediatrics. Students doing the elective will see a variety of developmental



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conditions such as Down Syndrome, Spina Bifida, Autism, ADHD, medically complex children, sleep problems, toileting problems, behavior problems, prematurity, intellectual disability or learning disabilities. Students will have the opportunity to learn and practice "hands on" developmental evaluation tools, and work within multidisciplinary teams to help develop treatment plans.

Credits: 4.00

MEPED-508 Pediatric Hematology/Oncology

The student works with the course director to determine whether inpatient or outpatient (or both) experiences best meets his or her needs.

Credits: 4.00

MEPED-509 Clinical Pediatric Diabetes and Endocrinology

In this course, the student will demonstrate mastery of the work-up and management of common endocrine conditions, while performing an in-depth study and clinical immersion in pediatric diabetes and endocrinology.

Credits: 4.00

MEPED-516A Care of the Normal Newborn

In this course, the student will demonstrate continued mastery of the newborn exam, while performing a more in-depth study of neonatal medicine.

Credits: 4.00

MEPED-516E Patient Advocacy Clinical Rotation

This elective is designed to allow the student to participate in a clinical rotation at Texas Children's Hospital Level II, III, IV nurseries with an emphasis on patient advocacy improving child health equity. The student will address the issues encountered by patients trying to navigate the healthcare system to obtain information and needed services. In addition, they will advocate on behalf of these patients.

Credits: 4.00

MEPED-518 Pediatric Cardiology

This elective is primarily based in the general and sub-specialty Cardiology clinics both at the Medical Center Main Campus and Cardiology Community Health Centers. The student may also be assigned to the General Cardiology or Sub-specialty consult service, depending on interest and availability.

Credits: 4.00

MEPED-524 Pediatric Gastroenterology, Hepatology & Nutrition



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The learner will demonstrate learner appropriate level skills in evaluating and diagnosing common gastrointestinal disorders along with describing their knowledge of the pathophysiology of common gastrointestinal conditions.

Credits: 4.00

MEPED-532 Pediatric Rheumatology

During the course of this elective the medical students will improve musculoskeletal exam skills, be able to recognize possible rheumatic diseases, and be able to order the appropriate test and cost efficient tests in order to diagnose rheumatic disease. Students will be able to appropriately refer patients to rheumatology, and will learn which rheumatic conditions can be managed by primary care physicians. Students will also learn to interpret specialty specific rheumatologic laboratory and imaging studies. The medical students will rotate in the rheumatology ambulatory seeing new and return patients. They will work with attendings to improve exam and diagnostic skills. They will rotate with the inpatient service helping to perform consults. Medical students will work with residents, fellows, and attendings while on inpatient service.

Credits: 4.00

MEPED-539 Pediatric Allergy/Immunology

The Allergy & Immunology Rotator is expected to participate as an integral trainee member of the Allergy & Immunology team with clinical experiences (out-patient clinics and in-patient encounters: refer to Clinical Rotator Experience) to gain understanding of presentation and management of common immunologic, allergic and inflammatory disorders.

Credits: 4.00

MEPED-545 Adolescent Medicine & Sports Medicine

The students will understand the common problems of adolescents and their presentation.

Credits: 4.00

MEPED-548 Pediatric Retrovirology & Global Health

To provide the medical student experience with HIV diagnosis, treatment and prevention among HIV-exposed and HIV-infected infants, children and adolescents.

Credits: 4.00

MEPED-549 Emergency Pediatrics

Our goal is for you to develop hands on experience caring for the needs of children in the emergency department setting. This environment provides ample opportunity for the elective student to improve history taking, physical exam and presentation skills, and diagnostic testing interpretation in a fast paced, clinical environment. As a member of our team, you will gain experience with a wide array of medical, trauma and surgical conditions amongst all levels of acuity.



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Credits: 4.00

MEPED-550 Pediatric Pulmonology

The elective pediatric pulmonary course is focused on developing the students' clinical skills as well as increasing their knowledge on basic science related to the most frequent pathologies affecting the respiratory system in pediatrics. Clinical cases, ancillary studies including radiology and pulmonary physiology studies, and therapy will be addressed in depth.

Credits: 4.00

MEPED-551 Pediatric Nephrology

The elective is designed to provide exposure to evaluation, work up, and management of patients with renal disease in the outpatient and inpatient settings. The student will be exposed to common and complex nephrology management issues, including acute and chronic renal replacement therapies and renal transplantation.

Credits: 4.00

MEPED-557 Pediatric Intensive Care Unit

The goal of the Pediatric Critical Care elective is to introduce medical students to the complexity involved in the care of critically ill and injured children as well as understand the benefits of approaching care in a systematic manner and team-based approach. Additionally, we seek to introduce medical students to the variety of interventions and monitoring modalities that are commonplace in an intensive care unit.

Credits: 4.00

MEPED-564 Neonatal ICU

Students will build their understanding of neonatal physiology, newborn stabilization and management of neonatal diseases encountered during you time in elective.

Credits: 4.00

MEPED-571 Pediatric Cardiology – ChofSA

This rotation will enable the student to gain auscultatory experience, as well as increase exposure to both in and out-patient general and sub-specialty cardiology issues. During this rotation, the medical student will interact one-on-one with select Baylor Faculty in the General Cardiology Clinic. Particularly at the beginning of the rotation, the Faculty may choose to have the trainee “shadow” him or her for the major part of the patient clinical encounter. However, at the discretion of the Faculty, and based on his/her assessment of the learner’s capabilities and level of training, as well as clinic work-flows, the participants may be instructed to pre-evaluate the patients (perform a history, physical exam, formulate a preliminary assessment, and plan) and then present and discuss the case with the Faculty, who will then provide feedback as deemed appropriate.

Credits: 4.00



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MEPED-572 Pediatric Emergency Medicine – ChofSA

This rotation will allow the student the opportunity for procedures. Students are supervised by faculty and have the opportunity to interact with Pediatric, Family Medicine and Emergency Medicine residents.

Credits: 4.00

MEPED-574 Clinical Genetics – ChofSA

Medical students on this rotation will be provided with numerous opportunities to develop core genetic competencies. Clinical work will be supervised by a board certified clinical geneticist and genetic counselors, with primary emphasis on learning through direct patient care. Students will collect histories, construct 3-generation pedigrees, obtain thorough physical examinations with attention to dysmorphology, review medical documents, develop assessments and plans, and order and interpret genetic testing. Teaching will be at the bedside and will focus primarily on case analysis as a route to understanding general principles.

Credits: 4.00

MEPED-575 Pediatric Hematology/Oncology – ChofSA

This rotation will provide a high degree of autonomy and one-on-one teaching by faculty in Pediatric Hematology/Oncology. The student will learn to demonstrate pediatric intern level knowledge, attitudes and skills appropriate for the subspecialty by the end of the rotation. Half of the rotation (2 weeks) is spent in the clinic setting, learning the common outpatient problems encountered in hematology and oncology. The student will see patients independently, discuss findings, assessments, and plans with attending physicians, and complete appropriate documentation. Three multidisciplinary clinic experiences, in Cancer Genetics, Pediatric Cancer Survivorship, and Vascular Anomalies, will be included in the outpatient component of the rotation.

Credits: 4.00

MEPED-576 Pediatric Infectious Disease – ChofSA

The rotation is designed to expose the learner to both common and uncommon infectious diseases. Students will participate daily in the Pediatric Infectious Diseases Inpatient Service.

Credits: 4.00

MEPED-577 Neonatology – ChofSA

This rotation will provide a high degree of autonomy and direct faculty interaction. It will provide the student the tools to prepare for postgraduate training by functioning in an inpatient clinical setting with the maximal responsibility a student can be allowed.

Credits: 4.00

MEPED-578 Pediatric Hospital Medicine – ChofSA



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This rotation will provide a high degree of autonomy and direct faculty interaction. This rotation will provide the student the guidance to allow the student to demonstrate pediatric intern level knowledge, attitudes and skills by the end of the rotation.

Credits: 4.00

MEPED-579 Pediatric Critical Care – ChofSA

This rotation will provide students with familiarity in the recognition and management of pediatric critical illness.

Credits: 4.00

MEPED-580 Ambulatory Pediatric Medicine – ChofSA

This rotation will provide a high degree of autonomy and direct faculty interaction. This rotation will provide the student the guidance to allow the student to demonstrate pediatric intern level of knowledge, attitudes and skills by the end of the rotation.

Credits: 4.00

MEPED-581 Pediatric Neurology – ChofSA

This rotation will provide a stimulating introduction to child neurology in both the inpatient and outpatient settings. The rotator will have direct access to work with faculty one on one for enhanced learning and skill building opportunities. For part of the rotation, the student will be working with the on call neurologist fielding ER, floor and ICU consults and following primary neurology patients admitted to the Epilepsy Monitoring Unit. EEG interpretation, both routine and long term monitoring will also be taught. Another portion of the elective will be spent in a variety of outpatient general child neurology and subspecialty clinics (epilepsy, Prader-Willi, sleep, etc.)

Credits: 4.00

MEPED-582 Pediatric Gastroenterology, Hepatology & Nutrition – ChofSA

This four-week clerkship in pediatric gastroenterology offers practical experiences in the clinical diagnosis, documentation, and management of pediatric patients with nutritional, gastrointestinal, and hepatic problems. Each student is attached to a team consisting of the Attending of the week, the Physician Assistant and occasional Resident on the Pediatric Gastroenterology Hepatology and Nutrition rotation. The student usually spends half a day in the in-patient setting and the other half of the day in the out-patient setting if service not too busy. The student sees all inpatient consults in that hospital with this team, but also attends all the outpatient clinics of his/her on-call Attending. During the rotation, the student is assigned patients to work up independently and consults with the Attending.

Credits: 4.00

MEPED-584 Pediatric Pulmonology – ChofSA

Medical Students will be part of the pediatric pulmonary team during their pediatric elective rotation. Our pediatric pulmonary team consists of pediatric pulmonologists, nurse practitioner, registered nurses, respiratory



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therapists, registered dietitians, licensed social worker and ancillary personnel. Working in both the outpatient and inpatient settings, students will participate in the diagnostic evaluation and in the formulation of patient/family-centered care of pediatric patients with a wide variety of disorders of the respiratory system such as asthma, recurrent wheeze, chronic cough, cystic fibrosis, neuromuscular disorders, sleep-related breathing disorders, pulmonary vascular disease, diffuse lung diseases, bronchopulmonary dysplasia, and other conditions. Learners are expected to enhance their skills in obtaining history, performing physical examination, and interpreting basic lung function tests and imaging studies. The pediatric pulmonary rotation will augment the learners' clinical problem solving skill as they focus on the complexity of the pediatric respiratory system.

Credits: 4.00

MEPED-585 Complex Care in Pediatrics

This fourth year medical student elective will help learners to ascertain as to what comprises complex care in Pediatrics. The student will work in a multidisciplinary medical home team that includes the primary care provider, nursing, clinical care coordinators, dietitian, psychiatrist (pediatric and adult), and social workers for children with medical complexity. The clinic's mission is to provide comprehensive care for medically fragile children and their families.

Credits: 4.00

Physical Medicine Rehabilitation

MEPMR-200 Pediatric Rehabilitation - 2 week

The rotation at TCH for Pediatric PM&R is a comprehensive elective that allows students to be exposed to inpatient, outpatient, and consult settings. The students will be exposed to a broad spectrum of pediatric functional disorders and the role of PM&R in the diagnosis and management of these disorders including electrodiagnostics, oral medications, bracing, equipment, and detailed prescriptions for physical, occupational, and speech therapies. The student also participates in the coordination of medical and community resources necessary to the long term management of these patients.

Credits: 2.00

MEPMR-201 Intro to Rehabilitation Medicine at BTH - Consults - 2 week

The Ben Taub PMR consult team evaluates the functional needs of patients with diagnoses of traumatic brain injury, spinal cord injury, amputation, major multiple trauma, stroke and disability from other medical and neurological diagnoses in the setting of a inpatient consult service at a County hospital. The physicians work with the physical, occupational and speech therapists to assess and improve the patient's mobility, self-care, language, speech and swallow within the limitations of the patient's illness.

Credits: 2.00

MEPMR-202 Intro to Rehabilitation Medicine at BSL - 2 week

The student will have the opportunity to learn about assessing function, what the different therapy disciplines do, and about basic adaptive equipment like canes, walkers and wheelchairs. Even if a student is not going into PM&R,



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he or she will be well served by a working knowledge of functional assessment, what PT OT and Speech therapy do and how they can assess and facilitate a patient's function, and appropriate adaptive equipment. Students will round with a PM&R resident and Attending physician, the priority of the elective is exposure to the field in this setting.

Credits: 2.00

MEPMR-203 Brain Injury & Stroke Rehabilitation - 2 week

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. Furthermore, the student will become familiar with the intervention of spasticity, from pharmacological treatments of botulinum toxin injections to implantable devices. Emphasis will also be placed on the roles of various other health care providers in TBI rehabilitation, including the physical therapist, occupational therapist, speech pathologist, neuropsychologist, and social worker. The outpatient clinic experience will provide a strong experience in understanding the barriers and challenges of re-integrating TBI survivors back to their occupation, school, or home.

Credits: 2.00

MEPMR-204 Spinal Cord Injury Rehabilitation - 2 week

This elective 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. At completion of the elective, the student should be familiar with the American Spinal Injury Association (ASIA) classification system of spinal cord injuries, rehabilitation of individuals with spinal cord injuries, basic differences in the physiology of individuals with spinal cord injury, and common medical problems associated with spinal cord injuries.

Credits: 2.00

MEPMR-205 Pain Medicine/MSK - 2 week

The elective provides the medical student a comprehensive introduction to the practice of pain management and musculoskeletal medicine.

Credits: 2.00

MEPMR-503 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. The student also participates in the coordination of medical and community resources necessary to the long term management of these patients.

Credits: 4.00

MEPMR-504 Intro to Rehabilitation Medicine at BTH – Consults



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The Ben Taub PMR consult team evaluates the functional needs of patients with diagnoses of traumatic brain injury, spinal cord injury, amputation, major multiple trauma, stroke and disability from other medical and neurological diagnoses in the setting of a consult service. The physicians work with the physical, occupational and speech therapists to assess and improve the patient's mobility, self care, language, speech and swallow within the limitations of the patient's illness.

Credits: 4.00

MEPMR-505 Intro to Rehabilitation Medicine at BSL

The St Luke's PMR team evaluates the functional needs of patients with diagnoses of traumatic brain injury, spinal cord injury, amputation, major multiple trauma, stroke and disability from other medical and neurological diagnoses. The physicians work with the physical, occupational and speech therapists to assess and improve the patient's mobility, self care, language, speech and swallow within the limitations of the patient's illness. The setting is both inpatient as well as consults.

Credits: 4.00

MEPMR-509 Brain Injury & Stroke Rehabilitation

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. Furthermore, the student will become familiar with the intervention of spasticity, from pharmacological treatments of botulinum toxin injections to implantable devices. Emphasis will also be placed on the roles of various other health care providers in TBI rehabilitation, including the physical therapist, occupational therapist, speech pathologist, neuropsychologist, and social worker. The outpatient clinic experience will provide a strong experience in understanding the barriers and challenges of re-integrating TBI survivors back to their occupation, school, or home.

Credits: 4.00

MEPMR-506 Spinal Cord Injury Rehabilitation

This elective 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. At completion of the elective, the student should be familiar with the American Spinal Injury Association (ASIA) classification system of spinal cord injuries, rehabilitation of individuals with spinal cord injuries, basic differences in the physiology of individuals with spinal cord injury, and common medical problems associated with spinal cord injuries.

Credits: 4.00

MEPMR-515 Pain Medicine/MSK

The elective provides the medical student a comprehensive introduction to the practice of pain management with overlapping experiences in musculoskeletal disorders.

Credits: 4.00



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Plastic Surgery

MEPLS-200 Plastic Surgery - 2 week

Students will shadow residents and faculty throughout clinical and surgical environments while learning about plastic surgery, hand surgery, and reconstruction surgery. Students will also have the opportunity to participate in many didactic teaching conferences and the Plastic Surgery Grand Rounds.

Credits: 2.00

MEPLS-503 Clinical Clerkship in Plastic Surgery

Students will shadow faculty throughout clinical and surgical environments while learning about plastic surgery, hand surgery, and reconstruction surgery. Students will also have the opportunity to participate in many didactic teaching conferences and the Plastic Surgery Grad Rounds.

Credits: 4.00

Psychiatry and Behavioral Sciences

MEPSY-200 Introduction to Emergency Psychiatry - 2 week

Students will be exposed to psychiatric emergencies in the Ben Taub Emergency Center. Students will be paired with the residents and faculty in order to evaluate patients presenting in a psychiatric crisis. Students will collaborate with multidisciplinary team which includes social workers, nurses, chemical dependency counselor, and physicians.

Credits: 2.00

MEPSY-201 Introduction to OCD Clinical Care - 2 Week

This elective provides an introduction to an obsessive-compulsive disorder (OCD) outpatient clinic and lab. It will be based in the Baylor Psychiatric Clinic (BPC), located at the Jamail Specialty Care Center. Students will experience the day-to-day operations of an outpatient setting, and will be instructed by leading faculty in the field. They will leave the course with a basic understanding of the evaluation and treatment of OCD and the current OCD literature.

Credits: 2.00

MEPSY-202 Introduction to Outpatient and Forensic Psychiatry - 2 Week

This elective is designed to introduce medical students outpatient psychiatry and a mental health court within a large VA hospital and the Harris County criminal justice system. This elective will be based at VAMC and the affiliated Veterans' Court Program. The program focuses on the evaluation and treatment of mentally ill male and female veterans and the forensic evaluation of those who are referred to a mental health court. The student will be provided readings in various aspects of forensic psychiatry to enhance their learning experience with no requirement for a project or paper.



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Credits: 2.00

MEPSY-204 Introduction to Telepsychiatry - 2 Week

This elective provides medical students an introduction to telepsychiatry and the technology utilized in administration of telehealth within a large VA hospital. The program will include practice in telepsychiatry care delivery with patients and instruction from faculty. There will be a focus on developing clinical and non-clinical skills necessary to evaluate a patient, create a strong therapeutic relationship, and document care via telepsychiatry.

Credits: 2.00

MEPSY-205 Private Practice Outpatient Psychiatry - 2 weeks

Elective designed to provide exposure to medical students of out patient private practice psychiatry with emphasis on fast paced evaluation and management skills, patient triage and sustainability skills of a non-institutional entity. students will also experience exposure to transcranial magnetic stimulation treatments in patients with severe major depressive disorder.

Credits: 2.00

MEPSY-503 Emergency Psychiatry

This is a night call elective. Students are assigned to Ben Taub Psychiatry Emergency Room and function as sub-interns with responsibility of assessing patients in the psychiatric emergency room and for evaluating patients with psychiatric symptoms in the medical/ surgical observation areas.

Credits: 4.00

MEPSY-525 Geriatric Psychiatry

This elective provides students the opportunity to be involved in the assessment and treatment of elderly psychiatric patients in a variety of settings that include the outpatient clinic and, when available, their homes.

Credits: 4.00

MEPSY-539A Inpatient Psychiatry Menninger Clinic

This elective is designed to expose medical students to an inpatient setting focused on a more psychodynamic approach. There are two different programs to potentially rotate on. The HOPE program is an adult unit that treats patients with all diagnoses and focuses on skills development and Wellness Planning in the context of a therapeutic milieu. The CPAS unit focuses on comprehensive evaluations providing recommendations for care as well as acute stabilization of patients not ready or appropriate for therapeutic milieu based care. These programs have chemical dependency tracts and they share an Eating Disorder tract. There will be an opportunity to refine basic skills as well as to learn more about milieu based treatment.

Credits: 4.00



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MEPSY-543 Outpatient Psychiatry with a Forensic Focus

This elective is designed to expose medical students to outpatient psychiatry with a forensic focus in a large VA hospital and in the Harris County criminal justice system. The program focuses on the evaluation of mentally ill male and female veterans who are referred to a mental health court.

Credits: 4.00

MEPSY-545 Inpatient Psychiatry - Ben Taub Hospital

This elective is designed to expose medical students to Inpatient Psychiatry in the largest urban county medical hospital in Harris County. This elective provides students with extensive experience in evaluating and treating patients in an urban county hospital inpatient setting.

Credits: 4.00

MEPSY-546 Outpatient Child & Adolescent Psychiatry

This elective is designed to provide medical students exposure to child, adolescent and adult outpatient psychiatry practice in diverse settings. This elective provides students with experience in evaluating and treating a diverse population of children and adolescent patients in academic and private practice setting.

Credits: 4.00

MEPSY-560 Outpatient Psychiatry in Private Practice Focus

The student will participate in daily session with the patients, will check vital signs, and input basic information in EMR, and become familiar with psychometric scales used to monitor the progress of the treatment.

Credits: 4.00

MEPSY-561 OCD Clinical Care

This elective is designed to expose medical students to an outpatient setting focused on OCD clinical care with research components.

Credits: 4.00

MEPSY-562 Introduction to Psychiatric Care of the Hospitalized Patient

Students will learn how to manage delirium, acute suicidality, addiction issues, anxiety and depression related to prolonged medical illness, and they will improve their skills for interacting with challenging patients and family situations.

Credits: 4.00

MEPSY-563 Telepsychiatry



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This elective gives medical students an in-depth experience into telemedicine and its role within psychiatry. The four-week elective will give students the opportunity to delve deeply into telepsychiatry and refine their remote-conferencing skills, whereas the two-elective will be an introduction to the field.

Credits: 4.00

MEPSY-564 Psycho-Oncology

Students will learn how to manage a variety of psychiatric conditions including delirium, drug withdrawal, depression, anxiety, mania and suicidality in cancer patients and their caregivers. Students will learn to distinguish the subtle difference between common side effects of cancer and its treatment and base line mental health conditions. Also will gain knowledge and competence to provide appropriate psycho-pharmacological treatment for cancer patients. Student will learn the need of social services and after care services to cancer patients after being discharged from the hospital.

Credits: 4.00

MEPSY-565 Learning Outpatient Psychiatry – TMS

Medical students will get longitudinal exposure of outpatient psychiatry in the private practice setting. This longitudinal clinical experience will include a wide range of psychiatric diagnosis, differential diagnosis, and clinical management including selection of medications and counseling interventions in the child/ adolescent/ and the adult patient population as presented in a private practice setting.

Credits: 4.00

MEPSY-566 Global Mental Health

Participation in multidisciplinary rounds to understand the role of inter-disciplinary providers in caring for complex trauma patients. Through this elective students will learn how municipalities, governments and law enforcement, have addressed HT and the refugee crisis locally and globally.

Credits: 4.00

Radiation Oncology

MERA0-200 Introduction to Radiation Oncology - 2 week

Radiation oncology is a multifaceted specialty which requires special attention to many core competencies in medicine - from ethical to professional to knowledge-based. This two week course aims to give medical students an introduction to the field of radiation oncology, regardless of intent to ultimately pursue the field. Specifically, the course focuses on the unique aspects of humanity in cancer care, understanding the role of radiotherapy in medicine, and honing in on an appreciation of anatomy through physical exam and radiology. This no-pressure learning environment is ideal for any junior medical student without previous exposure to radiation oncology. Students with clinical experience who are planning to apply to radiation oncology should pursue the 4 week elective.

Credits: 2.00



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MERAO-501A Radiation Oncology

The radiation oncology clerkship is designed to give the medical student a close-up view of the intricacies of radiation therapy from the initial consult through the specialized treatment planning and finally to the radiation treatment of the patient.

Credits: 4.00

Radiology

MERAD-200 High Value Radiology & Appropriate Use - 2 Week

Future physicians will be introduced to the tenets of high-value care, and how this can be accomplished with appropriate imaging utilization, imaging related safety (regarding radiation exposure and MRI safety), appropriate use of intravenous contrast, and cost of imaging. The course will be comprised of daily case read-outs with the faculty and residents and pertinent, value-based online modules.

Credits: 2.00

MERAD-506 Diagnostic Radiology

Rotate through Abdominal CT, Chest, Emergency Center, Interventional Radiology, Magnetic Resonance Imaging, Musculoskeletal and Neuroradiology.

Credits: 4.00

MERAD-509 Pediatric Radiology

The student will review plain films with the attending radiologist each day, observe the performance and interpretation of advanced imaging procedures, and attend all radiologic teaching conferences and relevant interdisciplinary conferences which occur during the elective period.

Credits: 4.00

MERAD-520 Neuroradiology

Students are expected to work with both residents and attendings to get exposed to the role of CT and MRI in the diagnosis of the most common diseases related to the brain, orbits, face, neck and spine.

Credits: 4.00

MERAD-522 Interventional Radiology

Over the course of the rotation, the student should develop an understanding of: The basic and more complex procedures performed in the body interventional radiology section including patient selection, preprocedure workup, and periprocedural management. The role of the various imaging modalities (fluoroscopy, CT, ultrasound) in the practice of interventional radiology. Basic radiographic anatomy pertinent to interventional radiology procedures.



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Credits: 4.00

MERAD-524 Chest Radiology

Students will be assigned to the Chest reading room for the month, to rotate between CXR and chest CT. Students are expected to work with both residents and attending's to become comfortable with reading chest imaging.

Credits: 4.00

MERAD-526 Abdominal Imaging

The course is focused on learning the appropriate ordering of studies and image interpretation of common abdominal imaging modalities.

Credits: 4.00

Surgery

MESUR-200 Cardiothoracic Surgery - 2 week

This 2 week elective will provide the student with experiences in adult cardiothoracic surgery in either the private and public sectors. The student will experiences rounding, time in the operating room (mornings) and participating in the preoperative evaluation and postoperative care of the patients on the cardiothoracic rotation.

Credits: 2.00

MESUR-201 Colorectal Surgery - BSL - 2 week

This 2 week elective course will serve as an introductory experience to the subspecialty of Colorectal Surgery. During this 2 week course, the focus will be on surgical management of colorectal specific disease including benign/malignant anorectal pathology, colon and rectal cancer, and inflammatory bowel disease (IBD).

Credits: 2.00

MESUR-202 Breast Surgery – BSL – 2 Week

This 2 week elective course will serve as an introductory experience to the sub-specialty of breast surgery. During this 2 week course, the focus will be on diagnosis and management of breast related problems (both benign and malignant).

Credits: 2.00

MESUR-514 Surgical Oncology

Apply basic knowledge to clinical situations, including but not limited to histories and physicals, diagnostic studies, pre and post-op care, daily rounds, and operating room participation.



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Credits: 4.00

MESUR-520 Congenital Heart Surgery

The elective rotation is designed and organized to introduce the elective student to Congenital Heart Surgery in a setting of optimum patient care. Elective students will participate in all aspects of the assessment, management plan formulation, surgery, and perioperative care of children and adults with complex congenital heart disease.

Credits: 4.00

MESUR-522 Transplantation Surgery

This elective provides the student with experience in the Abdominal Transplantation Surgery rotation. This course will expose students to transplant surgical patients involving liver and kidney transplantation as well as some elective liver operations. The student is expected to round with the residents, fellow and faculty on a daily basis. This experience includes time in the operating room (mornings) and participating in the preoperative evaluation and postoperative care of the patients on the service.

Credits: 4.00

MESUR-525 Vascular Surgery

This elective provides the student with experience in adult vascular surgery. The student is expected to round with residents and faculty on a daily basis. The elective will provide both operative experience, as well as the experience in the management of preoperative and postoperative vascular surgery patients.

Credits: 4.00

MESUR-537 Surgery Intensive Care Unit

The general surgical ICU elective is designed to facilitate and augment the student's understanding and application of basic medical sciences to patients with physiologic derangements that require an advanced level of medical care.

Credits: 4.00

MESUR-538 Pediatric Surgery

This elective is particularly useful for students contemplating a career in surgery, pediatrics, or emergency medicine.

Credits: 4.00

MESUR-542 Cardiothoracic Surgery

This elective provides the student with experiences in adult cardiac and general thoracic surgery. This experience includes time in the operating room and participating in the preoperative evaluation and postoperative care of the patients on the cardiothoracic service.



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Credits: 4.00

MESUR-548 General Thoracic Surgery

This course will expose students to a dynamic thoracic surgery rotation involving elective and emergent operations, including complex lung and esophageal pathology. The student is expected to round with the residents, fellow and faculty on a daily basis. This experience includes time in the operating room and participating in the preoperative evaluation and postoperative care of the patients both on the wards and the intensive care unit.

Credits: 4.00

Urology

MEURL-501 Clinical Urology

Students may arrange to work with a specific faculty preceptor if they have a special area of interest, or to become integrated into a hospital service at one or more of the affiliated teaching hospitals. Elective students participate actively in patient care activities in the outpatient clinics, the hospital wards, and the operating room. Participation in teaching rounds and educational conferences and prescribed reading form essential elements of this elective experience.

Credits: 4.00

MEURL-504 Eval. & Treat. of Male Reproductive Disorders

This elective provides the student with an extensive background in the evaluation and treatment of a wide variety of male reproductive and sexual function abnormalities, and would be of great value for any students considering careers in primary care, urology or gynecology fields in which these sorts of problems are frequently encountered. The elective offers an opportunity to participate in a variety of urologic procedures with a strong emphasis upon the workup and management of male infertility, erectile dysfunction, sexually transmitted disease, gender dysphoria, and other male reproductive disorders.

Credits: 4.00

MEURL-505 Urologic Oncology

The student is an active part of the patient care team, participating in inpatient rounds, outpatient clinics, the operating room, and patient management and research conferences covering the broad field of urologic oncology. The emphasis is on the multidisciplinary management of genitourinary cancers and the treatment of cancer in the context of the overall health care of the patient. The student works closely with the urologic faculty whose primary specialty is oncology, as well as with medical oncologists, radiotherapists, and pathologists to learn firsthand about the wide variety of types of urologic cancers and the natural history, prognosis and management of each.

Credits: 4.00

Class of 2026
M.D. Graduation Requirements

Please review special notes for medical students in official BCM dual degree programs.

Foundational Sciences Years - 63 Weeks	
Fall I - 19 Weeks	
Course	Semester Credit Hours
Foundations Basic to Science of Medicine (FBSM)	18.75
Patient, Physician & Society - 1	2.75
Critical Thinking & Problem Solving (CTAPS)	1.50
Total Credits	23.00

Spring I - 25 Weeks	
Course	Semester Credit Hours
Pharmacology	1.75
Head & Neck Anatomy	3.00
Immunological & Pathological Basis of Disease	3.75
Psychiatry and Behavioral Health Sciences	3.25
Ethics	1.50
Infectious Diseases	6.25
Nervous System	6.75
Research and Populations in Medicine	2.75
Patient, Physician & Society - 2	3.00
Total Credits	32.00

Fall II - 19 Weeks	
Course	Semester Credit Hours
Cardiology	2.25
Respiratory	1.75
Renal	1.75
Hematology/Oncology	2.50
Gastroenterology	2.00
Endocrinology	1.75
GU/GYN	1.25
Genetics	1.25
Age Related Topics	1.00
Patient, Physician & Society - 3	2.50
Dermatology	0.75
Transition to Clinics	0.75
Total Credits	19.50

Didactic Courses in Clinical Years ◊	
Course	Semester Credit Hours
CABS-Evidence Based Medicine◊	0.75
CABS-Business in Leadership◊	0.75
CABS-Nutrition◊	0.75
Patient Safety◊	0.50
DDASH◊	2.50
Total Credits	5.25

Basic Core Clinical - 40 Weeks	
Course	Semester Credit Hours
Emergency Medicine	2.00
Family/Comm. Med.	4.00
Medicine	8.00
Neurology	4.00
OB/GYN	6.00
Pediatrics	6.00
Psychiatry	4.00
Surgery	6.00
Total Credits	40.00

Advanced Core Clinical - 10 Weeks	
Course	Semester Credit Hours
Sub-Internship*	4.00
Selectives**	4.00
APEX	2.00
Total Credits	10.00

Elective Courses - 22 Weeks	
Course	Semester Credit Hours
Pre-Clinical and/or Clinical Electives***	22.00

Intersession - 2 Weeks	
Course	Semester Credit Hours
Service Learning, Wellness, and Narrative Medicine	0.50

Please refer to the Core Rotation Scheduling Guidelines in the Student Handbook for timelines to complete clinical core rotations.

Graduation Requirements ***	Semester Credit Hours
Total Minimum Curriculum Credits - 137 Weeks	152.25

Students must take and pass the Clinical Practice Exam (CPX). Students must take and pass the USMLE Step 1 & Step 2CK-prior to graduation. Students must obtain Basic Life Support (BLS) Certification prior to graduation. Students must obtain Advanced Cardiac Life Support (ACLS) Certification or Pediatric Advanced Life Support (PALS) Certification 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 Family Medicine, Medicine, Neurology, Obstetrics and Gynecology, Pediatrics, Psychiatry, or Surgery. The Sub-Internship **must be completed** prior to Advanced Physicianship Experience (APEX).

****SELECTIVES (GROUP A)**

Choose 2 of these 2-week courses (Prerequisite Surgery Clerkship): Ophthalmology, Orthopedic Surgery, Otolaryngology, Urology

***16 of the 22 required elective credits must be clinical. For all medical students, no more than 6 credits of Foundational Sciences Electives/Research taken at BCM can be counted toward degree requirements. Students enrolled in the following official BCM Dual Degree programs (MD/PhD, MD/JD, MD/MPH, and MD/MBA) may have 4 weeks fewer required clinical elective credits than MD only students. For all students, a minimum of 8 clinical credits must be taken at BCM.

◊ The following courses are didactic courses occurring during the clinical phase of the curriculum:

- Patient Safety and Clinical Applications of Biomedical Sciences (CABS) Business and Leadership in Medicine, Nutrition, and Evidence Based Medicine -occur in the 2nd year during clinical phase of the curriculum
- Determinants, Disparities and Social/Population Health (DDASH) – occurs in the 3rd year of the clinical phase of the curriculum

**Class of 2025
M.D. Graduation Requirements**

Please review special notes for medical students in official BCM dual degree programs.

Foundational Sciences Years - 63 Weeks	
Fall I - 19 Weeks	
Course	Semester Credit Hours
Foundations Basic to Science of Medicine (FBSM)	18.75
Patient, Physician & Society - 1	2.25
Critical Thinking & Problem Solving (CTAPS)	1.50
Total Credits	22.50

Spring I - 25 Weeks	
Course	Semester Credit Hours
Pharmacology	1.75
Head & Neck Anatomy	3.00
Immunological & Pathological Basis of Disease	3.75
Psychiatry and Behavioral Health Sciences	3.25
Ethics	1.50
Infectious Diseases	6.25
Nervous System	6.75
Research and Populations in Medicine	2.75
Patient, Physician & Society - 2	3.00
Total Credits	32.00

Fall II - 19 Weeks	
Course	Semester Credit Hours
Cardiology	2.25
Respiratory	1.75
Renal	1.75
Hematology/Oncology	2.50
Gastroenterology	2.00
Endocrinology	1.75
GU/GYN	1.25
Genetics	1.25
Age Related Topics	1.00
Patient, Physician & Society - 3	2.50
Dermatology	0.75
Transition to Clinics	0.75
Total Credits	19.50

Didactic Courses in Clinical Years ◊	
Course	Semester Credit Hours
CABS-Evidence Based Medicine◊	0.75
CABS-Business in Leadership◊	0.75
CABS-Nutrition◊	0.75
Patient Safety◊	0.50
DDASH◊	2.50
Total Credits	5.25

Basic Core Clinical - 40 Weeks	
Course	Semester Credit Hours
Emergency Medicine	2.00
Family/Comm. Med.	4.00
Medicine	8.00
Neurology	4.00
OB/GYN	6.00
Pediatrics	6.00
Psychiatry	4.00
Surgery	6.00
Total Credits	40.00

Advanced Core Clinical - 10 Weeks	
Course	Semester Credit Hours
Sub-Internship*	4.00
Selectives**	4.00
APEX	2.00
Total Credits	10.00

Elective Courses - 22 Weeks	
Course	Semester Credit Hours
Pre-Clinical and/or Clinical Electives***	22.00

Intersession - 2 Weeks	
Course	Semester Credit Hours
Service Learning, Wellness, and Narrative Medicine	0.50

Please refer to the Core Rotation Scheduling Guidelines in the Student Handbook for timelines to complete clinical core rotations.

Graduation Requirements ***	Semester Credit Hours
Total Minimum Curriculum Credits - 137 Weeks	151.75

Students must take and pass the Clinical Practice Exam (CPX). Students must take and pass the USMLE Step 1 & Step 2CK-prior to graduation. Students must obtain Basic Life Support (BLS) Certification prior to graduation. Students must obtain Advanced Cardiac Life Support (ACLS) Certification or Pediatric Advanced Life Support (PALS) Certification 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 Family Medicine, Medicine, Neurology, Obstetrics and Gynecology, Pediatrics, Psychiatry, or Surgery. The Sub-Internship **must be completed** prior to Advanced Physicianship Experience (APEX).

****SELECTIVES (GROUP A)**

Choose 2 of these 2-week courses (Prerequisite Surgery Clerkship): Ophthalmology, Orthopedic Surgery, Otolaryngology, Urology

***16 of the 22 required elective credits must be clinical. For all medical students, no more than 6 credits of Foundational Sciences Electives/Research taken at BCM can be counted toward degree requirements. Students enrolled in the following official BCM Dual Degree programs (MD/PhD, MD/JD, MD/MPH, and MD/MBA) may have 4 weeks fewer required clinical elective credits than MD only students. For all students, a minimum of 8 clinical credits must be taken at BCM.

◊ The following courses are didactic courses occurring during the clinical phase of the curriculum:

- Patient Safety and Clinical Applications of Biomedical Sciences (CABS) Business and Leadership in Medicine, Nutrition, and Evidence Based Medicine -occur in the 2nd year during clinical phase of the curriculum
- Determinants, Disparities and Social/Population Health (DDASH) – occurs in the 3rd year of the clinical phase of the curriculum



**Class of 2024
M.D. Graduation Requirements**

Please review special notes for medical students in official BCM dual degree programs.

Foundational Sciences Years - 63 Weeks	
Fall I - 19 Weeks	
Course	Semester Credit Hours
Foundations Basic to Science of Medicine (FBSM)	18.75
Patient, Physician & Society - 1	2.25
Critical Thinking & Problem Solving (CTAPS)	1.50
Total Credits	22.50

Spring I - 25 Weeks	
Course	Semester Credit Hours
Pharmacology	1.75
Head & Neck Anatomy	3.00
Immunological & Pathological Basis of Disease	3.75
Psychiatry and Behavioral Health Sciences	3.25
Ethics	1.50
Infectious Diseases	6.25
Nervous System	6.75
Research and Populations in Medicine	3.25
Patient, Physician & Society - 2	3.00
Total Credits	32.50

Fall II - 19 Weeks	
Course	Semester Credit Hours
Cardiology	2.25
Respiratory	1.75
Renal	1.75
Hematology/Oncology	2.50
Gastroenterology	2.00
Endocrinology	1.75
GU/GYN	1.25
Genetics	1.25
Age Related Topics	1.00
Patient, Physician & Society - 3	2.50
Dermatology	0.75
Transition to Clinics	0.75
Total Credits	19.50

Didactic Courses in Clinical Years ◊	
Course	Semester Credit Hours
CABS-Evidence Based Medicine◊	0.75
CABS-Business in Leadership◊	0.75
CABS-Nutrition◊	0.75
Patient Safety◊	0.50
DDASH◊	2.50
Total Credits	5.25

Basic Core Clinical - 40 Weeks	
Course	Semester Credit Hours
Emergency Medicine	2.00
Family/Comm. Med.	4.00
Medicine	8.00
Neurology	4.00
OB/GYN	6.00
Pediatrics	6.00
Psychiatry	4.00
Surgery	6.00
Total Credits	40.00

Advanced Core Clinical - 10 Weeks	
Course	Semester Credit Hours
Sub-Internship*	4.00
Selectives**	4.00
APEX	2.00
Total Credits	10.00

Elective Courses - 22 Weeks	
Course	Semester Credit Hours
Pre-Clinical and/or Clinical Electives***	22.00

Intersession - 2 Weeks	
Course	Semester Credit Hours
Service Learning, Wellness, and Narrative Medicine	0.50

Please refer to the Core Rotation Scheduling Guidelines in the Student Handbook for timelines to complete clinical core rotations.

Graduation Requirements ***	Semester Credit Hours
Total Minimum Curriculum Credits - 137 Weeks	152.25

Students must take and pass the Clinical Practice Exam (CPX). Students must take and pass the USMLE Step 1 & Step 2CK-prior to graduation. Students must obtain Basic Life Support (BLS) Certification prior to graduation. Students must obtain Advanced Cardiac Life Support (ACLS) Certification or Pediatric Advanced Life Support (PALS) Certification 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 Family Medicine, Medicine, Neurology, Obstetrics and Gynecology, Pediatrics, Psychiatry, or Surgery. The Sub-Internship **must be completed** prior to Advanced Physicianship Experience (APEX).

****SELECTIVES (GROUP A)**

Choose 2 of these 2-week courses (Prerequisite Surgery Clerkship): Ophthalmology, Orthopedic Surgery, Otolaryngology, Urology

***16 of the 22 required elective credits must be clinical. For all medical students, no more than 6 credits of Foundational Sciences Electives/Research taken at BCM can be counted toward degree requirements. Students enrolled in the following official BCM Dual Degree programs (MD/PhD, MD/JD, MD/MPH, and MD/MBA) may have 4 weeks fewer required clinical elective credits than MD only students. For all students, a minimum of 8 clinical credits must be taken at BCM.

◊ The following courses are didactic courses occurring during the clinical phase of the curriculum:

- Patient Safety and Clinical Applications of Biomedical Sciences (CABS) Business and Leadership in Medicine, Nutrition, and Evidence Based Medicine -occur in the 2nd year during clinical phase of the curriculum
- Determinants, Disparities and Social/Population Health (DDASH) – occurs in the 3rd year of the clinical phase of the curriculum

Class of 2023
M.D. Graduation Requirements

Please review special notes for medical students in official BCM dual degree programs.

Foundational Sciences Years - 63 Weeks	
Fall I - 19 Weeks	
Course	Semester Credit Hours
Foundations Basic to Science of Medicine (FBSM)	19.00
Patient, Physician & Society - 1	3.00
Critical Thinking & Problem Solving (CTAPS)	3.00
Total Credits	25.00

Spring I - 25 Weeks	
Course	Semester Credit Hours
Pharmacology	1.75
Head & Neck Anatomy	3.00
Immunological & Pathological Basis of Disease	4.00
Behavioral Sciences	3.25
Ethics	1.50
Infectious Diseases	6.25
Nervous System	6.00
Translational Research and Population Health (TRAP)	3.25
Patient, Physician & Society - 2	3.25
Total Credits	32.25

Fall II - 19 Weeks	
Course	Semester Credit Hours
Cardiology	2.25
Respiratory	1.75
Renal	1.75
Hematology/Oncology	2.50
Gastroenterology	2.00
Endocrinology	1.75
GU/GYN	1.25
Genetics	1.25
Age Related Topics	1.00
Patient, Physician & Society - 3	2.50
CABS-Dermatology	0.75
Transition to Clinics	0.75
Total Credits	19.50

Didactic Courses in Clinical Years ◊	
Course	Semester Credit Hours
CABS-Evidence Based Medicine◊	0.75
CABS-Business in Leadership◊	0.75
CABS-Nutrition◊	0.75
Patient Safety◊	0.50
DDASH◊	2.50
Total Credits	5.25

Basic Core Clinical - 40 Weeks	
Course	Semester Credit Hours
Emergency Medicine	2.00
Family/Comm. Med.	4.00
Medicine	8.00
Neurology	4.00
OB/GYN	6.00
Pediatrics	6.00
Psychiatry	4.00
Surgery	6.00
Total Credits	40.00

Advanced Core Clinical - 10 Weeks	
Course	Semester Credit Hours
Sub-Internship*	4.00
Selectives**	4.00
APEX	2.00
Total Credits	10.00

Elective Courses - 22 Weeks	
Course	Semester Credit Hours
Pre-Clinical and/or Clinical Electives***	22.00

Intersession - 2 Weeks	
Course	Semester Credit Hours
Service Learning, Wellness, and Narrative Medicine	0.50

Please refer to the Core Rotation Scheduling Guidelines in the Student Handbook for timelines to complete clinical core rotations.

Graduation Requirements ***	Semester Credit Hours
Total Minimum Curriculum Credits - 137 Weeks	154.50

Students must take and pass the Clinical Practice Exam (CPX). Students must take and pass the USMLE Step 1 & Step 2CK-prior to graduation. Students must obtain Basic Life Support (BLS) Certification prior to graduation. Students must obtain Advanced Cardiac Life Support (ACLS) Certification or Pediatric Advanced Life Support (PALS) Certification 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 Family Medicine, Medicine, Neurology, Obstetrics and Gynecology, Pediatrics, Psychiatry, or Surgery. The Sub-Internship **must be completed** prior to Advanced Physicianship Experience (APEX).

****SELECTIVES (GROUP A)**

Choose 2 of these 2-week courses (Prerequisite Surgery Clerkship): Ophthalmology, Orthopedic Surgery, Otolaryngology, Urology

***16 of the 22 required elective credits must be clinical. For all medical students, no more than 6 credits of Foundational Sciences Electives/Research taken at BCM can be counted toward degree requirements. Students enrolled in the following official BCM Dual Degree programs (MD/PhD, MD/JD, MD/MPH, and MD/MBA) may have 4 weeks fewer required clinical elective credits than MD only students. For all students, a minimum of 8 clinical credits must be taken at BCM.

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- Determinants, Disparities and Social/Population Health (DDASH) – occurs in the 3rd year of the clinical phase of the curriculum