

**Baylor College of Medicine  
Department of Orthopedic Surgery**














The logo for Baylor College of Medicine, featuring the text "Baylor College of Medicine" in a white serif font on a dark blue rectangular background.

**Baylor  
College of  
Medicine®**

**Orthopedic Selective Rotation  
For Medical Students**

**Course Overview Document**

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## ➤ Introduction and Overview

- The selective rotation in Orthopedic Surgery is designed to provide medical students with an exposure to the field of Orthopedic Surgery through lectures and clinical experiences over the course of two weeks.
- Course Prerequisites: None

## ➤ Clinical Sites

- Students will be assigned to one of four clinical sites for the two week rotation:
  - Ben Taub General Hospital
  - Michael E. DeBakey Veterans Affairs Medical Center
  - Texas Children's Hospital
  - Baylor St. Luke's Medical Center
- These four settings provide equivalent patient experiences in Orthopedic Surgery along with access to the residents and clinical faculty at each of the sites.

## ➤ Contact Information

- BTGH, VAMC, and TCH has a site preceptor who is responsible for the student and a site coordinator that provides assistance.
- At the Baylor St. Luke's Medical Center site, the student will be assigned to a single clinical faculty instead of being on a service with a site preceptor.
- **Ben Taub Hospital (BTGH)**
  - Site Director: Omar Atassi, M.D.
    - E-mail: [Atassi@bcm.edu](mailto:Atassi@bcm.edu)
  - Coordinator: Karol Olquin
    - E-mail: [Karol.Olquin@bcm.edu](mailto:Karol.Olquin@bcm.edu),
    - Office Number: 713-873-3363
- **Michael E. DeBakey Veterans Affairs Medical Center (VAMC)**
  - Site Director: Vinay Siddappa, M.D.
    - E-mail: [Vinay.HosuruSiddappa@bcm.edu](mailto:Vinay.HosuruSiddappa@bcm.edu)
  - Coordinator: Mark Murphy
    - E-mail: [Mark.Murphy6@va.gov](mailto:Mark.Murphy6@va.gov)
    - Office Number: 713-795-7508
- **Texas Children's Hospital (TCH)**
  - Site Director: Scott Rosenfeld, M.D.
    - E-mail: [sxrosenf@texaschildrenshospital.org](mailto:sxrosenf@texaschildrenshospital.org)
  - Coordinator: Asya Purnel
    - E-mail: [arpurnel@texaschildrenshospital.org](mailto:arpurnel@texaschildrenshospital.org),
    - Office Number: 832-822-3560

- **Baylor St. Luke's Medical Center (BSLMC)**
  - Site Director: Chia Wu, M.D.
    - Individual faculty contact listed on orientation E-mail
  - Coordinator: Desi Griffin
    - E-mail: [desig@bcm.edu](mailto:desig@bcm.edu)
    - Office Number: 713-986-7396
- **Selective Course Faculty**
  - Christopher Perkins, M.D. (BTGH – Course Director)
  - Omar Atassi, M.D. (BTGH – Assistant Course Director / Site Director)
  - David Green, M.D. (VAMC – Site Director)
  - Scott Rosenfeld, M.D. (TCH – Site Director)
  - Chia Wu, M.D. (BSLMC / McNair – Site Director)
  - Melvyn Harrington, M.D. (BSLMC / McNair / VAMC)
  - Bruce Moseley, M.D. (BSLMC / McNair)
  - William Granberry, M.D. (BSLMC / McNair)
  - Mo Halawi, M.D. (BSLMC / McNair)
  - Theodore Shybut, M.D. (BSLMC / McNair)
  - Jackie Hill, M.D. (TCH)
  - Nicole Montgomery, M.D. (TCH)

➤ **Baylor College of Medicine Learner – Teacher Compact**

- Learners pursuing a professional career at Baylor assume responsibility to develop in-depth knowledge, acquire and apply special skills, and demonstrate professionalism. Teachers guide and educate learners, and model appropriate attitudes, interpersonal skills and professional behaviors. Core educational staff support both learners and teachers. This Compact serves both as a pledge and a reminder to teachers, learners, and educational staff that moral, ethical and professional behavior by all BCM personnel is essential to the basic principles of this institution.
- **DUTY**
  - All participants in the education mission have a duty to sustain a learning environment conducive to maintaining the knowledge, attitudes, and skills necessary for providing contemporary standards of professional behavior.
- **INTEGRITY**
  - All education participants/parties will behave in a manner that reflects individual and institutional commitment to intellectual and moral excellence.
- **RESPECT**
  - Fundamental to the ethic of professions is respect for every individual. Mutual respect between learners, as newer members of the profession, and their teachers, as experienced professionals, is essential for nurturing

that ethic. In addition to individual respect, all educational parties must respect and follow established professional policies.

- **As a Teacher, I pledge to:**
  - Maintain currency in my professional knowledge and skills
  - Ensure excellence of the educational curriculum
  - Be a Model of professionalism in all of my interactions with faculty, learners, patients, colleagues, and staff
  - Respect all faculty, learners, patients, colleagues, and staff as individuals, without regard to gender, age, race, national origin, religion, or sexual orientation; and oppose observed disrespect or bias
  - Nurture learner commitment to achieve personal, family, and professional balance
  - Recognize and acknowledge expressions of professional attitudes and behaviors as well as the achievement of quantifiable academic excellence
  - Respond vigorously to unprofessional behavior and indications of abuse or exploitation of faculty, learners, patients, colleagues, or staff
  - Create a safe environment in which faculty, learners, and staff can communicate any concern about breaches of this compact
  - Accept responsibility for instilling these attributes in learners and faculty for whom I have responsibility
- **As a learner, I pledge to:**
  - Acquire the knowledge, skills, attitudes, and behaviors necessary to fulfill all established educational objectives
  - Embody the professional virtues of integrity, empathy, altruism, compassion, respect, honesty, courage, and trustworthiness
  - Respect as individuals, without regard to gender, race, national origin, religion, or sexual orientation, all patients, peers, faculty and staff
  - Uphold the highest professional standards and conduct myself accordingly in all interactions with patients, peers, faculty and staff
  - Assist my fellow learners in meeting their professional obligations, while fulfilling my own obligations as a professional
  - Help create a safe environment in which faculty, learners, and staff can communicate any concern about breaches of this compact

### ➤ **Course Objectives**

- The educational objectives of the selective rotation in Orthopedic Surgery are aligned with the Core Competency Graduation Goals for Baylor College of Medicine.
- Students are expected to achieve these objectives by the end of the two week selective rotation in addition to reviewing the online lecture content provided and completing the quiz.

- The course overview document provided in the orientation E-mail and is available through the Blackboard application.

BCM CCGG	Related Selective Course Objective	Mode of Teaching (Perform / Observe)	Mode of Assessment (Formative / Summative)
2.1 2.2 2.3	Develop a basic understanding of orthopedic conditions and treatments radiograph interpretation, and applicable orthopedic procedures	Clinical Perform	Formative
3.3 3.5	Perform a basic history and physical exam for a patient with an orthopedic condition and present to a resident or faculty member	Clinical Perform	Formative
4.2 4.3	Demonstrate the ability to communicate on an orthopedic team or with a faculty mentor regarding patient care and with other persons involved with patient care	Clinical Observe	Formative

➤ **Baylor College of Medicine Core Competency Graduation Goals (CCGGs)**

**1. Professionalism**

**Each student graduating from BCM will:**

- 1.1. Apply ethical decision making that upholds patient and public trust
- 1.2. Employ honesty, integrity, and respect in all interactions
- 1.3. Demonstrate a commitment to advocate for the needs and well-being of patients, colleagues, and self
- 1.4. Demonstrate caring, compassion, and empathy
- 1.5. Demonstrate awareness of one's own biases and sensitivity to diverse patients and colleagues
- 1.6. Identify and fulfill responsibilities and obligations as a learner and a colleague
- 1.7. Recognize and avoid conflicts of interest
- 1.8. Adhere to patient confidentiality rules and regulations

**2. Medical knowledge**

**Each student graduating from BCM will:**

- 2.1. Demonstrate knowledge of established and evolving biomedical, clinical, epidemiological, and social-behavioral sciences, as well as the application of this knowledge to diagnose, manage, and prevent disease
- 2.2. Utilize the principles of public health, epidemiology, and biostatistics in identifying and reducing the incidence, prevalence, and severity of disease to improve health
- 2.3. Interpret diagnostic tests as they relate to common clinical, laboratory, and radiologic findings in the spectrum of health and disease

### **3. Patient care**

#### **Each student graduating from BCM will:**

- 3.1. Demonstrate the ability to engage in an inter-professional team in a manner that optimizes safe, effective patient and population-centered care
- 3.2. Develop and implement patient evaluation and management plans appropriate to all levels of patient acuity
- 3.3. Develop a prioritized problem list and differential diagnosis using patient's biopsychosocial history, medical records, physical exam findings, and diagnostic studies
- 3.4. Obtain consent for and perform basic technical procedures competently
- 3.5. Perform comprehensive and focused biopsychosocial exams in a variety of patient care settings and recognize when each is indicated
- 3.6. Assess health risks using gender- and age-appropriate criteria and recommend potential preventive and therapeutic interventions
- 3.7. Select and interpret diagnostic tests accurately
- 3.8. Interpret physical findings accurately
- 3.9. Utilize critical thinking to provide appropriate evidence or support for clinical decisions and management of diseases
- 3.10. Provide timely and accurate documentation of all assessment, plans, interventions, and orders, including prescriptions and transfers-of care between providers or setting

### **4. Interpersonal and communication skills**

#### **Each student graduating from BCM will:**

- 4.1. Demonstrate patient-centered interview skills in order to create and sustain a supportive and therapeutic relationship with patients and families
- 4.2. Demonstrate the ability to communicate effectively, efficiently, and accurately as a member or leader of a health care team
- 4.3. Demonstrate the ability to effectively communicate and collaborate with colleagues, other health care professionals, or health related agencies
- 4.4. Apply verbal and written medical communication skills to basic and advanced medical scenarios

### **5. Practice-based learning and improvement**

#### **Each student graduating from BCM will:**

- 5.1. Identify personal strengths and deficiencies in one's knowledge, skills, and attitudes to integrate feedback and set personal improvement goals
- 5.2. Use and manage technology to access medical information resources to expand personal knowledge and make effective decisions
- 5.3. Apply principles and practices of evidence-based medicine (EBM) in making decisions about prevention, diagnosis, and treatment of disease

### **6. Systems-based practice**

#### **Each student graduating from BCM will:**

- 6.1. Analyze the roles insurance plans and health care providers play in the health care system and how they affect providers' and patients' behavior

- 6.2. Provide appropriate referral of patients, including ensuring continuity of care throughout transitions between providers or settings, and following up on patient progress and outcomes
- 6.3. Examine the role of quality improvement and clinical pathways in optimizing health systems
- 6.4. Demonstrate the rationale for reporting and addressing events that could affect patient safety

**7. Leadership**

**Building upon the foundation in other domains, each student graduating from BCM will be able to:**

- 7.1. Demonstrate the ability to work effectively as a member of an inter-professional health care team
- 7.2. Demonstrate the ability to give and receive behaviorally-specific feedback
- 7.3. Utilize skills that enhance the learning environment and team functioning

➤ **You said, We did**

- We value student feedback. Students should feel free to discuss problems and provide suggestions for improvement throughout the selective rotation. The following are examples of how we used student feedback to implement changes in the course:

Evaluation Year	YOU SAID:	WE DID:
2017	The selective and elective course director were not effective in their roles	Improved the course orientation and dissemination of information. Instituted a face-to-face orientation with the course director
2017	Duty hours violation rate of 10%	Better defined the required overnight call and specifically discussed duty hours in the course overview document. Will also discuss in the face-to-face course orientation with the course director.
2017	Issues with course information such as accessing lectures / quiz, site notification, badge access, location of BTH ortho office	Improved the course orientation and dissemination of information. Instituted a face-to-face orientation with the course director
2017	Feedback from faculty could be improved	Improved the faculty education in regards to student feedback and assessment. Selective and elective medical student rotations are discussed at each Residency Review Committee Meeting.
2017	Negative comments in student evaluations with two faculty members	One faculty member is no longer with BCM and the other faculty member was given specific feedback in regards to performance.
2017	Teaching sessions and performance measures could be improved	Will consider revising lectures after one full year of data is obtained with the electronic blackboard format. Faculty education will be performed in regards to the evaluation process including performance measures.



2020	Need improvement in communication of faculty schedules and information regarding night call	Faculty schedules distributed at the beginning of the rotation with contact information. Orientation specifically addresses information regarding night call.
2020	The in-person orientation is unnecessary at the beginning of the rotation and reviews things already delineated on the clinical passport and course overview document.	Orientation now permanently in zoom format and only addresses specific points that need emphasis or things not directly covered in the documents received.
2020	Some students are having problems obtaining EPIC access for the rotation	Instructions for EPIC access are included on the orientation E-mail and will help facilitate any student that does not have access.

### ➤ **Student Roles, Responsibilities, and Activities**

#### ○ **Before the Rotation Begins**

- The student will be contacted by E-mail by the course coordinator to provide assignments and instructions.
- The student is responsible for obtaining the necessary identification badges and computer access prior to the first day of the rotation.

#### ○ **Roles and Responsibilities**

- The student will participate in all educational and clinical activities while on the rotation.
- The student will be expected to function as part of the health care team or as an assistant if paired with a single clinical faculty.
- The student is expected to behave in a professional manner in all settings in concordance with the guidelines of the College of Medicine.

#### ○ **Student Workspace**

- Each clinical site within the department has dedicated space for students to put their belongings and work / study
  - Ben Taub: Orthopedic Office, 2<sup>nd</sup> Floor (Code 7525)
  - VAMC: Ortho Office, Unit 5C (near ortho clinic)
  - TCH: West Tower Main OR surgery lounge (badge required)
  - McNair: Resident workroom located in the administrative offices

#### ○ **Lectures and Quiz**

- Students will have four lectures in trauma, spine, joints, and sports that will be available to be viewed online through the Blackboard application.
- Quiz will be administered at upon the completion of the four online lectures and the student must achieve a minimum score of 80% to consider this requirement complete.
- An incomplete grade will be assigned until the student views the lectures and completes the quiz.
- 7:00am to 8:00 am is protected academic time Monday through Friday for reviewing or attending lectures.

- **Call Requirement**
  - Each student is required to take one overnight call during their rotation at Ben Taub General Hospital that begins at 6pm following the completion of their work for the day.
  - The student will arrive at the second floor orthopedic office located between the green and purple elevators and page the bone beeper upon arrival if the junior resident is not in the office.
  - The student must have the resident sign their attestation form at the completion of their call shift.
  - There are two call rooms for the orthopedic service in addition to a hotel system for a third call room to accommodate all overnight residents and the student at BTGH.
  - Students are responsible for Morning Report and transition of care activities after a full overnight call and are required to go home immediately afterwards.
  - The student is not to exceed their duty hour regulations as defined by the college of medicine. The student will report potential violations to the site preceptor immediately and adjustments to the schedule will be made to prevent possible violations.
- **Clinical Experiences**
  - Each student will be expected see the following possible orthopedic conditions during the rotation:
    - Bone Pain
    - Joint Pain
    - Spine Condition
  - Each student is also expected to assist or observe in clinical experiences:
    - History and physical exam
    - Interpretation of a bone radiograph
    - Application of a splint or cast
    - Surgical procedure on a bone, joint, or spine

Patient Type / Clinical Condition	Procedure / Skills	Clinical Setting(s)	Level of Student Responsibility	Minimum # Required	Alternative Methods Used for Remedying Clinical Encounter Gaps	Alternative Methods were Used by 25% or More Students Y/N	Change for 2017? Y/N
Bone / joint pain or spinal condition	History and physical exam	Ambulatory	Perform	1	Read <a href="#">Access Surgery</a> chapter on Orthopedics	No	No
Edit:							
Any orthopedic patient	Interpretation of a bone radiograph	Ambulatory	Perform	1	Meet the selective director and be provided a musculoskeletal radiograph to read or review Teach Me Anatomy video on pelvic xrays: <a href="https://www.youtube.com/watch?v=MIXzS0BIHsY">https://www.youtube.com/watch?v=MIXzS0BIHsY</a>	No	No
Edit:							
Any orthopedic patient	Application of a splint or cast	Ambulatory	Assist	1	Meet at BTGH Ortho Office and will apply a splint or cast or review NEJM video on splinting: <a href="https://www.youtube.com/watch?v=O_bsrXVpTA">https://www.youtube.com/watch?v=O_bsrXVpTA</a>	No	No
Edit:							
Any orthopedic patient	Surgical procedure performed on a bone / joint / spine	Inpatient	Observe	1	Review Medstar Health video on total hip replacement: <a href="https://www.youtube.com/watch?v=ntwAUA4HuwY">https://www.youtube.com/watch?v=ntwAUA4HuwY</a>	No	No
Edit:							

## ➤ Course Schedule

- The selective course will be two weeks in duration, beginning on a Monday and ending on a Friday. The students have no clinical requirements on the weekends during this time
- The student is expected to be at all academic and clinical activities from Monday through Friday from 6:00am until 6:00pm with weekends off and adhere to the BCM medical student duty hours policy. A link to the policy is provided below: [https://intranet.bcm.edu/index.cfm?fuseaction=Policies.Display\\_Policy&PolicyNumber=28.1.04](https://intranet.bcm.edu/index.cfm?fuseaction=Policies.Display_Policy&PolicyNumber=28.1.04)
- The student are invited to attend any resident lectures, labs, or departmental academic activities while on the rotation.
- The specific schedule of clinical activities at each site will be delineated to the student on the first day of the rotation.
- The students are excused to fulfill any BCM required activities while on the selective rotation.
- All months will have 6 students every 2 weeks for a total of 12 students per month.

- All add/drop requests will be handled by the registrar office.
- The student will meet with the selective course director at BTGH at 5:30am at on the first Monday of the rotation to provide a face-to-face orientation of the rotation. The student will not be allowed to begin the course if they fail to attend this meeting which may result in rescheduling of the course at a later date.

### ➤ **Feedback and Evaluation**

- Each student will meet with their rotation preceptor in the beginning of the rotation to review the rotation structure, goals, and objectives.
- Formative feedback will be provided to the student from faculty and residents throughout the rotation.
- The student will meet with the site director or clinical faculty at the end of the rotation to discuss their performance on the rotation.
- The student is encouraged to solicit feedback from the preceptor throughout the rotation in addition to the end of the rotation.
- Student performance evaluations will be sent to the site preceptor or clinical faculty through E\*Value and will be completed within a week of the completion of the rotation by the site preceptor and will include feedback from other faculty members and residents the student worked with while on the rotation.
- The student will be able to also evaluate the course, director, coordinators, clinical faculty, and residents in a confidential fashion through the E-Value system at the end of the rotation.
- The student should complete their clinical passport including all appropriate signatures by the end of the rotation.

### ➤ **Policies and Procedures**

- Patient Safety:
  - Information for Reporting Patient Safety Incidents at BCM Affiliated Institutions:
    - <https://media.bcm.edu/documents/2016/e5/guide-to-reporting-patient-safety-incidents-7.20.2016.pdf>
- Policy Regarding Harassment, Discrimination and Retaliation (02.2.25):
  - [https://intranet.bcm.edu/index.cfm?fuseaction=Policies.Display\\_Policy&Policy\\_Number=02.2.25](https://intranet.bcm.edu/index.cfm?fuseaction=Policies.Display_Policy&Policy_Number=02.2.25)
- Religious Holiday and Activity Absence Policy:
  - <https://www.bcm.edu/education/schools/medical-school/md-program/student-handbook/academic-program/attendance-and-absences/religious-holiday-and-activity-absence-policy>

- Respectful & Professional Learning Environment Policy: Standards for Student Conduct and College Oversight (Policy 23.2.01):
  - [https://intranet.bcm.edu/index.cfm?fuseaction=Policies.Display\\_Policy&Policy\\_Number=23.2.01](https://intranet.bcm.edu/index.cfm?fuseaction=Policies.Display_Policy&Policy_Number=23.2.01)
  - The Baylor College of Medicine (BCM) is committed to the values of integrity, respect, teamwork, innovation, and excellence, and requires all BCM Learners to practice these values consistently during the completion of requirements for educational progression and performance of scholarly and professional duties.
  - Creating and sustaining an environment reflective of BCM values is the responsibility of every individual at BCM.
  - This policy outlines the expectations of academic honesty and integrity; professionalism issues relating to alcohol and substance abuse; expectations for proper management of social media and internet use along with use of BCM resources; options for reporting lapses in professionalism against learners.
- Reporting Breaches in Professional Behavior:
  - Learners may report alleged violations of this policy through the IntegrityHotline either by calling the toll-free Hotline number (855-764-7292) or by accessing the Integrity Hotline website ([www.bcm.ethicspoint.com](http://www.bcm.ethicspoint.com)).
- Mandatory Respirator Fit Testing Procedure (28.2.01):
  - [https://intranet.bcm.edu/index.cfm?fuseaction=Policies.Display\\_Policy&Policy\\_Number=28.2.01](https://intranet.bcm.edu/index.cfm?fuseaction=Policies.Display_Policy&Policy_Number=28.2.01)
  - All SOM students, including medicalstudents enrolled in the M.D. Degree Program and visiting students participating in clinical activities overseen by the SOM, must be fit tested for a N95 Respirator prior to the start of the clinical rotation curriculum
- Social Media Policy (02.5.38):
  - [https://intranet.bcm.edu/index.cfm?fuseaction=Policies.Display\\_Policy&Policy\\_Number=02.5.38](https://intranet.bcm.edu/index.cfm?fuseaction=Policies.Display_Policy&Policy_Number=02.5.38)
  - Use good ethical judgment when posting and follow all College policies and all applicable laws/regulations such as, but not limited to, the Health Insurance Portability and Accountability Act (HIPAA) and the Family Educational Rights and Privacy Act (FERPA).
  - Physicians and those who interact with patients should follow the guidelines promulgated by the American Medical Association.
  - Do not post anything that would do harm to the College, its personnel, patients, or any patients treated by College faculty, staff or learners at any of the College affiliated hospital partners.
- Sexual Misconduct and Other Prohibited Conduct Policy (02.2.26):
  - [https://intranet.bcm.edu/index.cfm?fuseaction=Policies.Display\\_Policy&Policy\\_Number=02.2.26](https://intranet.bcm.edu/index.cfm?fuseaction=Policies.Display_Policy&Policy_Number=02.2.26)

- See also relevant sections of the student handbook:
  - <https://www.bcm.edu/education/academic-faculty-affairs/academic-policies/title-ix-and-gender-discrimination/education/sexual-harassment>
- Sexual Harassment is unwelcomed verbal or physical conduct of a sexual nature that is sufficiently severe, pervasive or persistent that it interferes with, denies or limits a person's ability to participate in or benefit from the College's academic environment, educational programs and/or activities, and is based on power differentials or quid pro quo, results in the creation of a hostile environment, or retaliation.
- Examples of sexual harassment include but are not limited to:
  - an attempt to coerce an unwilling person into a sexual relationship or experience; repeated subjection to egregious, unwelcomed sexual attention; punishment in response to a refusal to comply with a sexual request;
  - a conditioned benefit in response to submission to sexual advances or requests; acts of sexual violence; domestic violence; dating violence;
  - stalking.
- This policy outlines: several types of prohibited conduct, privacy protection for reporters, complainants, and respondents and options for reporting prohibited conduct to the college.
- Student Appeals and Grievances Policy (23.1.08):
  - [https://intranet.bcm.edu/index.cfm?fuseaction=Policies.Display\\_Policy&Policy\\_Number=23.1.08](https://intranet.bcm.edu/index.cfm?fuseaction=Policies.Display_Policy&Policy_Number=23.1.08)
  - When possible, students are encouraged to seek resolution of Informal Grievances through direct communication with the individual involved
  - This may be facilitated by the BCM Ombudsman.
  - Formal Grievances are reported through:
    - Integrity Hotline: (855) 764-7292
    - <https://secure.ethicspoint.com/domain/media/en/gui/35125/index.htmlGrade>
  - Appeal Procedure: Students must file an Appeal through the Integrity Hotline within 10 calendar days of the grade's posting in the student portal.
  - Adverse Academic Action Appeal Procedure: A student must Appeal an adverse academic action in writing through the Integrity Hotline within 10 calendar days of the issuance of the notice of action by the Student Promotions Committee or Program Director.
- Student Disability Policy (23.1.07):
  - [https://intranet.bcm.edu/index.cfm?fuseaction=Policies.Display\\_Policy&Policy\\_Number=23.1.07](https://intranet.bcm.edu/index.cfm?fuseaction=Policies.Display_Policy&Policy_Number=23.1.07)

- Baylor College of Medicine (BCM) is committed to providing equal educational access for qualified students with disabilities in accordance with state and federal laws including the Americans with Disabilities Act of 1990, as amended in 2008, and Section 504 of the Rehabilitation Act of 1973.
    - To effectuate equal access for students with disabilities, this policy formalizes BCM criteria for requesting reasonable accommodations, defines parameters for consideration of such requests, and outlines procedures for appeal.
  - Student Progression and Adverse Action Policy (Policy 28.1.05):
    - [https://intranet.bcm.edu/index.cfm?fuseaction=Policies.Display\\_Policy&Policy\\_Number=28.1.05](https://intranet.bcm.edu/index.cfm?fuseaction=Policies.Display_Policy&Policy_Number=28.1.05)
    - This policy explains the disciplinary role of the MD Committee on Student Promotion and Academic Achievement.
    - The policy defines "Adverse Action" and details student's rights specific to each type of action.
  - Technical standards:
    - [https://intranet.bcm.edu/index.cfm?fuseaction=Policies.Display\\_Policy&Policy\\_Number=28.1.16](https://intranet.bcm.edu/index.cfm?fuseaction=Policies.Display_Policy&Policy_Number=28.1.16)
  - Notice of Nondiscrimination:
    - <https://www.bcm.edu/about-us/our-campus>
  - Diversity, Equity and Inclusion policies:
    - <https://www.bcm.edu/about-us/diversity-equity-and-inclusion/policies>
  - Statement of Student Rights:
    - <https://www.bcm.edu/education/academic-faculty-affairs/academic-policies/statement-student-rights>

## ➤ **Course Grading**

- **Lecture Attendance**
  - The student must have viewed all four lectures through the Blackboard Application to receive their final grade. Failure to do so will result in an incomplete grade on the rotation.
- **Quiz**
  - The student must have taken the quiz and achieved a minimum score of 80% to receive their final grade.
- **Clinical Performance**
  - The final grade of the student is fully derived from their clinical performance on the rotation.
  - The student will be evaluated using the standard evaluation form for clinical rotations though the E\*Value application.

- The evaluation at BTGH, VAMC, and TCH is a cumulative evaluation that is completed by the site preceptor. The evaluation at BSLMC is directly from the individual faculty member to which the student is assigned.
  - The evaluation form also accounts for the student’s professionalism and clinical performance and provides constructive feedback.
  - The clinical performance consists of 10 items, each on a 9 point scale which are averaged and multiplied by 10 to give a final number.
  - The clinical performance grade will be assessed using the following scale:
    - Honors 82 – 90
    - High Pass 70 – 81
    - Pass 40 – 69
    - Marginal Pass 30 – 39
    - Fail 10 – 29
- **Final Grade**
  - The student will receive a final grade based upon their clinical performance and completion of the requirements of the course.
  - Absences or lapses in professionalism may result in a lesser final grade given to the student or course failure.
  - The student may verify or dispute their final grade based upon the policy delineated in the Grade Verification section.
  - The student may refer to the policy on course failure in the instance that a failing grade is received.
  - If an incomplete grade is given, the student will be required to complete the missing requirement before a grade can be given.
  - No clinical evaluations will be considered or factored into your grade once final grades are rendered.
  - Grades will be administered in accordance with the BCM policies.
- **Fair Grading Process**
  - The grading for the course is based upon the standardized student performance assessment form (SPAF) that the faculty completes based upon the student’s clinical performance
  - Grades are assigned based upon the grading scale listed above. The course strives for a grade distribution that is representative of other selective and core rotations.
  - Any grade dispute will initially be reviewed by the selective course director and a discussion a review of the student’s performance with the assigned faculty will be undertaken along with an educator bias report.
  - Any non-resolved disputes will be managed based upon the BCM grade dispute policy listed in the policies section of this overview document.
- **Course Failure**
  - If a student fails the orthopedic selective rotation, they will be required to repeat the course at a later date.



- The student may file an appeal or grievance in accordance with the policies listed above.
- The student can only receive the maximum of a pass grade for the repeated rotation.

➤ **Mentoring**

- Any student interested in pursuing an orthopedic surgery residency position should contact Dr. Christopher Perkins who is the subspecialty specific mentor.

➤ **Recommended Resources**

- **Ben Taub General Hospital**
  - Handbook of Fractures
  - Netter Concise Orthopedic Anatomy
  - Wheelless Orthopedics ([www.wheelessonline.com](http://www.wheelessonline.com))
  - Orthobullets ([www.orthobullets.com](http://www.orthobullets.com))
- **Michael E. DeBakey Veterans Affairs Medical Center**
  - Wheelless Orthopedics ([www.wheelessonline.com](http://www.wheelessonline.com))
  - Orthobullets ([www.orthobullets.com](http://www.orthobullets.com))
- **Texas Children's Hospital**
  - Staheli's Pediatric Orthopedics
  - Wheelless Orthopedics ([www.wheelessonline.com](http://www.wheelessonline.com))
  - Orthobullets ([www.orthobullets.com](http://www.orthobullets.com))
- **Baylor St. Luke's Medical Center**
  - Dependent upon subspecialty of clinical faculty assigned
  - Wheelless Orthopedics ([www.wheelessonline.com](http://www.wheelessonline.com))
  - Orthobullets ([www.orthobullets.com](http://www.orthobullets.com))