Disclaimer: This catalog was prepared based on the best information and resources available at the time and is a general information publication only. This catalog is not intended to nor does it contain all regulations that relate to UTRGV SOM students. The provisions of this catalog do not constitute a contract, express or implied, between any applicant, student or faculty member and The University of Texas Rio Grande Valley School of Medicine (UTRGV SOM) or The University of Texas System. The UTRGV SOM reserves the right to make adjustments to the curriculum curricular requirements at any time. These changes can include but are not limited to the following: withdrawal of courses, change in fees, tuition, calendar, degree requirements, graduation procedures, and all other requirements affecting students. Changes will become effective whenever the proper authorities so determine and will apply to both prospective students and those already enrolled. The University of Texas Rio Grande Valley operation are subject to the Rules and Regulations of the Board of Regents of The University of Texas System.
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Message from the Dean

This is an exciting time for health care in the Rio Grande Valley, and The University of Texas Rio Grande Valley School of Medicine is at the forefront of providing opportunities for our undergraduate and graduate medical students, expanding access to care and engaging in research that will lead to the development of medicines and treatments for diseases that affect millions of people here and beyond.

Our medical students have the opportunity to participate in a twenty-first century, competency-based medical education curriculum that includes team-based, interprofessional activities that emphasize patient-centeredness, social justice and focuses on serving the health care needs of the Rio Grande Valley.

Residents training at our partner hospitals throughout the Valley will receive an education that emphasizes empathy, humanism, sound professional and ethical knowledge, as well as the skills and attitudes needed to provide excellent health care. They will develop personal, clinical and professional competence while delivering care to a diverse and medically underserved region under the supervision of faculty who are leaders in their respective specialties in medicine.

The UTRGV School of Medicine is making strides in increasing patients’ access to health care through its practice plan, UT Health Rio Grande Valley. We are opening clinical offices throughout the region, offering primary and specialty care to provide much-needed services to residents and close gaps in health disparity.

In fulfilling our commitment to improving health outcomes, our scientists are advancing research on illnesses, such as diabetes, cancer, and neurodegenerative and infectious diseases that affect our region and the world. For example, the South Texas Diabetes and Obesity Institute has received support from the National Institutes of Health and private foundations to study genetic links to diabetes and cardiovascular disease.

We welcome you to join us in blazing the trail for health care and biomedical research that will transform the Rio Grande Valley and the world.
UT System Board of Regents Officers
Kevin P. Eltife, Chairman (Tyler)
Janiece Longoria, Vice Chairman (Houston)
James C. “Rad” Weaver, Vice Chairman (San Antonio)

General Counsel
Francie A. Frederick (Austin)

The University of Texas Rio Grande Valley Administration

Executive Officers
President of the University                        Guy Bailey, Ph.D.
Deputy President                                      Janna Arney, Ph.D.
Executive Vice President for Academic Affairs, Student Success &  
P-16 Integration                                      Patricia Alvarez McHatton, Ph.D.
Executive Vice President for Finance & Administration                           Rick Anderson, MBA
Executive Vice President for Health Affairs & Dean, School of Medicine        John H. Krouse, M.D., Ph.D., MBA
Executive Vice President for Research, Graduate Studies &  
New Program Development                              Parwinder Grewal, Ph.D.
Vice President for Governmental and Community Relations     Veronica Gonzáles
Vice President for Institutional Advancement          Kelly Scrivner, Ed.D.
Vice President for Strategic Enrollment                Maggie Hinojosa, Ed.D.

Administrative Officers of Academic Units
Associate Vice Provost for Institutional Accreditation     Christine Shupala, Ph.D.
Associate Vice Provost for Assessment & Continuous Improvement     Laura Saenz, Ph.D.
Senior Associate Vice President for Student Success        Luzelma G. Canales, Ph.D.
Vice President for Student Success                        Kristin Croyle, Ph.D.
Interim Dean, Robert C. Vackar College of Business & Entrepreneurship   Wesley Balda, Ph.D.
Interim Dean, College of Education & P-16 Integration              Alba Dolores Rodriguez, Ed.D.
Interim Dean, College of Engineering & Computer Science        Ala Qubbaj, Ph.D.
Dean, College of Fine Arts                                 Steven Block, Ph.D.
Dean, Graduate College                                     Parwinder Grewal, Ph.D.
Dean, College of Health Affairs                           Michael W. Lehker, Ph.D.
Dean, College of Liberal Arts                              Walter Diaz, Ph.D.
Dean, Honors College                                       Mark Anderson, Ph.D.
Dean, School of Medicine                                   John H. Krouse, M.D., Ph.D., MBA
Interim Dean, College of Science                           Mohammed Farooqui, Ph.D.
Assoc. Vice President for Student Academic Success & Dean, University College Jonikka Charlton, Ph.D.

School of Medicine Administration

Leadership
Dean                                             John H. Krouse, M.D., Ph.D., MBA
Executive Vice Dean                               Michael Patriarca, MBA
Chief Operating Officer                           Sofia Hernández, MPA
Vice Dean, Academic Affairs                       Andrew Dentino, M.D.
Vice Dean, Business & Program Development          Alice Marcee, DVM, JD
Chairs
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Sarah Williams Blangero, Ph.D.
Subhash C. Chauhan, Ph.D.
Andrew Dentino, M.D.
Curtis L. Galke, D.O.
Andrew Tsin, Ph.D.
Michael R. Dobbs, M.D., MHCM
Ihsan Salloum, M.D. MPH
Tony Ogburn, M.D.
Robert Nelson, M.D.
Pratip Mitra, M.Pharm.Sci., Ph.D.
Jay Morrow, DVM, MPH
Michael Escamilla, M.D.
Vijian Dhevan, M.D., MBA

Department of Immunology & Microbiology
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Department of Family Medicine
Curtis L. Galke, D.O.

Department of Molecular Science
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Department of Neurology
Michael R. Dobbs, M.D., MHCM

Department of Neurosciences
Ihsan Salloum, M.D. MPH

Department of Obstetrics & Gynecology
Tony Ogburn, M.D.

Department of Pediatrics
Robert Nelson, M.D.

Department of Pharmacology (interim)
Pratip Mitra, M.Pharm.Sci., Ph.D.

Department of Population and Biostatistics
Jay Morrow, DVM, MPH

Department of Psychiatry
Michael Escamilla, M.D.

Department of Surgery
Vijian Dhevan, M.D., MBA

Directors
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Institute for Cancer Immunology
Subhash C. Chauhan, Ph.D.

Institute of Bioethics and Social Justice
Rabbi Claudio Kogan, M.D., M.B.E., M.Ed.

Deans
Vice Dean, Academic Affairs
Andrew Dentino, M.D.

Senior Associate Dean for Community Health Partnerships
John Ronnau, Ph.D.

Senior Associate Dean for Educational Resources
Leonel Vela, M.D., MPH

Senior Associate Dean for Faculty Affairs
Robert Nelson, M.D.

Associate Dean for Student Affairs
Stanley Fisch, M.D.

Associate Dean for Educational Affairs
Naomi D’Acolatse, M.D., MPH

Associate Dean for Graduate Medical Education
Nausheen Jamal, M.D.

Associate Dean for Interprofessional Education
Helene Krouse, Ph.D.

Senior Associate Dean for Research
Andrew Tsin, Ph.D.

Associate Dean for Diversity, Inclusion and Health Equity/CME
Adela Valdèz, M.D., MBA

Senior Assistant Dean for Admissions, Recruitment & Student Services
Betty Monfort, MPH

Assistant Vice President for Finance & Administration
Melba Sanchez, MBA

Assistant Dean for Medical Education, Pre-Clerkships
Nikita Chavarria, Ph.D.

Assistant Dean for Medical Education, Clerkships
Lori Berry, M.D., MPH

Assistant Dean for Student Affairs
Barry Linger, Ed.D.

Assistant Dean for Faculty Development
Beatriz Tápia, M.D., Ed.D., MPH

Assistant Dean for Assessment, Evaluation & Quality
Monica Alaniz-McGinnis, Ph.D.

Associate Dean for Assessment and Quality Improvement
SJ Sethi, Ph.D.

School of Medicine Organizational Chart
To access the SOM's Organizational Chart, refer to the SoM website at www.utrgv.edu/som
Accreditations

Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)
The University of Texas Rio Grande Valley (UTRGV) is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award bachelor’s, master’s, and doctorate degrees. Contact the Southern Association of Colleges and Schools Commissions on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097 or call 404-679-4500 for questions about the accreditation of The University of Texas Rio Grande Valley.

Liaison Committee on Medical Education (LCME*)
Medical education programs leading to the M.D. Degree in the United States and Canada are accredited by the Liaison Committee on Medical Education (LCME). The LCME is jointly sponsored by the Association of American Medical Colleges (AAMC), and the American Medical Association (AMA). All state licensing boards in the United States require graduation from an LCME-accredited school to be eligible for licensure as an allopathic physician.

The LCME has a three-step process for granting accreditation to new medical schools: preliminary, provisional, and full accreditation. The UTRGV School of Medicine received its preliminary accreditation from the LCME, on October 19, 2015, and it is currently seeking provisional and full accreditation.

The University of Texas Rio Grande Valley is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate, masters, and doctorate degrees.

*The LCME is recognized by the U.S. Department of Education and WFME as the reliable authority for the accreditation of medical education programs leading to an M.D. degree.

About the SOM
The University of Texas Rio Grande Valley School of Medicine (UTRGV SOM) offers an innovative learning experience designed to instill students with scientific, clinical and research expertise while fostering their professional development in alignment with the highest professional and ethical standards.

The talents and dedication of our faculty, residents, staff, and students enable UTRGV SOM to excel in implementing its four missions of education, research, clinical care and community outreach. The collective range of skills required to be effective is remarkably broad, and includes modern educational methods in the classroom, clinic, and online research skill, research infrastructure, clinical expertise, clinical management and community relations. Our goal is to attract a group of diverse students, faculty and staff from the Valley, the state, and the country.

Characteristic by an integrated foundational science and clinical medicine curriculum, the UTRGV School of Medicine utilizes advanced technological resources, including a 15,000 ft. state of the art Simulation Hospital and one of the largest collections of anatomical plastinates in the United States to optimize the health outcomes of the Rio Grande Valley. Our goal is to prepare our graduates to be competent and compassionate physicians who are patient advocates, community-focused, culturally aware, collaborative leaders, problem solvers, and life-long learners.

History
Community leaders of the Rio Grande Valley (RGV) and the UT Systems began conceptualizing the need for a school of medicine in the RGV in the 1980s. The University of Texas Rio Grande Valley School of Medicine. In 1997, the Texas Legislature approved Senate Bill 606, which allowed The University of Texas Health Science
Center at San Antonio (UTHSCSA), now known as UT Health San Antonio, to open a Regional Academic Health Center (RAHC) to train physicians who would practice medicine in the Valley. UTHSCSA opened its Medical Education Division in 2002 in Harlingen and its Medical Research Division in 2006 in Edinburg. In 2009, the Texas Legislature approved for The University of Texas System Board of Regents to create a medical school, using the resources from the RAHC, for the Valley in the future.

Three years later, The UT System Board of Regents approved the creation of a new university and medical school in the Rio Grande Valley, combining resources from two universities within the UT System (The University of Texas at Brownsville/Texas Southmost College and The University of Texas-Pan American), and the RAHC.

In June 2013, The Texas Legislature approved the creation of The University of Texas Rio Grande Valley and its School of Medicine. In April 2015, the Texas Higher Education Coordinating Board approved a Doctor of Medicine (M.D.) degree for the school. The UTRGV SOM received preliminary accreditation from the LCME in October 2015, which allowed for the recruitment of its first class. In the summer of 2016, UTRGV SOM welcomed its charter class of 55 medical students. Our school now has more than 150 medical students, and more than 137 medical residents serving in hospital-based training programs throughout the Valley.

Mission
The mission of The University of Texas Rio Grande Valley School of Medicine (UTRGV SOM) is to educate a diverse group of dedicated students who will become physicians and will serve across all specialties of medicine; to bring hope to patients by advancing medical knowledge through research; to integrate education and research to advance the quality and accessibility of patient care in an integrated manner; and to engage with the Rio Grande Valley (RGV) communities to benefit Texas and the world.

Vision
To be a leader in the creation of a diverse and representative workforce for the RGV; to inspire biomedical innovation and deliver patient-centered healthcare to optimize patient and community outcomes for the Rio Grande Valley.
School of Medicine Important Contact Information

**Office of the Dean**
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**Office of Student Affairs**

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Admissions, Recruitment & Student Services
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MDAdmissions@utrgv.edu

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Student Academic Support Services
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SOM Registrar Services
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Phone: 956.296.1494
SOMRegistrarServices@utrgv.edu
wandy.cruzvelazquez@utrgv.edu

SOM Student Financial Services
Gilbert Morin, MSHS
Edinburg Medical Education Building 1.132A
Phone: 956.296.1914
MDfinancialaid@utrgv.edu
Service Offices and Related Policies

Office of Student Affairs
https://www.utrgv.edu/som/student-affairs/index.htm
Edinburg Medical Education Building 1.130
Harlingen
Phone: 956.296.1410
Dean on Call: 956.296-2502
Email: MDStudentAffairs@utrgv.edu
Office Hours: Monday – Friday, 8am – 5pm

Role of the Student Affairs Office
The Student Office is charged with assuring that medical students are successful as they progress through their training. We are committed to working with our student body to enhance the learning experience and enable each student to achieve their maximum potential. We are committed to fostering a supportive environment for medical students where they can focus their efforts and energy on personal, academic and professional success. Services offered to help students achieve their goals include admissions and recruitment, support of student organizations, academic advisement, student support and wellness, careers in medicine, registration and financial aid services.

Admission, Recruitment and Student Services
http://utrgv.edu/SOM/admissions
Edinburg Medical Education Building 1.130
Phone: 956.296.1600
Email: MDAdmissions@utrgv.edu
Office Hours: Monday – Friday, 8am – 5pm

Role of the Admissions Office
The Admissions Office is charged with recruitment and management of admission applications for the School of Medicine. All applications come through the Texas Medical and Dental Student Application Service (TMDSAS) and are processed, reviewed, evaluated and considered for admissions by the SOM Admissions Committee through a holistic process. For detailed admissions process please see: http://utrgv.edu/SOM/admissions

International Applicants
UTRGV School of Medicine only considers applicants who are U.S. Citizens or Permanent Residents with permanent INS documentation in their possession may matriculate. Applicant files that do not fit one of these categories will not be considered for an interview.

Admissions with Advanced Standing (Transfers)
At present, UTRGV School of Medicine is not accepting Advanced Standing (Transfer) applicants.

Application Process
Those interested in applying may submit through the Texas Medical and Dental Student Application Service (TMDSAS). Applications open in early May and close at the end of September. You may find detailed information on the application process on the TMDSAS website, at www.tmdsas.com. Each applicant will be required to complete a short Supplemental Application, at a minimal cost. This institution honors the TMDSAS
and AMCAS Fee Assistance Program waiver as a basis for waiving the Supplemental Application fee. Offers of admission will be made based on the TMDSAS timeline.

The UTRGV School of Medicine conducts criminal background and other reference checks on candidates selected for admission. This process may include online research, especially a review of social media. It is highly recommended that you conduct a thorough review of your social media account(s) early in the application process. For questions, please contact the Admissions Office at (956) 296-1600 or via email at MDAmissions@utrgv.edu.

Required Coursework
Completion of 90 Semester credit hours are required. Additionally, a minimum grade of C or better is required for all Prerequisite courses. For a list of Prescribed Coursework, Click Here.

Interview Process and Requirements for Interview Consideration
Applicants selected for an interview will be sent a notification via email. Interviews are conducted from August through January. Detailed information will be made available to those who receive an invitation. Interviews for the newly established Early Decision Program (EDP) will take place in late June and July.

State Residency Classification
TMDSAS is responsible for certifying State residency. The UTRGV School of Medicine does not accept students who are not Permanent U.S. Residents (green card holders) or U.S. citizens.

Criminal Background Checks
Applicants who have received an offer of admission must submit to and satisfactorily complete a background check review as a condition of matriculation to the SOM. An offer of admission will not be final until the completion of the criminal background check with results deemed satisfactory. Regardless of an information disclosed during the admissions process, admission is contingent upon receiving a CBC showing no felony convictions and/or other serious violations. Admission may be denied or rescinded based on a review of the criminal background check.

Additionally, students who are currently enrolled may have to submit to, and satisfactorily complete, a background check review as a condition to enrolling or participating in educational experiences at affiliated clinical sites as required. Students who return from a leave of absence may also be required to provide a criminal background check. Students who refuse to submit to the criminal background check or do not pass the criminal background check review may be dismissed from the medical education program.

Ref. SOM Policy EAA077

Required Immunizations
All students are required to complete a Certification of Immunization prior to matriculation and keep it updated throughout the four years of medical school. You can find Information about the required immunizations on our website under Forms at: http://www.utrgv.edu/school-of-medicine/academics/medical-students/forms/index.htm

Drug Screening
Medical students are entrusted with the health, safety and welfare of patients, have access to controlled substances and confidential information, and operate in settings that require the exercise of sound,

1 Pol. # EAA011
professional judgment and ethical behavior. The University of Texas Rio Grande Valley School of Medicine (UTRGV SOM) has a responsibility to assure that patients are not under the care of impaired persons. Thus, an assessment of a medical student’s suitability to function in such a setting is imperative to promote the highest level of integrity in health care services, the safety interests of patients, a professional workplace, and the medical student’s ability to obtain licensure. Additionally, The University of Texas Rio Grande Valley is obligated to meet the contractual requirements contained in affiliation agreements between the university and its clinical healthcare partners. To facilitate these requirements, the UTRGV SOM requires drug screens for all accepted applicants and enrolled students.

All persons accepted for admission to the UTRGV SOM, must have a negative result prior to matriculation. All applicants and enrolled students must maintain a negative urine drug screen to fulfill the requirements of the program. Applicants or students with a positive test may not be guaranteed admission, continued enrollment in the educational program, allowed on clinical rotations or remain eligible for graduation with the MD degree. Students may be required to complete additional re-screening at any point, and in particular, if there is reason to believe a student may be using or misusing drugs or other substances or if there is an extended absence from the education program. All test results are reviewed by the Associate Dean of Student Affairs.

The expenses related to drug testing are borne by the accepted applicant or enrolled student. Drug test results will remain separate from the academic record.

Technical Standards for Medical School Admission, Academic Progression and Graduation
Students will be asked on a yearly basis to sign off on the Technical Standards, which are necessary to ensure that UTRGV SOM students have the ability to complete all aspects of the medical school curriculum and develop the personal attribute required by the faculty at graduation. For the Technical Standards document, please click here.

Student Academic Support Services / Disability Services
Edinburg Medical Education Building 1.136
Phone: 956.296.1908
Email: mercy.azeke@utrgv.edu
Office Hours: Monday – Friday, 8am – 5pm

Role the Office of Student Academic Support Services
The Office of Academic Advising & Support Services is committed to providing effective academic support and advising to all medical students. This is a fundamental resource offered to medical students in order for them to achieve their career goals and aspirations. The Office of Academic Advising strives to provide ongoing academic support services that will enhance the student’s progress toward degree completion and overall. Our services are free and available to all medical students enrolled as many times as needed.

Services Offered
- Individualized Academic Advising
- Early Intervention Services
- Individualized Remediation
- Study Skills Presentations
- Individual and Group Tutoring
- Study Halls/Supplemental Instruction/Review Sessions
• Test Preparation/ Test Taking Skills
• Time Management
• Faculty Academic Mentoring
• Faculty Help Sessions
• Open Lab Sessions
• Learning Style Review
• Preparations for USMLE Step 1 Exam
• Referrals to other services in the Office of Student Affairs (OSA) or UTRGV at large

Learning Resources
• Module Recommended Books
• Evidence-Based Practice Resources
• Videos and Web Resources
• Journals and Articles
• Kaplan Materials & Other High-yield Resources

SOM Registrar Services
Edinburg Medical Education Building 1.117
Phone: 956.296.1494 in Harlingen: 956.296.1626
Email: SOMRegistrarServices@utrgv.edu
Office Hours: Monday – Friday, 8am – 5pm
Fridays in Harlingen and by Appointment

Role of Office of SOM Registrar Services
The Office of SOM Registrar Services is charged with the registration of all medical students, maintaining accurate and confidential academic records, publishing the academic calendars and course catalog. Other services provided are Enrollment Verifications, Certifications of Good Standing, and the completion of special forms that require such certifications. This office is also in charge of processing applications for away rotations either via the Visiting Student Learning Opportunities (VSLO) system, or outside of VSLO as both a Home and Host institution. We also provide students with Notary Public services.

Registration
The Associate Registrar for SOM is charged with student registrations for all levels. First and Second year medical students are enrolled for all required coursework for the upcoming year. Third year clerkships will be conducted using a lottery selection procedure. The order for selection will be reversed when selecting Fourth year schedules.

Enrollment Policy
Students enrolled in the M.D. program are not permitted to enroll in courses or degree programs in any other school/college of the university or any other institution of learning unless specifically approved in writing by the Senior Associate Dean of Education and Academic Affairs.

Tuition Refund
The University of Texas Rio Grande Valley School of Medicine (UTRGV SOM) policy for tuition and fee refund payments to medical students is governed by Texas Education Code Title 3, Chapter 54, Subchapter A,

2 Pol. # EAA031
Notice of intent to withdraw must be made in writing to the Associate Dean for Students and copied to the Associate Registrar for SOM and Associate Director of Financial Aid. The institution will terminate student services and privileges at the time of the student’s withdrawal.

**Academic Calendar**
Upon approval by the Department of Medical Education (DOME), Academic Calendars will be published by the Office of Registrar Services annually. You will find the Academic Calendars for all years on the [SOM’s website](https://www.utrgv.edu/ucentral/registration/dropping-withdrawing/index.htm).

**Notary Services**
As an added service to our medical students, Notary Services are provided by the Associate Registrar for SOM by appointment only. Students should send an email to SOMRegistrarServices@utrgv.edu requesting an appointment for Notary Services. Appointments available also in Harlingen on Fridays.

**Enrollment Verification & Letters of Good Standing**
Medical students can request an enrollment verification or a letter of good standing by completing an Enrollment Documentation Request form located in the Student section of the UTRGV SOM website. Once completed and signed, student will submit this form to the Office of SOM Registrar Services, via email to SOMRegistrarServices@utrgv.edu. Most requests will be fulfilled within a day, however, please allow 72 hours for processing.

**Confidentiality of Medical Student Educational Records**
The University of Texas Rio Grande Valley (UTRGV) has policies and processes that adequately protects the confidentiality of student records; provides students with access to their records in a timely manner; and provides fair and effective mechanisms for students to challenge information in their student records.

The Associate Registrar for SOM is responsible for maintaining permanent records and documents pertaining to each matriculated student’s progress through medical school. These records include application materials, medical school course evaluations, official transcripts of all medical school coursework, documentation of grade changes, official dates of enrollment, Medical Student Performance Evaluation (MSPE), documentation of dismissal or withdrawal, copy of diploma, copy of Federation of State Medical Boards and other state licensing regulations. The procedures used in managing these records are consistent with the established standards and existing regulations put forth by the American Association of Collegiate Registrars and Admissions Officers (AACRAO) in conjunction with the American Association of Medical Colleges and Committee on Student Records (AAMC COSR).

A student’s educational record is considered confidential. The SOM’s Office of Registrar Services provides access of student records to faculty and administrative staff with a legitimate educational need. Students have the right, under the Family Educational Right to Privacy Act (FERPA), to inspect and review their educational record.

Medical student educational records are confidential and available only to those members of the medical school faculty and administration with a need to know, unless released by the student or as otherwise governed by laws concerning confidentiality.

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3 Pol. # EAA058
Specifically identified medical school officials, with a legitimate educational interest, have access to the educational record without student consent. These include the following, on a need to know basis:

- Associate Dean for Educational Affairs
- Associate Dean for Student Affairs
- Associate Dean for Curriculum
- Associate Registrar for the School of Medicine.

Access will be granted without student consent but with approval by either the Associate Dean of Student Affairs or Sr. Associate Dean for Education and Academic Affairs to the following:

- Academic Advisors

Other individuals, such as a faculty member who wants to see student assessments to write a letter of recommendation, are granted access to the record only with the students’ written permission.

**Procedure**

- The faculty member or other individual requesting to see the student record must contact the student directly to request access to the student’s record.
- To grant access, the student must complete the FERPA release form available in the Office of Student Affairs and submit it to the Sr. Assistant Dean for Admissions and Enrollment Management.
- The Associate Registrar for the School of Medicine will then notify the person making the request that access has been approved by the student and will release the record accordingly.

**SOM Policy on Student Ability to Challenge the Record**

For all required modules and courses at UTRGV SOM, students have the opportunity, and are encouraged, to review their performance with their instructor on a regular basis and whenever the student feels that this encounter is useful formatively and of importance. In all required clerkships, students will undergo a mandatory review of performance prior to the midpoint. If a disagreement regarding performance occurs in any module or clerkship, the student will be encouraged to meet face to face with the module or clerkship director or the Senior Associate Dean for Education and Academic Affairs to seek a resolution.

Students who wish to review or challenge the correctness of their student record shall:

- File a written request with the Associate Registrar for SOM, with copies of all available evidence relating to the data or material being challenged.
- The Associate Registrar for SOM shall consider the request and shall notify the student in writing within fifteen (15) school days whether the request will be granted or denied. During that time, any challenge may be settled informally between the student and the faculty, in consultation with other appropriate SOM officials.
- If an agreement is reached, it shall be in writing and signed by all parties involved. A copy of such agreement shall be maintained in the student’s record.
- If an agreement is not reached informally, or, if the request for amendment is denied, then the student shall be informed in writing of the denial and the right to an appeal on the matter.

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4 Pol. # EAA043
• A student shall not have the right to challenge through this process the assessment (reflected by a grade) that an instructor has assigned to student coursework.

A student whose request for amendment to education records has not been settled or has been denied may file an appeal within five (5) days of the receipt of the letter of denial. The request shall be in writing and shall be filed with the Senior Associate Dean for Education and Academic Affairs. The request shall set forth the legal and factual basis for seeking correction of the student’s academic record.

Upon receipt, the Senior Associate Dean for Education and Academic Affairs, shall consider the appeal and respond within thirty (30) days of the date of receipt of the request for an appeal. If the appeal is denied, then the student shall be informed in writing of the denial. The decision of the Senior Associate Dean for Education and Academic Affairs is final.

Student Right to Access to Educational Records

The UTRGV has policies and processes that adequately protect the confidentiality of student records; provides students with access to their records in a timely manner; and provides fair and effective mechanisms for students to challenge information in their student records.

Family Educational Rights to Privacy Act (FERPA) and The Texas Public Information Act

UTRGV is committed to compliance with the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. §1232g, and the Texas Public Information Act, Texas Government Code §552.001 et seq., which are respectively a federal and a state law that provide for the review and disclosure of student educational records FERPA is a Federal law that protects the privacy of student education records whereby parents or eligible students have the right to:

1. **Inspect and Review the Student's Education Records.** FERPA requires The University of Texas Rio Grande Valley to permit a student to inspect most education records maintained about them within 45 days of the day the University receives a request for access. The Texas Public Information Act also provides students with the right to access records maintained about them except to the extent that FERPA pre-empts the Act. Students should submit to the Records Management Officer (Chief Legal Officer), written requests that identify the record(s) they wish to inspect. The Office will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed. Copies of official transcripts are available through the Registrar. Except where pre-empted by a specific provision of FERPA or a request for an official copy of student’s transcript is requested, a student’s right to access and/or request a copy of his or her Educational Records is co-extensive with the student’s right to access records under the Texas Public Information Act (TPIA).

   a. **Records not accessible to students:**
      i. Financial information submitted by the Student’s parents.
      ii. Confidential letters and recommendations associated with admissions, employment or job placement, or honors, to which the student has waived rights of inspection and review or which were made part of the student’s Education Records prior to January 1, 1975, provided those letters were collected under established policies of confidentiality and were used only for the purposes for which they were collected.

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5 Pol. # EAA029
iii. Education records containing information about more than one Student, in which case the University will permit access only to that part of the record that pertains to the inquiring student.

iv. Records that are subject to an attorney-client privilege which belongs to the University.

b. Education records do not include:

i. Records of instructional, administrative, and educational personnel that are: in the sole possession of the maker (i.e. file notes of conversations); used only as a personal memory aid; not intended to be accessible or revealed to any individual except, in the case of an instructor, a temporary substitute;

ii. Law enforcement records of the University campus police;

iii. Medical records and mental health records, including counseling records created, maintained, and used only in connection with provision of medical treatment or mental health treatment or counseling to the student, that are not disclosed to anyone other than the treatment facility;

iv. Employment records unrelated to the Student’s status as a Student; or

v. Alumni records.

2. Request the amendment of the student’s education records that the student believes is inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA. Students may ask the University to amend a record that they believe is inaccurate. They may request an amendment informally by contacting the University official responsible for the record in writing and clearly identifying the part of the record they want changed and specify why it is inaccurate. If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to request a hearing regarding the request for amendment. The Records Management Officer (Chief Legal Officer).

3. Provide written consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes a disclosure without consent. A Directory Information Release Form is available online.

4. Be notified of the student’s privacy rights under FERPA.

5. File a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA by contacting office that administers FERPA:

   Family Policy Compliance Office
   U.S. Department of Education
   400 Maryland Avenue, SW
   Washington, DC 20202

Exceptions to the Consent for Disclosure Requirement

FERPA permits the disclosure of personally identifiable information (PII) from students’ education records without consent of the student if the disclosure meets certain conditions found in § 99.31 of the FERPA regulations. Except for disclosures to University Officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information and disclosures to the student, §99.32 of FERPA regulations requires the institution to record the disclosure. Eligible students have a right to inspect and review the record of disclosures.

The University Official Exception permits disclosure without consent when disclosure is to University officials with legitimate educational interests. A University Official is:

a. any person employed by the University in an administrative, supervisory, academic, or support staff position, including law enforcement unit and health staff;
b. a person or company with whom the University has a contract to provide services on behalf of the University or an affiliation (such as a System attorney or auditor, or a clinical facility where a student is participating in an internship) for the provision of services;

c. the University of Texas System Board of Regents;

d. a person employed by The University of Texas System Administration; or another person assisting another University Official in performing his or her tasks (such as a System attorney or auditor, or a clinical facility where a student is participating in an internship).

A University Official has a "legitimate educational interest" in an education record if that person or contractor requires access an education record in order to fulfill his or her official duties on behalf of the University.

The University may also disclose PII from a student’s education records without obtaining prior written consent of the student in the following situations as permitted by FERPA:

- To officials of another school in which a student seeks or intends to enroll or is already enrolled if the disclosure relates to purposes of enrollment or transfer.
- To The University of Texas System Board of Regents, the Comptroller General of the United States, the Attorney General of the United States, the United States Secretary of Education, and other state and local educational authorities who are authorized by law to audit and evaluate Federal or State supported education programs, or to enforce Federal law which relates to such education programs may access an Education Record as required for the audit, evaluation or enforcement purpose, or their authorized representatives.
- To organizations conducting studies for or on behalf of the school to: develop, validate, or administer predictive testing; administer student aid programs; or improve instruction.
- To accrediting organizations to carry out accrediting functions.
- To parents of an eligible student if the student is a dependent for IRS tax purposes and the student has notified the University that the student agrees to the release of his/her education records under this exception.
- To comply with a judicial order or lawfully issued subpoena.
- To appropriate individuals in connection with a health or safety emergency.
- To a victim of an alleged perpetrator of a crime of violence or non-forcible sex offense. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense.
- To the general public, the final results of a disciplinary proceeding, if the school determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and has committed a violation of the school’s rules or policies with respect to the allegation.
- To parents of a student regarding the student’s violation of any Federal, State, or local law, or of any rule or policy of the school, governing the use or possession of alcohol or a controlled substance if the school determines that the student committed a disciplinary violation and is under the age of 21.
- If the disclosure concerns sex offenders and other individuals required to register under section 17010 of the Violent Crime Control and Law Enforcement Act of 1994.
- Under the Directory Information exception as explained below.
- To defend the University against litigation or complaints filed by the student against the University.

The University may publish or publicly disclose Directory Information unless a student affirmatively opts out of the Directory Information exception. Students may have any or all directory information withheld by submitting written request to U Central during the first twelve (12) days of class of a fall or spring semester, the first four (4) class days of a summer semester, or the first three days of any quarter to withhold such information from disclosure. A request to opt out of the release of Directory Information remains in place
until affirmatively rescinding it. Upon graduation or termination of enrollment for any reason, the directory information selection in place at that time will remain in place unless a written request is submitted to the University.

A request to opt out of the Directory Information exception does not affect the University’s ability to disclose information from your education records under another exception permitted by FERPA.

The following information about a student has been designated by University as Directory Information:

- name;
- local and permanent postal addresses;
- email address;
- telephone number;
- place of birth;
- field of study; dates of attendance;
- enrollment status;
- student classification (example: freshman, first year law school student)
- degrees awarded;
- certificates and awards (including scholarships) received;
- photographs;
- participation in officially recognized activities and sports;
- weight and height of members of athletic teams; and
- most recent previous educational agency or institution attended.

**Name, and Email Address Changes**
The SOM will communicate with medical students exclusively via the student’s UTRGV email. The UTRGV domain account for students will be provisioned as the first and last name of the user matching the data on file with the Registrar’s Office. This is done to allow automated account provisioning for students as follows:

- First.Last01@utrgv.edu
- First.Last02@utrgv.edu (digits are added in case of existing duplicates)
- First.MiddleInitial.Last03@utrgv.edu (middle initial and digits are added in case of existing duplicates)

**Change of Information Including Address, Emergency Contact and Name Changes**
Students must submit a *SOM Change of Information Including Name Changes* Form to the Office of Registrar services when there is a change in address, emergency contract or in cases of a name change. This form can be found in the “Forms” section of the SOM website. For legal name changes (marriage, divorce, or correction to initial entry mistake) submit appropriate documentation as specified in the form. Students must submit the completed form to the Office of Registrar Services, either in person at EMEBL 1.117, or via Email at: **SOMRegistrarServices@utrgv.edu**. After the record is updated, the student may submit a service request to have the email account changed, if that is his or her wish.

**Transcript Requests**
Medical Students can request a UTRGV SOM transcript by completing the online **Transcript Request Form**. Students must be free of financial debt with the institution in order to have an official transcript released. Requests for transcripts are only accepted using the online ordering service. A student is not able to access the online ordering service, they should send an email to the University Registrar’s Office at **transcripts@utrgv.edu**. The fee for a transcript is currently $5.00 per transcript ordered.
Full-time Enrollment Requirement
All students enrolled in the M.D. Program are full-time students. UTRGV SOM does not have a part-time M.D. Program.

Leave of Absence (LOA)
Students should be aware that they must complete all course requirements within a six (6) year period from the time of matriculation in order to receive the M.D. degree. After matriculation to UTRGV SOM, a student may not arbitrarily cease registration without notice.

Voluntary Leave of Absence
Students may need time away from school due to, but no limited to, the following:

• Personal illness/health-related conditions
• Family illness/health-related conditions
• Crisis of personal or family nature
• Research or clinical fellowship programs
• Additional degree programs
• Military duty

A student in good academic standing may request a Leave of Absence (LOA), defined as a temporary period of non-enrollment, or suspension of studies, for which an approved time limit has been set and a specific date of return established. A written request for an LOA must be submitted to the Office of Student Affairs explaining the situation, the amount of leave time requested, the proposed date of return, and the intent to return to the SOM to complete the M.D. degree.

The Associate Dean for Student Affairs may approve a leave of absence of less than six weeks. Any leave of absence greater than six weeks must be reviewed and approved by the Medical School Evaluation and Promotion Committee (MSEPC).

A personal/family medical LOA requires a supporting letter from the student’s personal physician or the personal physician of the family member in question. A second opinion from a physician selected by UTRGV SOM may also be required. The Associate Dean for Student Affairs will review the request and make a recommendation to the MSEPC. The Associate Dean for Student Affairs will work with the student if there are any concerns related to the request for a personal medical LOA. The MSEPC will review the request and will contact the student with their decision. A ‘release to return to work/school’ letter from the student’s physician is required two (2) weeks prior to return. Depending on the individual case and after review by the MSEPC, a medical LOA may be renewed.

For Parental Leave, please refer to the Parental Leave and Accommodations policy. [EAA017]

An educational/research/service LOA may be granted to allow students opportunities to enhance their medical school experience by participating in educational, research, or service activities at other institutions or other colleges within UTRGV. The student requesting such a leave must submit a letter of request for leave to the Associate Dean for Student Affairs, who is responsible for monitoring the student’s time spent in the educational / research / service activities; and the Chair of the MSEPC. The Associate Dean for Student Affairs will work with the student if there are any concerns related to the request for an educational/research/service LOA. The MSEPC will review the request and will contact the student with their decision.

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6 Pol. # EAA010
An extraordinary circumstances LOA may be granted in the event that a student requires a leave for reasons other than medical or educational/research/service. Granting of extraordinary circumstance leave is intended to be rare. The student requesting such leave must submit a written request to the Office of Student Affairs and the Chair of the MSEPC explaining the situation, the amount of leave time requested, the proposed start date and date of return, a plan to communicate with the Office of Student Affairs during the absence, and the intent to return to the SOM to complete the M.D. degree. The Associate Dean for Student Affairs will work with the student if there are any concerns related to the request for an extraordinary circumstances LOA. The MSEPC will review the request will contact the student with their decision.

Students who submit a leave of absence form after the fifth week of the start of the semester will receive grades in the courses for which he/she is registered. The student is subject to academic progression review based upon the assigned grades.

Involuntary Leave of Absence
Under certain circumstances involving academic or professional deficiencies or other concerns, the MSEPC may place a student on an involuntary LOA for a period of one month or longer, not to exceed one year.

If it is determined that a student is a threat to themselves or others, and/or the student could pose other safety issues, the Dean of the SOM, the Associate Dean of Student Affairs, and/or the MSEPC have the right to place that student on immediate involuntary LOA, with the MSEPC review to take place after this decision and immediate action. Based on the situation, the MSEPC will determine further actions.

A recommended plan for that student’s LOA and possible return will be developed by the MSEPC and given to the student. If conditions have been set for a student’s eligibility to return from an involuntary LOA, the student must demonstrate satisfaction of the conditions prior to the return date. Registration for the semester of return is solely the responsibility of the student.

Financial Aid Implications of LOA
UTRGV SOM students who are granted an approved LOA must meet certain requirements and be informed of the Financial Aid implications per Federal Student Aid regulations. Medical students should be aware that taking LOA may affect student loan deferment, grace period, loan repayment, housing, health and disability insurance coverage, and/or financial aid eligibility. Students are advised to investigate these implications as they pertain to their personal situations prior to applying for LOA.

Leave of Absence Requirements for Financial Aid. Upon initiation of the LOA process, a student is required to meet with the SOM Financial Aid representative for an exit interview to discuss the specific financial aid implications. Upon return from LOA status, the student is required to participate in an entrance interview with the SOM Financial Aid representative to discuss specific financial aid implications and/or future financial aid eligibility.

Scholarship Recipients. A student granted an approved LOA may continue to receive a scholarship upon return to UTRGV SOM, provided that the LOA is not in conjunction with an academic or professional scholarship.

Voluntary Withdrawal
Withdrawal is a permanent and voluntary termination of studies instituted by the medical student. Students wishing to withdraw must submit a written request to the Associate Dean for Student Affairs. The request must include the reason(s) for withdrawal and a statement that the student understands that withdrawal is voluntary and permanent. In addition to the written request, it is advised that the student meet with the
Assistant Dean of Student affairs. A student who has withdrawn will have to reapply to UTRGV SOM if he/she decides to return.

Involuntary Withdrawal
Withdrawal in this sense would be permanent termination of studies as a result of failure to demonstrate adequate progress related to academics or professional conduct at any point in the curriculum. Details about recommendations of withdrawal are found under policies related to Student Promotion, Evaluation, and Remediation.

Extending a Leave of Absence
A request to extend a leave of absence requires that a new written request be submitted to the Associate Dean of Student Affairs and the Chair of the MSEPC stipulating the reason for the extension, the additional amount of leave time requested, the amended proposed date of return, and the intent to return to the SOM to complete the M.D. degree. Once the Associate Dean of Student Affairs has signed off on the extension, the request should be submitted to the Office of the Registrar no later than the first Friday of the semester for which the extension is being requested.

Parental Leave and Accommodations
The University of Texas Rio Grande Valley School of Medicine (UTRGV SOM) is committed to supporting all students (male and female) who have children during medical school and to working with such students to facilitate the completion of their medical education. UTRGV SOM also complies with federal and state law regarding accommodations during and after pregnancy. Our goal is to accommodate the immediate perinatal period and all of its demands on parent and newborn while providing a realistic option for the student to continue making progress toward completion of the MD degree. Students are not required to take parental leave. However, if they choose to do so, the School of Medicine (SOM) permits parental leaves (birth or adoptive) up to 12 months. Medically necessary extensions of parental leave will be evaluated on a case-by-case basis.

Procedures for Requesting Parental Accommodations or Leave

Medical Students
When requesting a parental leave of absence, early communication and good-faith efforts among all parties involved are essential to ensure the least impact on a student’s education. Because the structure and demands of the medical education program vary throughout the four-year curriculum, the approach to parental leave accommodation will differ depending on the year of the program in which the parental leave and birth or adoption occur. Regardless of the timing, a detailed plan must be developed by the student in close collaboration with the SOM Office of Student Affairs. The plan must receive written approval from the Associate Dean for Student Affairs. Guidance regarding each portion of the curriculum is below.

Year 1 & 2: A student who wishes to request parental leave during the first two years of medical school should consult with the Associate Dean for Student Affairs to request a leave of absence. Due to the nature of the medical education program, depending on the time of year and the length of the leave, leaves of absence may require a student to take a full year of leave and return the following year. Students must complete all coursework and the Step 1 exam before beginning clerkships for 3rd year.

Year 3: A student who seeks parental leave during the 3rd year should contact the Office of Student Affairs and coordinate with the Assistant Dean for Education Clerkship. A parental leave of absence in Year 3 is less likely

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7 Pol. # EAA017
to oblige a 12-month leave. Working with the Assistant Dean for Education Clerkship, the student may resume clerkships at a mutually agreed upon time. The plan for time away from clerkships should be completed and approved by all parties at least 3 months before the start of the leave.

**Year 4:** A student seeking parental leave should work closely with the Office of Student Affairs to schedule the leave. The plan should be completed and approved by all parties at least 3 months before the start of the leave.

**Graduate Students and Postdoctoral Fellows**
Following childbirth or adoption of an infant, the primary care giver (whether female or male) would be allowed to take 30 workdays (6 weeks) of parental leave with full stipend and continued health insurance coverage. Graduate students or postdoctoral fellows within the SOM may elect to use any residual sick or vacation time to extend the period of paid parental leave. In the event of a postdoc or graduate student employee wishing to extend the leave beyond this period she/he has the option of leave without pay but can continue health insurance benefits by arranging with HR to continue payment of the employee contribution. In sum, the proposed parental leave policy for graduate students and postdoctoral fellows would grant up to 12 weeks of leave to a primary care giver, of which 6 weeks would be paid, for care of a newborn or newly adopted infant.

**Financial Aid**
Any student taking a leave of absence who receives financial aid is strongly encouraged to contact the Associate Director of Financial Aid within the Office of Student Affairs for advice regarding the leave’s effect on the receipt of aid.

**Student Disability Services**
Medical students who experience medical complications related to pregnancy and wish to explore disability accommodations should contact the UTRGV Student Accessibility Services (SAS) office or the SOM Office of Student Affairs. We strongly recommend that students consult their health care team regarding any concerns or restrictions due to pregnancy.

**Student Accessibility Services Office Contact Information**

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<tr>
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<th>UTRGV – Edinburg</th>
<th>UTRGV – Brownsville</th>
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<tbody>
<tr>
<td>University Center 108</td>
<td>West University Drive</td>
<td>One West University Blvd.</td>
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<tr>
<td>Edinburg, TX 78539</td>
<td>Phone: (956) 665-7005</td>
<td>Cortez Hall 129</td>
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<tr>
<td>Brownsville, TX 78520</td>
<td>Phone: (956) 882-7374</td>
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<tr>
<td>Fax: (956) 665-3840</td>
<td>Fax: (956) 882-7861</td>
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<tr>
<td>Email: <a href="mailto:SAS@utrgv.edu">mailto:SAS@utrgv.edu</a></td>
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<tr>
<td>Website: Student Accessibility Services</td>
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**Grade System**
Module grades (MS1 and MS2 years) are based on a Pass/Fail system. Each module consists of two assessment components: (1) knowledge assessments that includes examinations, quizzes, and presentations; and (2) performance-based assessments (e.g. clinical skills, OSCEs, professionalism, etc.). Students must pass both components to receive a passing grade. Final grades for modules will be available to students within two weeks from the end date of the module.

Clerkship grades are based on an Honors/High Pass/Pass/Fail system. Clerkships utilize a standardized, grading rubric to assess students’ knowledge (NBME Exams, quizzes, presentations, projects, etc.) and performance.

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8 Pol. # EAA051
(clinical skills and professionalism). Final grades for clerkships will be available to students within six weeks from the end date of the rotation.

Selective and Elective grades are based on an Honors/High Pass/Pass/Fail system. Final grades for Selectives and Electives will be available to students within six weeks from the end date of the rotation.

Students who remediate and pass a module, clerkship or course will receive a grade no higher than a “Pass” and their grade will appear on their academic records and transcripts as “Pass.” Grading policies for modules, clinical clerkship rotations, Selectives and electives will be published in the respective syllabi and reviewed with students on the first day of class or during each clerkship orientation.

**Academic Standards:** The academic standards for successful completion of clerkships, selectives and electives are determined by the Senior Associate Dean of Education and Academic Affairs and adhere to the grading rubrics approved by the CCAC. Students are provided with syllabi which contain the module/clerkship/selective/elective learning objectives and the grading rubric. Module, clerkship, selective and elective directors review and discuss the grading policy with students on the first day of class as part of the orientation process.

**Linkage of Assessments to Learning Objectives and SOM Competencies:** All SOM modules, clerkships, selectives and electives have established educational program objectives which are linked to the UTRGV SOM’s competencies and the subject matter for the USMLE. Each outcome measure to assess medical students’ performance, knowledge, and understanding is guided by the expectations of the SOM competencies, educational program objectives (EPOs) and the module, clerkship, selective and elective learning objectives (LOs).

**Confidentiality of Grades:** Module, clerkship, selective, and elective directors are accountable for ensuring the confidentiality of all student educational records in accordance with the Family Educational Rights and Privacy Act of 1974 (FERPA), as amended. Congruent with this responsibility, module, clerkship, selective, and elective directors will not post or display, either electronically or in hard copy, lists of students’ grades in personally identifiable forms, including the student names, any four consecutive digits of student Social Security numbers, or student identification numbers. Grades cannot be shared with students by email since confidentiality of email cannot be assured. Student grades are posted in the Blackboard Gradebook for student access. (See Confidentiality of Academic Records policy). All grades are processed through the Office of the Senior Associate Dean for Education and Academic Affairs and are due to the students and the UTRGV Registrar within two weeks of module and six weeks of clerkship completion.

**Incomplete Grades**
Module, clerkship, selective and elective directors determine student eligibility for receipt of an “Incomplete” grade. Incomplete grades are submitted along with the class grades to the UTRGV Registrar within two weeks of the end of the module, clerkship, selective or elective. Students eligible to receive an incomplete grade will have an “I” entered on their academic records until the module, clerkship, selective or elective requirements for completion have been met. At that time, the UTRGV Registrar will be notified and the student’s incomplete grade will be removed from the transcript and a letter grade reflecting student performance will be entered on the student’s transcript. To change the Incomplete to a letter grade, students must satisfactorily complete all agreed upon required course requirements within the time designated by the course director. All course work must be completed by the end of the current academic year in which the Incomplete was given. Students who are unable to complete the required course work within the designated timeframe should consider speaking with the Associate Dean of the Office of Student Affairs to discuss alternatives.

**Withdrawal Grades:** Students wishing to withdraw from a module, clerkship, selective or elective must contact
the Associate Dean for the Office of Student Affairs and complete the required paperwork. Withdrawals are listed as “W” on the student transcript.

**Grade Appeals:** Students may appeal a grade through the academic grievance process. (See the Academic Grievance Process Policy).

**Remediation:** Students who fail to pass a module, clerkship, elective or selective may be required to remediate a course. (See Pre-Clerkship and Clerkship Remediation Policies).

**Determining Honors for Years 1 & 2 Combined**

Combined honors will be determined after the completion of year two. Honors will be determined using the numerical scores for each course. The numerical scores will be added together and then divided by the number of courses during the first two years to determine an average score. The top 10% will receive honors for the first two years. Students who have validated breaches of professionalism (as referenced in the School of Medicine Medical Student Handbook) during the first two years will not be eligible for honors.

**Determining Class Rank**

Class rank is based on Pre-Clerkship and Clerkship Performance and is computed only after all grades have been collected at the conclusion of Year 3 unless a ranking is needed at another time for outside agency reporting. Class rank is not posted on the official transcript. Class rank will be included in the Medical Student Performance Evaluation (MSPE) and used as part of the determination for Alpha Omega Alpha Honor Medical Society (AOA). Class ranking places students in quartiles not in numerical rank order.

**PRE-CLERKSHIP PERFORMANCE (Years 1 and 2 Grades Converted to Scores)**

Pre-Clerkship Performance is based on the grades achieved in Year 1 and 2 modules. Module grades are converted to scores, where:

- Pass = 1 point
- Fail = 0 points

For students who receive Honors for Years 1 and 2, an additional 3 points will be added to the point total. Students who have failed a module will get a score of zero for the module even after the module has been remediated. Students who are suspended and must repeat an academic year, will start the year with -2 points for that year.

Students receiving Honors for Years 1 and 2 will have an additional 3 points added to their grade point total. Combined honors are determined after students have completed year 2. Honors will be determined by:

1. Averaging the students’ numerical scores for all modules for Years 1 and 2 (i.e., adding all individual module numeric scores and dividing that number by the number of modules during the first two years).
2. Those students receiving average scores in the top 10% of their cohort will receive honors for the first two years.
3. Students who have documented and validated breaches of professionalism (as referenced in the School of Medicine Medical Student Handbook) during the first two years will not be eligible for honors.

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9 Pol. # EAA022
10 Id.
**CLERKSHIP PERFORMANCE** (Year 3 Grades Converted to Scores)
Clerkship Performance is based on the grades achieved in Year 3 clerkships, which reflect a combination of clerkship knowledge (NBME Subject examination, OSCEs, didactics, and quizzes), and clerkship performance (evaluations of Clinical and Procedural Skills and Professionalism). Clerkship grades are converted to scores, accordingly:

- Honors = 4 points
- High Pass = 2 points
- Pass = 1 point
- Fail = 0 points

Students who have failed a clerkship will get a score of zero for the clerkship even after the clerkship has been successfully remediated.

**Medical Student Evaluation, Promotion and Graduation**¹¹
The Medical Student Evaluation and Promotion Committee (MSEPC) monitors the progress of students throughout the four-year medical education program. Students must meet all of the academic requirements for each year of the medical education program to be promoted to the next academic year.

**Promotion from Year 1 to Year 2:**
Students who have met all academic standards for completion of Year 1 modules are eligible to be promoted to Year 2.

**Promotion from Year 2 to Year 3:**
Students who have met all academic standards for completion of the Year 2 modules and who have passed the Comprehensive Basic Science Examination (CBSE) administered at the end of the second year are eligible for promotion to Year 3. Students who have passed the CBSE may sit for the USMLE Step 1 Exam.

Students who have met all academic standards for completion of the Year 2 modules, but who do not pass the CBSE administered at the end of the second year must attend an approved STEP 1 preparation course. Students must pass the CBSE to being eligible for promotion to Year 3. Students who have passed the CBSE may sit for the USMLE Step 1 Exam.

Students who do not pass the CBSE after taking a USMLE Step 1 Exam Prep course will be required to meet with their academic advisor and submit a remediation or study plan to the MSEPC and engage in supplemental remedial activities and re-take the CBSE. Those students who pass the CBSE exam on the third attempt will be eligible to sit for the USMLE Step 1 Exam and for promotion to Year 3.

Those students who do not pass the CBSE on the third attempt will be subject to a review of concern by the MSEPC and a determination of their ability to meet the standards for continued enrollment in the medical education program.

Students must take the USMLE Step 1 examination before the start of their MS3 year. Students who do not take the Step 1 examination before the start of the MS3 year will not be allowed to begin clerkships.

**Promotion from Year 3 to Year 4:**
Students who have successfully passed their Step 1 Exam by December 15th of Year 3 and completed all academic standards of Year 3 are eligible to be promoted to Year 4.

¹¹ Pol. # EAA018
Graduation
Graduation from UTRGV SOM requires the successful completion of pre-clerkship requirements (years 1 and 2), successful completion of the clerkship rotations (years 3 and 4), passing of the USMLE Steps 1 and 2, the demonstration of a degree of professionalism deemed to be essential for all physicians, and satisfactory adherence to all University standards.

The degree of Doctor of Medicine is awarded by the Board of Regents upon a student’s successful completion of the graduation requirements, recommendation of the Faculty Council to the Dean of the SOM, and certification by the Dean of the SOM to the President. Candidates must:

a. Be at least 18 years of age at the time the degree is awarded;
b. Present evidence of good moral character;
c. Offer evidence of having satisfactorily fulfilled all academic requirements of the four-year medical education program;
d. Comply with all necessary legal and financial requirements;
e. Abide by federal, state, and local statutes and ordinances, both on and off campus;
f. Refrain from behavior incompatible with the responsibilities of the medical profession;
g. Follow the Student Code of Professional Conduct established by The University of Texas System Rules and Regulations of the Board of Regents, Rule 50101 (see Medical Students Code of Professional Conduct) and UTRGV SOM prescribed Attributes of Professionalism (see Attributes of Professionalism);
h. Complete the medical education program within six (6) years;
i. Complete all required courses and clerkships and the designated minimum number of elective and selective courses with Satisfactory (passing level) performance;
j. Take the USMLE Step 1 examination before the start of their MS3 year;
k. Pass the USMLE Step 1 examination within 3 attempts prior to December 15 of the third year of the medical curriculum;
l. Pass the USMLE Step 2 CK and Step 2 CS examination within 3 attempts prior to October 31 of the year preceding graduation;
m. Demonstrate consistent evidence of professionalism as assessed by the MSEPC;
n. Receive the MSEPC’s recommendation for graduation and receipt of the MD degree.

Degrees will be conferred once a year on Commencement Day in the spring. Students completing requirements for a degree earlier in the year will be conferred the degree on the following Commencement Day but may request the Registrar to provide a Certification of Completion on the date of graduation. Students who fail to meet graduation requirements by the published degree conferral date/Commencement Day may petition the Senior Associate Dean for Education and Academic Affairs (or designee) to consider an alternate degree conferral date under extenuating circumstances when the graduating student is expected to begin an internship or residency in July.

Students’ academic and behavioral performances are equally subject to evaluation. Students are expected to be honest, conscientious, respectful, and reliable in carrying out their assignments. Their behavior toward colleagues, faculty, staff, patients, and others with whom they interact in their roles as medical students is expected to be appropriate, reasonable, and considerate—consistent with medical professional standards.

Consequences of Failure to Meet Academic, Professional and Behavioral Requirements and Standards

This section describes the consequences for medical students who fail to meet the academic, professional and behavioral requirements and standards and are subject to a review of concern by the MSEPC. In addition to
those consequences imposed under University Regulations, policies or procedures, medical students may be subject to one or more of the following consequences imposed by the MSEPC.

Emergency/Interim Measures
The Dean of the School of Medicine or the Associate Dean for Student Affairs (or their designees) has the authority to take appropriate immediate action when a student’s presence in the School of Medicine or in an affiliated clinical site poses a danger to the health, safety or welfare of the student, the community or the student’s patients.

Emergency/Interim Measures include but are not limited to, one or more of the following:

1. Interim Suspension. A student under interim suspension may not attend classes, may not be on or come onto University property or an affiliated clinical site (where such student may be participating in a clerkship), may not participate in any University activities or organizations, and may not use University facilities, equipment or resources.

2. Interim Removal from University Housing. A student under interim removal from University Housing may not reside in University Housing and may not come into University Housing facilities and/or adjacent areas of University Housing.

3. If the Dean of the School of Medicine or the Associate Dean for Student Affairs (or their designees) determines that other Emergency/Interim measures are appropriate to protect the health, safety or welfare of the student in question, others in the community, or patients, the Dean or Associate Dean for Student Affairs (or their designees) may:
   a) restrict or bar attendance of any or all classes or participation in clinical education;
   b) restrict or bar access or contact with individuals in the University community or affiliated clinical sites or patients;
   c) restrict or bar access to University property, places, facilities or equipment or affiliated clerkship sites;
   d) restrict or ban participation in University activities or organizations or clinical education; or otherwise restrict conduct or ban access to University resources.

4. A student subject to Emergency/Interim Measures shall be furnished:
   a) Written notice of the Emergency Measure and the reason(s) for the action.
   b) The opportunity to participate in student conduct proceedings or MSEPC proceedings or to present relevant information for consideration of his/her case.

5. Emergency/Interim Measures may be taken at any time prior to the conclusion of the University student conduct proceedings or MSEPC proceedings including during the appeal process.

Academic Deficiencies
The MSEPC expects every student to meet the requirements and standards stated in this policy. For the purposes of this policy, academic deficiencies refer to either a Fail (F) or Incomplete (I) grade for a course or a clerkship. Consequences of academic deficiencies are described below. However, even without an academic deficiency, a student with poor academic performance may incur consequences as severe as a recommendation for dismissal for failure to meet these requirements and standards. Decisions by the MSEPC for promotion to the next academic year or for recommending graduation from the School of Medicine are contingent upon the successful remediation of all academic deficiencies and completion of all academic requirements.

One Deficiency in an Academic Year:
A student who has one deficiency (F or I grade) per year will be required to remediate the grade successfully prior to promotion to the next year. If the final grade earned in a course or clerkship is Fail (F) or Incomplete (I), a formal plan (“Plan for Remediating Failing Performance” for a grade of F, or “Plan for Completing Course
Requirements” for a grade of I) will be established by the module or clerkship director and the student and submitted to the Associate Dean for Student Affairs and the chair of the MSEPC. The plan, including expectations for work to be performed, student assessment, passing level, and time period for the remediation, must be developed and submitted to the Associate Dean for Student Affairs within two weeks of the initial grade of F or I being posted. The first remediation attempt must be completed within 5 weeks of the end of the academic year.

If the student fails to successfully remediate, the student will receive an F in the course or clerkship and will be referred to the MSEPC for review. A second grade of failing in the same repeated course in years 1 and 2 may result in dismissal of the student from the School of Medicine M.D. program. Further remediation, if allowed by the MSEPC, must be by repetition of the course. A second grade of failing in the same repeated clerkship in years 3 and 4 will result in dismissal of the student from the School of Medicine M.D. program.

Two or More Deficiencies in an Academic Year:
A student who has more than one deficiency (F or I grade) per academic year may be dismissed from the program or be required to repeat the entire year or a part of the year. The MSEPC will determine a plan to resolve the deficiencies merited by the situation and will place the student on formal At-Risk status (see below).

Multiple Deficiencies across Academic Years:
A student who has had multiple deficiencies during enrollment will be reviewed for the severity of the overall problem and a recommended course of action for the individual will be made by the MSEPC. Consistency of performance is also evaluated. Any student who records two or more deficiencies (F or I grade) throughout enrollment in the School of Medicine M.D. program will be reviewed on an on-going basis by the MSEPC, will be placed on At Risk status, and may be subject to further MSEPC action.

Referrals to Counseling (Tutorial) and Study Skills Service:
Students are encouraged to take responsibility for their own learning and will be provided with formative assessment results throughout the M.D. program. All students are encouraged to avail themselves of tutorial and study skills services without referral. However, when students are presented as having difficulty at an MSEPC meeting, they are strongly encouraged to avail themselves of these services, and in some instances, will be directed to do so in writing. If a student is repeatedly urged to arrange tutoring, counseling or study skills help, but does not do so and subsequently fails a course or clerkship, this will be made known to, and taken into consideration by, the MSEPC to assist in the evaluation of the student’s overall performance and professional attitudes.

If a student is directed to seek these referral services, the student has a choice of utilizing UTRGV services or private resources. In addition to the SOM Office of Student Affairs, course/clerkship representatives to the MSEPC are responsible for providing the committee with reports of referrals made by course/clerkship faculty as well as the student’s utilization of referral services. Verification that the student has utilized these referral services may be required. In addition, the MSEPC may require that the student have his/her tutor submit information and/or a recommendation to the MSEPC relating to the student’s academic program.

Failure to Pass Step 1, USMLE – First Attempt
Students must obtain a passing score on the USMLE Step 1 to progress in the curriculum. A passing score must be achieved within 3 attempts by December 15 of the MS3 year.

A student who fails the Step 1 examination will be referred to the MSEPC for evaluation. In its assessment, the MSEPC shall review the student’s academic record, performance on the CBSE, Step 1 exam score, and any other pertinent information. The MSEPC shall recommend remedial measures and changes in the student’s enrollment status as deemed necessary to support the student’s effort to pass the Step 1 exam. The MSEPC
will recommend the following:
The student will complete the first clerkship of the MS3 year, and then enter the Directed Study course (MEDI 8500). The student will be placed on At Risk status.

1. If the student successfully completed the first clerkship, he/she will receive credit for that clerkship. The student will not resume clerkships until the start of the next academic year.
2. With guidance from Academic Support Services, the student will enter the Directed Study course [MEDI 8500] to prepare for and then take the Step 1 exam. The student must take the exam in sufficient time to assure that a passing score will be achieved prior to December 15th of the MS3 year.
3. Following successful passing of the Step 1 exam, the student will go on Leave of Absence for the remainder of the academic year.
4. Upon returning from Leave of Absence, the student must present his/her plan for the MS3 year to the Assistant Dean for Clerkships for approval.

A student may appeal a decision by the MSEPC according to the procedure set out in policy EAA021 – Medical Student Academic Grievance Policy.

Failure to pass Step 1 of the USMLE on the first attempt in the MS3 year will delay graduation.

Failure to Pass Step 1, USMLE – Second Attempt
Suspension is automatic for students who fail a second attempt to pass Step 1 of the USMLE. Students must use the period of suspension to prepare for the next offering of the examination. See paragraph 3 below for conditions of suspension.

Failure to Pass Step 2, USMLE, CS or CK – First Attempt
A student who fails either the CS or CK part of the USMLE Step 2 exam shall be placed on At Risk status. The student will have an interview with the Assistant Dean – Clerkships and with guidance from the Assistant Dean develop a remediation plan. The student will also meet with the MSEPC and report on his/her progress. The student will take the CS or CK at the next allowable opportunity.

Failure to Pass Step 2, USMLE, CS or CK – Second Attempt
A student who fails a second attempt at passing the Step 2 exam may be suspended or dismissed from the SOM, as determined by the MSEPC. The student will be afforded an opportunity to appeal as detailed in this policy (see below, Dismissal).

Other Consequences
Other consequences of failing to meet the academic, professional and behavioral requirements and standards described above include, but are not limited to, the following:

1. **At Risk Status**: “At Risk” status indicates that the MSEPC recognizes that the student is at risk of failure to successfully remediate deficiencies. If the student successfully remediates the deficiencies, the fact that the student was placed on At Risk status will not be included in the student’s Medical Student Performance Evaluation, or other information transmitted to outside entities (e.g., certifications of training) but will remain in the student’s permanent records in the School of Medicine.

2. **Probationary status (Probation)** may be imposed by the MSEPC under various circumstances including, but not limited to, when it has significant concerns that failure to remediate deficiencies will result in dismissal of the student from the School of Medicine M.D. program. The notification to the student of probationary status will be accompanied by a plan for remedial action and specific performance requirements specified by the MSEPC. A successful conclusion of the remedial work normally ends the probationary status following the recommendation to do so by
the MSEPC. However, the fact that the student was placed on probation will be included in the student’s MSPE or other information transmitted to outside entities (e.g., certifications of training) and will remain in the student’s permanent records in the School of Medicine. While a student is on probation, if he/she receives another academic deficiency, or is cited for professional misconduct, he/she will immediately undergo a dismissal hearing.

Remedial interventions in a student’s curriculum by the MSEPC are designed to fit particular academic deficiencies and may include, but not be limited to, the following: a specific study or reading program, remedial work and re-examination, changes in the student’s curriculum, additional training in a set of clinical skills, assignment to clinical sub-internships, repetition of all or part of the curriculum, reorganization of the student's curriculum (especially during the fourth year), and supervision by an advisor designated by the MSEPC.

3. **Suspension**: The MSEPC may conclude that the student should be suspended from the UTRGV SOM for a period of time to be determined in its reasonable discretion. Reinstatement to the UTRGV SOM is contingent upon completion of all requirements stipulated under the suspension. The Dean of the SOM will either determine that these requirements have been met or seek a recommendation from the MSEPC on the matter. If a recommendation from the MSEPC is sought, the MSEPC shall review the circumstances surrounding the suspension and potential reinstatement, make a determination as to whether the terms and conditions of the suspension have been met, make a determination as to whether the student possesses the potential to pursue the MD degree successfully, and recommend whether the student should be reinstated.

4. **Dismissal**: The MSEPC may determine that a student be dismissed in the following cases:
   a. Failure to remediate deficiencies as described above;
   b. Another academic deficiency or professionalism violation is received while on probation;
   c. An accumulation of narrative evaluations indicating serious gaps in knowledge and clinical skills and/or inadequate integration of the content of the curriculum;
   d. A specific academic deficiency (e.g., an important clinical skill has not been mastered);
   e. A failing performance on either Step 1 or Step 2 of the USMLE examination;
   f. Failure to assume appropriate professional responsibility;
   g. Failure to meet professional standards, including those of demeanor and conduct; and
   h. A violation of University Regulations, policies or procedures;

In general, prior to dismissal, students would be placed on probationary status and given a plan for remedial action and specific performance requirements by the MSEPC. However, in extraordinary circumstances, the MSEPC may dismiss a student without prior probation.

Failure to pass, after the third attempt, either Step 1 or Step 2 of the USMLE licensing examination leads to automatic dismissal from the School of Medicine.

The student may file a written appeal to the Dean of the SOM within five (5) business days from receipt of the MSEPC written decision. The student must also inform the Associate Dean for Student Affairs of the intent to appeal, also within the same five (5) business days. The student’s appeal portfolio must include a justification statement for appeal and all documentation provided to the MSEPC. Upon review of the student’s record and appeal portfolio, the Dean may elect to:
   a. Take no action, allowing the MSEPC decision to stand;
   b. Modify the MSEPC decision;
   c. Make an alternate decision;
   d. Impanel an ad-hoc committee to re-examine the dismissal and make recommendations.
Within fifteen (15) business days from receipt of the student’s appeal, the Dean will provide a written decision to the student, the Associate Dean for Student Affairs and the Chair of the MSEPC. The decision of the Dean is final appellate review.

After academic dismissal, a student may apply for readmission to the UTRGV SOM only through the standard admissions process.

**Student Academic Grievance and Grade Appeals**

An academic grievance is a complaint regarding an academic decision or action that affects the student’s academic record. Academic grievances in UTRGV SOM may be handled by informal resolution or formal resolution.

**Procedure for Informal Resolution in the Pre-Clerkship Curriculum**

A student who feels that he/she has an academic grievance in the pre-clerkship curriculum, usually regarding an examination score or module grade, may attempt to informally resolve the concern by contacting the Module Directors or the Assistant Dean for Pre-Clerkship in writing within five (5) business days from the date the student knew or should have known of the academic concern. Within thirty (30) calendar days from receipt of the student’s written communication, the Senior Associate Dean for Education and Academic Affairs or designee will investigate the concern and provide the student with a written decision.

**Procedure for Informal Resolution in the Clerkship Curriculum**

A student who feels that he/she has an academic grievance in the clinical curriculum, usually related to narrative evaluation comments, overall evaluation, an examination score or a course grade, may attempt to informally resolve the concern by contacting the Clerkship Director or Assistant Dean for Clerkship in writing within five (5) business days from the date the student knew or should have known of the academic concern. Within thirty (30) calendar days from receipt of the student’s written communication, the Clerkship Director or Assistant Dean for Clerkship will investigate the concern, employing departmental education processes such as committee review as per departmental practice, and provide the student a written decision.

**Procedure for Formal Resolution (“Appeal”) in the Pre-Clerkship and Clerkship Curriculum**

- The process and procedures for formal academic grievance (“appeal”) resolution are sequenced below. Academic grievance applies to concerns adversely influencing the student’s academic status. Examples include, but are not limited to, examination score, module, course or clerkship grades, remediation, repetition, suspension, probation, professionalism sanctions, and dismissal.
- A student must file written notice of grievance with the Senior Associate Dean for Education and Academic Affairs or designee, and the Chair of the Medical Student Evaluation and Promotion Committee (MSEPC) within five (5) business days from the date the student knew or should have known of the concern unless the student first pursues an informal grievance process. In that instance, the student must then file the formal grievance within five (5) business days of the written decision for the informal grievance. If the student chooses not to attempt informal resolution of a grievance, he/she must file a formal written appeal not more than five (5) business days from the date the student knew or should have known of the academic concern.
- The aggrieved student must meet with the Senior Associate Dean for Education and Academic Affairs or designee to ensure factual accuracy of the basis for appeal, review the processes and procedures, and anticipate preparation of documentation for the MSEPC meeting. In the written appeal, the student must describe the rationale for the grievance in detail and propose a resolution. An ad hoc group of the MSEPC, including the Senior Associate Dean for Education and Academic Affairs or designee, the Chair of the MSEPC and one member of the MSEPC, will...
investigate the grievance, meeting with the student as necessary to ensure a comprehensive review. The Chair of the MSEPC will present the student’s written statement and any supporting documentation, as well as the ad hoc investigatory summary to the MSEPC at the next scheduled MSEPC meeting. The MSEPC may defer a decision if more information/documentation is required to make a responsible decision and may request a face-to-face meeting with the student prior to rendering a decision. The MSEPC will provide the student a written decision within five (5) business days after the meeting. The decision of the MSEPC is final, pending appeal to the Dean of the SOM (herein referred to as the Dean). The student continues in the curriculum until the appeal process is exhausted unless the student’s continuance poses a safety concern.

- The student may file a written secondary appeal to the Dean within five (5) business days from receipt of the MSEPC written decision. The student must also inform the Associate Dean for Student Affairs of the intent to appeal, also within the same the five (5) business days. The student’s appeal portfolio must include a justification statement for secondary appeal and all documentation provided to the MSEPC. Upon review of the student’s record and appeal portfolio, the Dean may elect to:
  a. Take no action, allowing the MSEPC decision to stand;
  b. Modify the MSEPC decision;
  c. Make an alternate decision;
  d. Impanel an ad hoc committee to re-examine the decision and make recommendations.
- Within fifteen (15) business days from receipt of the student’s appeal, the Dean will provide a written decision to the student and the Associate Dean for Student Affairs. The decision of the Dean is final appellate review.

**Disciplinary Action**

Any academic disciplinary action/sanction(s) recommended by the MSEPC shall be in accordance with applicable SOM and UTRGV policies. The following sanctions may be assessed by the MSEPC or the Dean of the SOM (herein referred to as the Dean):

1. Warning
2. Probation
3. Withholding of grades, official transcript, and/or degree
4. Bar against readmission
5. Suspension of rights and privileges deriving in whole or in part for the SOM, including participation in extracurricular activities
6. Suspension of eligibility for any student office or honor
7. Cancellation of credit for scholastic work done
8. Failing grade or reduction of a grade for an examination, assignment, or course
9. Suspension from the UTRGV SOM for a specified period of time
10. Dismissal
11. Denial of degree
12. Revocation of degree and withdrawal of diploma
13. Formal letter of reprimand in the academic file
14. Other sanction(s) as deemed appropriate under the circumstances

If a voting member of the MSEPC has already taken an action (e.g., awarded a failing grade in a course/clerkship) that contributes to the adverse action being proposed against the student, they must disclose this to the committee chair and recuse themselves from discussions and voting.

The decision of the MSEPC may be appealed to the Dean whose decision is final. The sanctioned student may file a written appeal to the Dean within five (5) business days from receipt of the MSEPC written decision. The student must also inform the Associate Dean for Student Affairs of the intent to appeal, also within the same five (5) business days. The student’s appeal portfolio must include a justification statement for appeal and all documentation provided to the MSEPC. Upon review of the student’s record and appeal portfolio, the Dean may elect to:
a. Take no action, allowing the MSEPC decision to stand;  
b. Modify the MSEPC decision;  
c. Make an alternate decision;  
d. Impanel an ad-hoc committee to re-examine the decision and make recommendations.

Within fifteen (15) business days from receipt of the student’s appeal, the Dean will provide a written decision to the student, the Associate Dean for Student Affairs, the Senior Associate Dean for Academic Affairs and the Chair of the MSEPC. The decision of the Dean is final appellate review.

Certification of Degree Completion
The Doctor of Medicine Degree is awarded by the Board of Regents upon a student’s successful completion of the graduation requirements. Degrees will be conferred once a year on Commencement Day in the spring. Students who fail to meet graduation requirements by the published degree conferral date/Commencement Day may petition the Senior Associate Dean for Medical Education & Academic Affairs to consider an alternate degree conferral date under extenuating circumstances when the graduating student is expected to begin an internship or residency in July.

Extramural Electives 14
Medical students have the opportunity to complete domestic extramural electives at LCME and/or ACGME accredited institutions. Students apply for the electives through the Association of American Medical Colleges (AAMC) Visiting Student Learning Opportunities (VSLO) Application Services or using the host institution’s application system. Student’s plans for extramural electives must be discussed with and approved by the students’ faculty advisors prior to enrollment to ensure that the elective is appropriate for the student. The UTRGV SOM has established that the VSLO vetting process for electives meets the expectations of the school and, therefore, VSLO electives need no further approval. For electives at non-LCME accredited institutions, students must submit a petition with a detailed plan and daily schedule to include learning objectives. This petition requires the support of a UTRGV SOM faculty sponsor or the student’s faculty advisor. Petitions must be submitted to the Office of Student Affairs through the Office of Clinical Education for review and final approval.

Medical students can also complete extramural electives abroad. These can be scheduled at international affiliated institutions or also through AAMC VSLO. The UTRGV SOM has established that the VSLO vetting process for electives meets the expectations of the school and, therefore, VSLO electives need no approval beyond that of the student’s faculty advisor. If a student identifies an elective opportunity at a site not at an affiliated institution or a VSLO institution the site is vetted by the Office of Student Affairs. Petitions for electives abroad are reviewed and either approved or denied by the Office of Student Affairs based on the ability of the host site to ensure the health and safety of the student, availability of emergency care, the possibility of natural disasters, political instability, exposure to disease, and the level and quality of supervision.

Visiting Students15
UTRGV School of Medicine uses the American Association of Medical Colleges (AAMC) Visiting Student Learning Opportunities (VSLO) Application Service for visiting students’ elective applications. Electives are offered to 4th year medical students enrolled in U.S. LCME-accredited institutions and osteopathic students from COCA-accredited institutions.

14 Pol. # EAA068  
15 Pol. # EAA075
All visiting students are required to apply through VSLO by going to the [AAMC VSLO website](#). VSLO will verify student’s credentials at the time of application. As part of UTRGV SOM obligations for student orientation, we will:

- maintain a visiting student roster,
- review and approve each medical student assignment,
- provide a performance assessment, and
- establish health related protocols.

These functions and activities will be coordinated through the Clinical Education Center (CEC) and the SOM Registrar Services Office. All students will be oriented about on and off campus safety, fire, active shooter training, bloodborne and environmental hazards, and other procedures.

VSLO will be the entity used to accept visiting students. VSLO will verify medical student qualifications to ensure that they qualify for elective. Qualifications set by individual clerkship departments are stated in the VSLO application.
M.D. Program Curriculum

Overview
The degree of Doctor of Medicine is awarded by the Board of Regents upon a student’s successful completion of the graduation requirements, recommendation of the Faculty Council to the Dean of the SOM, and certification by the Dean of the SOM to the President. Degrees will be conferred once a year on Commencement Day in the spring. Students completing requirements for a degree earlier in the year will be conferred the degree on the following Commencement Day but may request the Registrar to provide a Certification of Completion on the date of graduation.

Objectives
The UTRGV School of Medicine is committed to providing a forward-thinking medical education experience that graduates physicians dedicated to practicing evidence-based, patient-centered medicine in any setting, but particularly in under-served communities. The curriculum provides a unique educational experience that integrates the foundational sciences, clinical medicine and professional identity formation throughout the four-year program by incorporating and promoting:

- Principles of patient-centered care through evidence-based practice
- Research to promote health outcomes
- Community and population-based health care
- Patient advocacy and cultural sensitivity
- Inter-professional collaboration and communication
- Ethical and professional behavior
- Life-long learning

The school’s distinctive geographic location at the border of the U.S. and Mexico offers a rich bicultural experience that affords students the opportunity to experience and to learn about border medicine and the interplay between the cross-cultural, sociopolitical, economic and environmental determinants of health.

Curriculum Integration
Woven throughout this four-year integrated curriculum are:

- Interprofessional Education: Students are given the opportunity to experience interprofessional education and team-based care by working and learning alongside an array of disciplines that include nursing, pharmacy, physician assistants, public health, social work, behavioral health and occupational therapy.
- Serving the underserved: Students are given the opportunity to work in under-served communities, the Colonias, and the student-run free clinic, to learn about healthcare disparities and population health.
- Social Justice.

Academic Calendar
Upon approval by all stakeholders, Academic Calendars will be published by the Office of SOM Registrar Services annually. Academic Calendars for all years may be easily accessed by going to the Students Section in the SOM’s website.
Dual Degree Program

MD/MS in Bioethics
The UTRGV School of Medicine will begin offering a dual degree program in Bioethics starting with the Class of 2023. The MD/MS in Bioethics program is the first dual degree program that is offered completely through UTRGV.

Students who enroll in the MD/MS in Bioethics program will gain advanced learning and develop skills in bioethics and social justice to:

- Address complex bioethical issues of health disparities in multicultural populations
- Transform challenges into opportunities of change that promote health equity
- Shape clinical practice, research and policy to advance equitable delivery of health care

This program is focused on bioethics, social justice, and health equity allowing graduates to possess specific skills to create opportunities and manage resources effectively while remaining responsive to the diverse challenges within complex social, political, and economic climates. A graduate degree in bioethics in combination with a degree in medicine enhances one’s value and marketability for hospital organizations, the healthcare industry, governmental agencies, and academic settings.

The MS in Bioethics program is offered as a fully online program allowing for maximum flexibility in completing coursework.

The program of study has been specifically designed so that UTRGV School of Medicine students will be able to complete both the MD and MS in Bioethics degrees within four years of study.

*Pending approval by the Southern Association of Colleges and Schools Commission on Colleges

Requirements
The MS in Bioethics degree requires a completion of 30 credit hours: 27 course credit hours and 3 credit hours of Capstone Masters Project. For this dual degree program, 9 hours of your medical school curriculum will dually count towards the 27 course credit hours needed. The remaining 18 course credit hours and 3 credit hours of Capstone Masters Project will be taken throughout the 4 years of medical school.

Application/Admissions Process
Students applying to the medical degree program will indicate an interest in the MD/MS in Bioethics program on the application. The student must first be accepted into the medical degree program at UTRGV prior to a decision being made on admission to the dual degree program.
The Four-Year M.D. Program Curriculum
UTRGV SOM provides a horizontally and vertically integrated, competency-based four-year curriculum comprised of longitudinal, organ-based learning modules, clinical clerkships, selectives, electives and sub-internships.

M.D. Curriculum Schematic

Pre-Clerkship Years: First- and Second-Year Curriculum
The foundational 21-month pre-clerkship curriculum allows students to spend the majority of their time developing critical thinking and clinical reasoning skills through multiple learning modalities. These include:

- Problem-based learning in which students work in small groups (7-8 students with a faculty facilitator) to collectively solve clinical cases
- Team-based learning with peers and students from other disciplines requiring advanced preparation for discussion and interactions during class, at clinical sites, and in community activities.
- Interactive learning in small group and large group settings.
- Understanding of the human body through state-of-the-art plastinates
• Development of clinical skills, through simulations with high fidelity mannequins and standardized patients.

The Clerkship Years: Third Year Curriculum
Year 3 comprises a total of 50 weeks. Clerkships provide opportunities for students to further develop their clinical thinking and diagnostic skills by providing direct patient care in both inpatient and outpatient settings. The 3rd year curriculum commences with a week of Clinical Foundations course and concludes with a week course for the Clinical Performance Evaluation Exam (CPX). Required clerkships are:

• Clinical Foundations (1 week)
• Family Medicine (4 weeks)
• Internal Medicine (8 weeks)
• OB/GYN (8 weeks)
• Pediatrics (8 weeks)
• Psychiatry (8 weeks)
• Surgery (8 weeks)
• Elective (4 weeks)
• Clinical Performance Evaluation Exam (CPX) (1 week)

Fourth Year Curriculum
Year 4 comprises a total of 43 weeks. The 43 weeks include 12 weeks of Selectives, 24 weeks of Electives, a 3-week Transitions to Residency Course, and 4 weeks of Self-Directed Learning for travel, and USMLE STEP 2 CK/CS preparation. Electives can be taken in specialty areas at home or outside institutions. Year 4 culminates with a 3-week clinical Transitions to Residency block, which prepares students to successfully shift into residency training.

<table>
<thead>
<tr>
<th>Required Courses/Activities</th>
<th>Grade Mode</th>
<th>Weeks</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>One of these Selectives:</td>
<td>H/P/F</td>
<td>4</td>
<td>4.0</td>
</tr>
<tr>
<td>Advanced Family Medicine</td>
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<td>Emergency Medicine</td>
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<td>Self-Directed Learning: Residency Applications/Interviewing</td>
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<td>Flex Time</td>
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<tr>
<td>Total Weeks/Credit Hours for Y4</td>
<td>44</td>
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</tbody>
</table>
**Sub-internships**
Students may complete Outpatient and Inpatient Sub-Internships in any specialty at either home or at an away institution. Students must complete at least one Sub-Internship at the home institution. The four week Sub-I gives students the opportunity to expand their outpatient and inpatient knowledge and clinical skills by acting as an intern. Students may select their Sub-Is from a variety of disciplines such as, Pediatrics, Family Medicine, Internal Medicine, Psychiatry, OB/GYN, and Surgery. Other inpatient options include Medical Intensive Care Unit, Surgical Intensive Care Unit, Stroke Unit, Psychiatry Unit, Pediatric or Neonatal Intensive Care unit.
First Year Modules Descriptions

Course Number and Title: MEDI 8000  Introduction to Medicine: Science, Culture & Language
Semester Credit Hours: 4.0
Grading Mode: P/F
Description: An introduction to the medical school curriculum with emphasis on core values and themes: grounding in basic sciences, language skills and cultural awareness, and inter-professional education.

Course Number and Title: MEDI 8117  Molecules to Medicine
Semester Credit Hours: 9.0
Grading Mode: P/F
Description: The Molecules to Medicine module provides the foundation for the entire medical school experience and covers topics in biochemistry, cell biology, physiology, genetics, pharmacology, embryology, hematology and oncology. Through active small group and team-based learning activities that are supplemented with interactive faculty instruction, students gain a more in-depth understanding of the normal function of molecules, cells, and tissues in the human body and how DNA mutations and errors in development can disrupt their function and produce clinical disorders. Students develop problem-solving skills through problem-based learning activities that include clinical cases, online tutorials and interactive, personalized, adaptive instruction and self-study. Assessments include formative and summative activities and exams, oral presentations, and self-assessment.

Course Number and Title: MEDI 8119  Attack & Defense
Semester Credit Hours: 9.0
Grading Mode: P/F
Description: The Attack and Defense module is an integrated look at microbiology, immunology, and infectious disease including public and international health issues. Students are prepared for clinical encounters requiring diagnosis, treatment, and preventive measures for immunological conditions and disorders and infectious diseases by fostering critical thinking skills. The learning environment promotes professional identity formation, effective communication skills, and professionalism. Students acquire a broad understanding of normal and abnormal immune system function through active, collaborative learning activities and will consider the impact of culture on public health. These activities include small group case-based self-directed learning and team-based learning in combination with laboratories, observation of patient interviews, online tutorials and interactive, personalized, adaptive instruction and self-study. Assessments include discrete point formative and summative activities and exams, simulations, laboratory activities and reports, observation during interprofessional rounds and self-assessment.

Course Number and Title: MEDI 8121  Cardiovascular & Respiratory
Semester Credit Hours: 11.0
Grading Mode: P/F
Description: The Cardiovascular and Respiratory module provides an integrated approach to the basic and clinical science concepts related to the cardiovascular and respiratory systems. Students acquire a broad understanding of normal structure and function of these systems, including embryonic development, cardiac cycle, cardiovascular pressures and flows, vessels, valves, airways, ventilation, perfusion, and gas exchange. A comprehensive, multidisciplinary overview of pathophysiology, epidemiology, interpretation of diagnostic tests, and pharmacotherapeutic and other therapeutic principles related to the cardiovascular and respiratory systems are included. Learning activities include problem-based, case-based, and team-based learning instructions in combination with conferences and laboratories, online tutorials, interactive flipped classroom instruction, and self-study. Assessments include discrete point formative and summative activities and exams, simulations, laboratory activities and reports, observation during interprofessional rounds and self-assessment.
Course Number and Title: MEDI 8125  Renal & Male Reproduction
Semester Credit Hours: 6.0
Grading Mode: P/F
Description: The Renal and Male Reproduction module is designed to be a comprehensive overview of the structural and urologic components of the renal and the male reproductive systems. In studying and successfully completing all of the assignments within this module, students will gain a deeper understanding of glomerular and tubular function, the normal gross and microscopic anatomy of the renal and male reproductive systems as well as the pathologic changes that occur due to injury, disease, or genetic abnormalities. Students will study the renal and male reproductive systems through active, collaborative learning activities. Students will develop problem-solving skills through problem-based learning activities that include clinical cases, online tutorials and interactive, personalized, adaptive instruction and self-study. Assessments include formative and summative activities and exams, oral presentations, and self-assessment.

Course Number and Title: MEDI 8111  Medicine, Behavior & Society (Longitudinal)
Semester Credit Hours: 4.0
Grading Mode: P/F
Description: The Medicine, Behavior, and Society (MBS) module explores the history, law, ethics, clinical, social and cultural contexts of medicine as well as human behavior. The course focuses on global issues such as the health care system and on local issues such as border health issues. Students are introduced to important skills including effective communication, professionalism, research, and respect for cultural norms and values. Learning activities occur in large and small groups as well as individually and include team-based learning and case-based analysis and discussion. Assessments include discrete point formative and summative activities and exams, simulations, oral and written assignments as well as self-assessments.

Course Number and Title: MEDI 8113  Language of Medicine (Longitudinal)
Semester Credit Hours: 4.0
Grading Mode: P/F
Description: The Language of Medicine (LOM) component of the curriculum is a longitudinal module. It serves as the common denominator of knowledge for normal and abnormal development, gross and microscopic anatomy and histopathology as well as imaging and normal function and dysfunctions of the human body necessary for students to understand and interpret other biomedical sciences that remain deeply integrated with each other in the UTRGV School of Medicine preclinical curriculum. There is a strong emphasis on clinical relevance and imaging. LOM integrates anatomy of the head and neck, thorax, abdomen, pelvis, perineum and extremities with other disciplines, in different modules of the curriculum. Students learn topographic anatomy, embryology, histology, and pathology and their clinical applications contextually in each of the relevant companion module, namely:
1. Foundation Sciences for Success,
2. Molecules to Medicine,
3. Attack & Defense,
4. Cardiovascular System,
5. Respiratory System,
6. Renal and Male Reproductive Systems,
7. Mind-Brain-Behavior,
8. Gastrointestinal system,
9. Endocrine and female Reproductive systems,
10. Musculoskeletal and Dermatology Systems

This way student has multiple opportunities in LOM to integrate LOM contents with appropriate contents of other biomedical science disciplines, both horizontally and vertically, throughout their undergraduate medical school at UTRGV before proceeding to clerkship experience. Professionalism, ethical considerations and the importance of respect for cultural norms and values, communication skills, inter-professional teamwork and reflective behavior are also emphasized. LOM is taught through large group interactive sessions and small group meetings (PBL and Anatomy and Histology Labs), and clinical application demonstrations. Students are assessed on LOM contents at the end of each companion module, using clinical vignette-based, multiple-choice questions and objective structured practical lab exam.
Course Number and Title: MEDI 8115 Clinical Skills (Longitudinal)
Semester Credit Hours: 5.0
Grading Mode: P/F
Description: The Clinical Skills component of the curriculum is a longitudinal module that runs throughout the first two years of medical school and supports the progressive development of basic and advanced history taking skills, basic and advanced physical exam skills, and application of diagnostic tests. Professionalism, ethical considerations of the clinical environment and the importance of respect for cultural norms and values, communication, and interprofessional teamwork are a strong focus of instruction and assessment in this module. Instructional activities are taught and facilitated by interprofessional teams, standardized patient encounters, differential diagnosis sessions and community-based physician monitoring. The majority of the Clinical Skills module experience take place at multiple sites (simulation hospital and other clinical venues). Assessments include discrete point formative and summative activities, written examinations, simulations, hypothesis driven physical examination performance, and observed structured clinical examination (OSCE) performance.

First Year Electives

Course Number and Title: MEDI 8500 Directed Study
Semester Credit Hours: 1.0 – 4.0
Grading Mode: P/F
Description: Medical Students are engaged in individual or structured coursework, research or clinical activities under the supervision of the SOM faculty. Prerequisite: Enrolled in the School of Medicine with specific coursework and/or activity approved by the Associate Dean of Student Affairs and/or the Senior Associate Dean for Education and Academic Affairs.

Course Number and Title: MEDI 8127 Scholarly Activities Pre-Clerkships
Semester Credit Hours: 1.0 – 4.0
Grading Mode: P/F
Description: The goal of this summer directed study course is to immerse students in a rich, mentored scholarly research environment, from writing the proposal, via collecting data, to disseminating results. We anticipate that at any given point in time students may enter MEDI 8127 at one of three possible stages in the scholarly process: (1) developing a new project; (2) continuing work on an ongoing project; or (3) completing a project. *This is a four-week summer course.

Deadlines: Students must submit their completed application for this course by April-1 in order to be registered.
Start date: June-15 at the latest.
End Date: Write-up submission, attendance verification submission and presentation scheduled or executed by July-15.
*MS2 students who have sat for the STEP 1 Exam and have 4 weeks or more before the commencement of the Year 3 Clerkships are eligible.
Prerequisite: Successful completion of MS1 pre-clerkship modules.
### Second Year Module Descriptions

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Semester Credit Hours</th>
<th>Grading Mode</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MEDI 8511</strong> Mind, Brain &amp; Behavior</td>
<td>9.0</td>
<td>P/F</td>
<td>The Mind Brain and Behavior module provides an integrated approach to the basic and clinical science concepts related to the central and peripheral nervous systems, covering the structure and function of the brain and mind including how these systems interact with the environment to determine and influence behavior. Students are exposed to and participate in a comprehensive introduction to neuroscience of the human nervous system, both typical and pathological. Through active learning methods, students learn the major features of common neurological, neurosurgical, psychiatric and psychological disorders, as well as various somatic, psychosocial, and environmental interventions. The primary emphasis is on the core aspects of neurosciences, psychiatry, and neurology necessary for medical practice; however, all experiences within the course also include information on the relevant ethical/professional issues, research approaches and other relevant associated content areas. Self-directed, independent online activities and resources are offered throughout the course. Learning activities will include case-based instruction and team-based learning in combination with neuroanatomy and neuropathology laboratories, online tutorials and interactive, personalized, adaptive instruction and self-study. Assessments will include discrete point formative and summative activities and exams, simulations, laboratory activities and reports, observation during interdisciplinary rounds and self-assessment.</td>
</tr>
<tr>
<td><strong>MEDI 8513</strong> Endocrine &amp; Female Reproductive</td>
<td>7.0</td>
<td>P/F</td>
<td>The Endocrine &amp; Reproductive module will provide an integrated, comprehensive study of the normal structure and function of the endocrine and reproductive systems as well as the clinical manifestations of endocrine and reproductive disorders. Innovative, active learning methods which may include, but are not limited to laboratory, small group, and clinical case sessions will allow students to develop critical thinking skills and gain a deeper understanding of the role of the endocrine system in regulation of metabolic activity, water and electrolyte balance, the endocrinology of the menstrual cycle, pregnancy, as well as human reproduction. The students will benefit from a multidisciplinary approach incorporating the study of pharmacotherapeutic modalities, evidence-based medicine, as well as current clinical/translational research applications into the endocrinology/reproductive medicine curriculum. Learning activities will include case-based instruction and team-based learning in combination with laboratories, online tutorials and interactive, personalized, adaptive instruction and self-study. Assessments will include discrete point formative and summative activities and exams, simulations, laboratory activities and reports, observation during interdisciplinary rounds and self-assessment.</td>
</tr>
<tr>
<td><strong>MEDI 8515</strong> Digestive Health and Nutrition</td>
<td>7.0</td>
<td>P/F</td>
<td>The Digestive Health and Nutrition module provides an integrated overview of the basic science and clinical concepts related to digestive health and nutrition. Through innovative learning methods that may include, but are not limited to laboratory, small group, and clinical case sessions, students will gain a deeper understanding of the normal structure and function of the digestive system, as well as pathophysiology/pathology, clinical manifestations and interpretation of diagnostic tests as they relate to digestive health and nutrition. This comprehensive, multidisciplinary study will include pharmacotherapeutic approaches to treatment, interventional therapies, psychosocial aspects of digestive disease, the use of evidence-based medicine and research, epidemiology, and prevention in the field of digestive health and nutrition. Learning activities will include case-based instruction and team-based learning in combination with interactive, forum, and blogging discussions as well as online tutorials and interactive, personalized, adaptive instruction and self-study. Assessments will include discrete point formative and summative activities and exams, simulations, laboratory activities and reports, observation during interdisciplinary rounds and self-assessment.</td>
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</tbody>
</table>
Course Number and Title: MEDI 8517  Musculoskeletal & Dermatology
Semester Credit Hours: 6.0
Grading Mode: P/F
Description: The Musculoskeletal and Dermatology module provides opportunities to acquire a strong knowledge of normal human embryologic development, congenital anomalies, normal anatomical structure, function, pathologic dysfunction, and pathophysiology of the two systems. Students read conventional X-rays, CT, Ultrasounds, and MRI scans of organ systems to reinforce their knowledge of normal and abnormal structures related to disease processes as well as to illustrate clinical applications. Students acquire a broad understanding of normal and abnormal musculoskeletal and dermatologic function through problem-based learning (PBL) cases, anatomy laboratory and large group interactive learning sessions. Diagnostic and therapeutic techniques in the management of musculoskeletal and dermatologic disorders are discussed. This module lays strong emphasis on the fundamental principles of the basic sciences (e.g. Anatomy, histology, embryology, biochemistry, immunology, microbiology, nutrition, pathology, pharmacology, and physiology), clinical and communication skills, ethics, professionalism and reflective behavior on the part of students before they transition to clerkship years. Learning activities include case-based instruction and team-based learning in combination with histopathology and gross anatomy laboratories, and interactive, personalized, adaptive instruction and self-study.

Course Number and Title: MEDI 8111  Medicine, Behavior and Society (Longitudinal)
Semester Credit Hours: 2.0
Grading Mode: P/F
Description: The Medicine, Behavior, and Society (MBS) module explores the history, law, ethics, clinical, social and cultural contexts of medicine as well as human behavior. The course focuses on global issues such as the health care system and on local issues such as border health issues. Students are introduced to important skills including effective communication, professionalism, research, and respect for cultural norms and values. Learning activities occur in large and small groups as well as individually and include team-based learning and case-based analysis and discussion. Assessments include discrete point formative and summative activities and exams, simulations, oral and written assignments as well as self-assessments.

Course Number and Title: MEDI 8113  Language of Medicine (Longitudinal)
Semester Credit Hours: 5.0
Grading Mode: P/F
Description: The Language of Medicine (LOM) component of the curriculum is a longitudinal module. It serves as the common denominator of knowledge for normal and abnormal development, gross and microscopic anatomy and histopathology as well as imaging and normal function and dysfunctions of the human body necessary for students to understand and interpret other biomedical sciences that remain deeply integrated with each other in the UTRGV School of Medicine preclinical curriculum. There is a strong emphasis on clinical relevance and imaging. LOM integrates anatomy of the head and neck, thorax, abdomen, pelvis, perineum and extremities with other disciplines, in different modules of the curriculum. Students learn topographic anatomy, embryology, histology, and pathology and their clinical applications contextually in each of the relevant companion module, namely:

1. Foundation Sciences for Success,
2. Molecules to Medicine,
3. Attack & Defense,
4. Cardiovascular System,
5. Respiratory System,
6. Renal and Male Reproductive Systems,
7. Mind-Brain-Behavior,
8. Gastrointestinal system,
9. Endocrine and female Reproductive systems,
10. Musculoskeletal and Dermatology Systems

This way students have multiple opportunities in LOM to integrate LOM contents with appropriate contents of other biomedical science disciplines, both horizontally and vertically, throughout their undergraduate medical school at UTRGV before proceeding to clerkship experience. Professionalism, ethical considerations and the importance of respect for cultural norms and values, communication skills, inter-professional teamwork and reflective behavior are also emphasized.
LOM is taught through large group interactive sessions and small group meetings (PBL and Anatomy and Histology Labs), and clinical application demonstrations. Students are assessed on LOM contents at the end of each companion module, using clinical vignette-based, multiple-choice questions and objective structured practical lab exam.

Course Number and Title: MEDI 8115  Clinical Skills (Longitudinal)
Semester Credit Hours: 4.5
Grading Mode: P/F
Description: The Clinical Skills component of the curriculum is a longitudinal module that runs throughout the first two years of medical school and supports the progressive development of basic and advanced history taking skills, basic and advanced physical exam skills, and application of diagnostic tests. Professionalism, ethical considerations of the clinical environment and the importance of respect for cultural norms and values, communication, and interprofessional teamwork are a strong focus of instruction and assessment in this module.

Course Number and Title: MEDI 8600  Self-Directed Study for USMLE STEP 1
Semester Credit Hours: 0-12
Grading Mode: P/F
Description: In preparation for the USMLE Step 1, UTRGV second year medical students are expected to utilize their time-management skills in devising an individualized self-directed learning plan that includes activities such as: time spent for studying and reading, completing assigned readings, and optional review sessions not formally scheduled in a course syllabus or schedule. Students are able to devote focused study time to enhance exam performance and utilize support from the medical school faculty, facilities and resources from both on campus and off campus.
Third Year Course Descriptions

Course Number and Title: MEDI 9115  Clinical Foundations & Procedural Skills
Semester Credit Hours: 1.0
Grading Mode: P/F
Description: The purpose of this course is to prepare students to transition between the pre-clerkship and clerkship years of medical school. During this one-week required course, MS 3 students will be re-introduced to patient care concepts and procedural skills needed throughout their medical practice. These concepts include professionalism, ethics, integrated behavioral health, patient privacy, HIPPA, and OSHA compliance. Students will further develop their clinical reasoning skills through interpretation of EKGs, radiographs, basic lab values and ABGs. They will also be given the opportunity to learn and practice procedural skills such as blood draws, IV insertion, sterile technique, gowning & gloving, suturing, nasogastric tube placement, foley catheter placement, intubation, and Basic Cardiac Life Support.

Course Number and Title: FMED 9110  Family Medicine Clerkship
Semester Credit Hours: 4.0
Grading Mode: Honors/High Pass/Pass/Fail
Description: The family medicine clerkship introduces students to the principles, philosophy, and practice of family medicine, including fundamental concepts of comprehensive, continuous, cost-effective, family-oriented medical care. Students are expected to gain basic knowledge in the diagnosis and management of common family health issues and problems across the lifespan including geriatrics, and health promotion/disease prevention.

Course Number and Title: INTM 9110  Internal Medicine Clerkship
Semester Credit Hours: 8.0
Grading Mode: Honors/High Pass/Pass/Fail
Description: This eight-week course provides the medical student with the opportunity to apply previously-acquired knowledge of the human body, diagnosis of disease and disorders, and medical therapeutics to general Internal Medicine and medical subspecialties. Through a series of inpatient ward experiences, Internal Medicine and specialty clinics, and special care unit experiences, learners will interact with patients, physicians, residents and other health professionals to provide supervised care and treatment to medical service patients. Outpatient clinics, subspecialty experiences, didactic lectures, conferences, defined self-study, and assigned materials will further provide instruction and assessment for the learner to develop competencies in Internal Medicine and its subspecialties.

Course Number and Title: OBGY 9110  Obstetrics & Gynecology Clerkship
Semester Credit Hours: 8.0
Grading Mode: Honors/High Pass/Pass/Fail
Description: This eight-week course provides the medical student with detailed experiences in the medical specialty of Obstetrics and Gynecology - the application of medical care to the female patient related to childbirth and the female reproductive system. Through a series of inpatient ward experiences, the labor & delivery setting, prenatal, gynecology and specialty clinics, learners will interact with female patients, physicians, residents, and other health professionals to provide supervised care and treatment to women. Subspecialty experiences, didactic lectures, conferences, defined self-study, and assigned materials will further provide instruction and assessment for the learner to develop competencies in Obstetrics and Gynecology.

Course Number and Title: PEDI 9110  General Pediatrics Clerkship
Semester Credit Hours: 8.0
Grading Mode: Honors/High Pass/Pass/Fail
Description: This is eight-week course with inpatient and outpatient rotations apportioned approximately equally, and half-day per week of didactic/interactive-learning. The students will function as supervised-members of inter-professional care-teams and will learn to translate their pre-clinical basic-science knowledge and foundational clinical-skills into clinical competencies in the field of Pediatrics.
### PSYH 9110 Psychiatry Clerkship

**Course Number and Title:** PSYH 9110 Psychiatry Clerkship  
**Semester Credit Hours:** 8.0  
**Grading Mode:** Honors/High Pass/Pass/Fail  
**Description:** This eight-week clerkship is designed to solidify the knowledge that psychiatry students have acquired in the M1 and M2 modules. This allows learners to gain practical skills in the application of this knowledge in clinical situations. The focus is on interviewing skills, psychiatric evaluations, refining diagnostic skills, and an overview of psychosocial and neurobiological treatment modalities for the major psychiatric disorders across the lifecycle. The clerkship consists of clinical work in various settings under the supervision of academic clinical faculty serving as attending physicians, resident physicians in training, consulting community behavioral health faculty, other consulting faculty, allied professionals, a weekly lecture series by academic faculty, interviewing seminars taught by voluntary clinical faculty, and attendance at Grand Rounds. In addition, students participate in the outpatient clinics of the residents and faculty inclusive of Child, Memory Disorders, Mood Disorders, Neuromodulation, and general psychopharmacology clinics. Learners are given the opportunity to express their preferences regarding assignment.

### SURG 9110 Surgery Clerkship

**Course Number and Title:** SURG 9110 Surgery Clerkship  
**Semester Credit Hours:** 8.0  
**Grading Mode:** Honors/High Pass/Pass/Fail  
**Description:** The eight-week course is divided into four weeks on general & trauma surgery and two-week rotations on surgical subspecialties. During this surgical clerkship, the student is afforded the opportunity to participate actively in the diagnosis and therapy of patients suffering from both acute and chronic surgical illness including both ambulatory and inpatient patients. The clerkship is interwoven with teaching ward rounds, clinical conferences, symposia, and a reading program with weekly didactics and reviews on all aspects of surgery and the surgical specialties. The goals of the surgical clerkship are to provide students the opportunity to develop adequate knowledge, basic manual skills, and attitudes about surgical disease that should be encompassed by every practicing physician. Each student will be required to give a patient-based oral presentation to the faculty & residents before the end of the rotation. Clinical site will be assigned to either Harlingen or Edinburg sites by the SOM.

### MEDI 9117 Clinical Performance Examination (CPX)

**Course Number and Title:** MEDI 9117 Clinical Performance Examination (CPX)  
**Semester Credit Hours:** 1.0  
**Grading Mode:** P/F  
**Description:** After completing core clerkships, MS year 3 students will complete a clinical performance exam (CPX) to assess their clinical competency level in interviewing patients, conducting a focused physical examination and completing a SOAP note. This exam will be used to assess the student's skills in communication, history taking, physical examination and clinical reasoning. This evaluation is also a preparatory exam tool for the United States Medical Licensing Examination (USMLE) Step 2 Clinical Skills. Prerequisite: Completion of Year 3 Clerkships.
Fourth Year Course Descriptions

Required

Course Number and Title:  MEDI 9500  Self-Directed Study
Semester Credit Hours:  1.0-8.0
Grading Mode:  Pass/Fail
Description:  In preparation for the USMLE Step 2 CS and CK, UTRGV fourth year medical students are expected to utilize their time-management skills in devising an individualized self-directed learning plan that includes activities such as: time spent for studying and reading, completing assigned readings, and optional review sessions not formally scheduled in a course syllabus or schedule. Students are able to devote focused study time to enhance exam performance and utilize support from the medical school faculty, facilities and resources from both on campus and off campus.

Course Number and Title:  MEDI 9501  Flex Time
Semester Credit Hours:  1.0-8.0
Grading Mode:  Pass/Fail
Description:  Year 4 medical students may schedule up to 4 weeks of flex time for completion of residency applications, interviews, vacation and wellness.

Course Number and Title:  MEDI 9503  Transitions to Residency
Semester Credit Hours:  4.0
Grading Mode:  Pass/Fail
Description:  This course provides the medical student with detailed experiences in the medical specialty of Obstetrics and Gynecology - the application of medical care to the female patient related to childbirth and the female reproductive system. Through a series of inpatient ward experiences, the labor & delivery setting, prenatal, gynecology and specialty clinics, learners will interact with female patients, physicians, residents, and other health professionals to provide supervised care and treatment to women. Subspecialty experiences, didactic lectures, conferences, defined self-study, and assigned materials will further provide instruction and assessment for the learner to develop competencies in Obstetrics and Gynecology.
Selectives

Course Number and Title: FMED 9541  Advanced Family Medicine Selective
Semester Credit Hours: 4.0
Grading Mode: Honors/High Pass/Pass/Fail
Description: The Advanced Family Medicine selective reinforces the principles of practice of family medicine, including continuity of care in the outpatient, in-patient and nursing home setting. Students will develop a community-service learning projects to apply their knowledge and understanding of community wellness. Through experiential learning students will analyze a community and evaluate its social determinants of health. Students will gain basic knowledge in the diagnosis and management of common problems encountered by a family physician through self-directed learning in the following core topics: (1) family-centered maternity care; (2) the complex patient in the office; (3) family physicians in the hospital; (4) the aging patient. Weekly didactics will complement core topics, address practice management for the family physician, and include a visit to a nursing home and a school-based clinic.

Course Number and Title: PSYH 9315 Neurology Selective – DHR
Semester Credit Hours: 4.0
Grading Mode: Honors/High Pass/Pass/Fail
Description: The Neurology Selective is designed to teach medical students the principles and skills needed to recognize and manage the neurological diseases that a general medical practitioner is most likely to encounter in practice. Implicit in this is the ability to recognize the problems of the nervous system that require specialty neurological consultation. Students will learn to perform a thorough neurologic history and examination by the end of the rotation. The role of the faculty is to provide guidance, stimulation, support and example. Students will be divided amongst various services at Valley Baptist Medical Center-Harlingen (VBMC) and Doctors Hospital Renaissance (DHR) in Edinburg. Outpatient programs inclusive of the Clinical Research Unit (CRU), the Coastal Bend VA Clinics (CBVA), Rio Grande State Center (RGSC) and the UTRGV Institute for Neurosciences (IoN).

Course Number and Title: SURG 9310 Urologic Surgery – DHR
Semester Credit Hours: 4.0
Grading Mode: Honors/High Pass/Pass/Fail
Description: NOTE: UTRGV students who chose to take this course as an MS3 elective may not take it again as an MS4 selective. Students will work with the urology surgery service at the Doctor’s Renaissance Hospital (DHR). They participate in the care of patients from admission to discharge. They perform history and physical examinations and keep daily records on urology surgery patients. They follow urology surgery patients in the outpatient clinics, in the emergency department, in the intensive care units, and on general wards. They participate in operations and in pre- and post-operative care of urology surgery patients. They present cases, attend all conferences, and take call as designated by the service. Fourth year medical students will mentor third year medical students on the urology surgery service. Students learn to perform a complete urology physical examination and learn to interpret urology diagnostic studies. Prerequisite: Successful completion of the MS3 surgical clerkship.

Course Number and Title: SURG 9527 Bariatric Surgery – DHR
Semester Credit Hours: 4.0
Grading Mode: Honors/High Pass/Pass/Fail
Description: Senior students will work with Bariatric surgeons at the Doctor’s Hospital at Renaissance (DHR). They will participate in the care of surgical patients from admission to discharge. They will perform history and physical examinations and keep daily records on surgical patients. They will follow patients in the outpatient clinics, in the emergency department, in the intensive care units and on general wards. They will participate in operations for their patients. They will participate in pre- and post-operative care of surgical patients. They will present cases, attend all conferences, and take call as designated by the surgical service. They may mentor third year medical students on the surgical service. Opportunities for clinical research projects are available. Prerequisite: Successful completion of the MS3 surgical clerkship.
Course Number and Title: SURG 9529 Plastic Surgery Selective
Semester Credit Hours: 4.0
Grading Mode: Honors/High Pass/Pass/Fail

Description: Senior students will work with the plastic surgery service. They will perform histories and physical examinations and keep daily records on surgical patients. Students will follow patients in the outpatient clinics and will participate in their care from admission to discharge in the emergency department, in the intensive care units, and on general wards. They will participate in surgery on their patients and participate in the pre- and post-operative care of Plastic Surgery patients. Students will present cases, attend all conferences, and take call as designated by the faculty. They may mentor third-year medical students on the plastic surgery service. Clinical research opportunities are available. This course is ideal for students interested in careers in plastic surgery. Prerequisite: Successful completion of the MS3 surgical clerkship.
List of Electives Available for Third and Fourth Year

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Semester Credit Hours</th>
<th>Grading Mode</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clinical Pharmacology in Family Medicine</strong></td>
<td>FMED 9310</td>
<td>4.0</td>
<td><strong>Description:</strong> The goal of this course is to expose students to basic and clinical pharmacology in a Family and Community Medicine setting. During the rotation, the MS3s or MS4s will come to appreciate the clinical application of basic pharmacology in the patientcare setting with a focus on primary care.</td>
</tr>
<tr>
<td><strong>Emergency Medicine – VBMC</strong></td>
<td>INTM 9315</td>
<td>4.0</td>
<td><strong>Description:</strong> The goal of this course is to provide an introduction to clinical emergency medicine. During this four-week clerkship, students will work in the emergency department to develop an initial approach towards the undifferentiated patient, recognize and stabilize the acutely ill patient, and gain familiarity with common emergency medicine patient complaints and procedures.</td>
</tr>
<tr>
<td><strong>Emergency Medicine – DHR</strong></td>
<td>INTM 9573</td>
<td>4.0</td>
<td><strong>Description:</strong> The goal of this course is to provide an introduction to clinical emergency medicine. During this four-week clerkship, students will work in the emergency department to develop an initial approach towards the undifferentiated patient, recognize and stabilize the acutely ill patient, and gain familiarity with common emergency medicine patient complaints and procedures.</td>
</tr>
<tr>
<td><strong>Careers in Medicine Elective</strong></td>
<td>MEDI 9131</td>
<td>4.0</td>
<td><strong>Description:</strong> This course is designed for students who are interested in exploring career options or medical specialties not otherwise available during the MS3 year (e.g., radiology, pathology, oncology, rehab medicine, etc.). This elective is not a clinical rotation but rather an opportunity for students to: (1) assess their interests, values, personal traits, and skills to help them choose specialties that best fit with their attributes; (2) learn details such as prerequisites and length of training, competitiveness of the specialty area, types of patient settings and types of patients and procedures involved with the specialty, and salary and lifestyle implications; and (3) compare their individual qualifications for the specialty, determine preferences for residency training, and compare available programs. Students will identify an individual faculty mentor in the specialty area of interest and establish a weekly schedule to spend time with the mentor to: (1) observe the mentor’s interaction with patients and the practice setting; (2) gain a better understanding of the role of the specialty in the larger scheme of patient care; (3) understand the administrative aspects of providing patient care or contributing to patient care in various practice settings (private physician’s office, clinical practice settings (inpatient/outpatient), lab, etc.; (4) gain an increased understanding of interprofessional team work and collaboration necessary to provide patient care; and (5) engage in appreciative inquiry to gain an enhanced awareness of knowledge, skills and personal attributes necessary to be successful in matching for residency in the specialty area.</td>
</tr>
</tbody>
</table>
| **Scholarly Activities Clinical Years** | MEDI 9331             | 4.0                 | **Description:** The Selected Research Project elective is offered to third and fourth year students who are interested in applying the research knowledge and skills acquired in the preclinical curriculum and/or prior research settings to further explore a research interest/topic. The goal of this course is to provide the opportunity for students to be immersed in a rich, mentored research environment and provide opportunities for them to fully engage in the research process. It is
recognized that students cannot start, implement, and complete a research project in four weeks. Therefore, it is anticipated that students will enter this elective at three potential stages in the research process: (1) conceptualization/development of a new project; (2) engagement in various stages of ongoing research; or (3) data analysis and/or write-up of the results. Students must submit a completed application no later than six weeks prior to the start date of the elective. The application must include a Study Plan and a Mentoring Plan endorsed by the research mentor. The Study Plan must include: (1) the identified research area of interest and a comprehensive description of the research project; (2) a description of their role in the research project; (3) learning objectives; and (4) anticipated/potential products resulting from the research (e.g., poster presentation, abstract, publication, etc.). The Mentoring Plan must include: (1) the mentor’s expectations for students’ work, resources available to support student research (lab facilities, other faculty/staff, etc.); (2) methods for student supervision; and (3) a signed agreement to be the student’s mentor for the elective. NOTE: The faculty mentor is responsible for ensuring that students working on projects are in compliance with regulatory requirements and UTRGV policies or policies of host institution. Students are required to provide a final written report to the course directors and an hours log which is due five weeks following the end date of the elective or prior to graduation if the elective is completed two months or less prior to graduation. **NOTE:** This elective may be taken once during the MS3 year and/or during the MS4 year.

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<thead>
<tr>
<th>Course Number and Title:</th>
<th>MEDI 9333</th>
<th>Community Service Learning (CSL) Project</th>
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<tbody>
<tr>
<td>Semester Credit Hours:</td>
<td>4.0</td>
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<tr>
<td>Grading Mode:</td>
<td>P/F</td>
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<tr>
<td>Description:</td>
<td>This elective is designed for students who are interested in developing and/or working on a community service learning (CSL) project. The UTRGV SOM has Memorandum of Understandings (MOUs) with several community service organizations in the Rio Grande Valley from which students can choose for their CSL Project elective. Students should plan to meet with the Course Director to review available sites at least eight weeks prior to the start of the elective. <strong>Students wishing to develop or work in a non-UTRGV SOM CSL-approved site should consult with the Course Director to determine the appropriateness of the site and to facilitate a MOU at least twelve (12) weeks prior to the start date of the elective.</strong> This will allow sufficient time to execute the MOU and identify the individual who will be acting as the Site Coordinator and work with the student. In addition, students must identify a faculty advisor who will provide oversight and guidance for the CSL project. Students will be required to define their CSL project, including: (1) identification of the agency and the Community Site Coordinator where CSL will take place; (2) learning objectives, service goals/objectives/outcomes; (3) specific methods for accomplishing said goals/objectives/outcomes; (4) their background preparation or interest that they bring to the project; and (5) the faculty advisor who will have oversight of their project. The faculty advisor will be available to: (1) provide the student with feedback regarding the proposed project; (2) offer advice and support for on-going project development and completion; and (3) evaluate the student and project deliverables at the end of the elective.</td>
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<thead>
<tr>
<th>Course Number and Title:</th>
<th>PEDI 9503</th>
<th>Community for Children: At the Border &amp; Beyond</th>
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<tbody>
<tr>
<td>Semester Credit Hours:</td>
<td>4.0</td>
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<tr>
<td>Grading Mode:</td>
<td>P/F</td>
<td></td>
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<tr>
<td>Description:</td>
<td>Community for Children – At the Border and beyond is a four-week elective rotation in leadership and social justice. Located on the border of Texas and Mexico, the purpose is to educate future physicians to provide compassionate, effective international leadership through community collaborations addressing children’s rights and the social determinants of health in resource-poor communities. Curriculum objectives include: Understanding the rights of the child, the social determinants along the border, the ethics of global health in resource-poor regions, and the impact of poverty, immigration and violence. The course prepares students to be advocate leaders. The overall mission of the course is to foster a culture of compassion and provide individualized professional development through experiences that broaden a physician-in-training’s view of health and illness. Objectives are addressed through didactics provided at UTRGV; community outreach; advocacy projects; and individualized professional development counseling. The elective also includes individually tailored Spanish classes and fieldwork with Promotoras, community leaders, public health officials, and families. Community for Children is not a clinical course.</td>
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</tbody>
</table>
Course Number and Title: PEDI 9315  Student Health Clinic – UTRGV
Semester Credit Hours: 4.0
Grading Mode: P/F
Description: Students will have the opportunity to be involved and immerse themselves in the comprehensive care of the UTRGV student population. During clinic, medical students will be refining their skills in obtaining patient histories, physical exams, constructing differential diagnosis and patient care plans. Students will receive a broad exposure to all aspects of the care of the college student population and become familiar with evaluating and treating this population.
**List of Electives Available for Fourth Year**

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>FMED 9532</th>
<th>Family Medicine, Sports Medicine</th>
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<tbody>
<tr>
<td><strong>Semester Credit Hours</strong>:</td>
<td>4.0</td>
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<tr>
<td><strong>Grading Mode</strong>:</td>
<td>P/F</td>
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<tr>
<td><strong>Description</strong>:</td>
<td>At the completion of the course, the student will be able to: (1) take a medical history and perform a physical exam appropriate to Primary Care Sports Medicine; (2) describe and identify common sports medicine pathologies via imaging modalities (e.g., X-ray, MRI); (3) diagnose and manage common sports injuries including appropriately using imaging, ancillary services and specialty referrals; (4) prescribe basic rehabilitation modalities for musculoskeletal injuries; and, (5) compare the responsibilities of a sideline Team Physician to the responsibilities of a physician in ambulatory settings.</td>
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<tr>
<th>Course Number and Title</th>
<th>FMED 9535</th>
<th>Family Medicine Sub-Internship</th>
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<tbody>
<tr>
<td><strong>Semester Credit Hours</strong>:</td>
<td>4.0</td>
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<tr>
<td><strong>Grading Mode</strong>:</td>
<td>P/F</td>
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<tr>
<td><strong>Description</strong>:</td>
<td>At the completion of the course, the student will be able to: (1) evaluate known patients of all ages presenting in an ambulatory setting and develop management plans for chronic as well as acute illnesses; (2) evaluate new patients of all ages presenting in an ambulatory setting and develop differential diagnoses and management plans for chronic as well as acute illnesses; (3) incorporate appropriate prevention and anticipatory guidance into chronic and acute patient visits; (4) optimize management plans for minority and uninsured patients by collaborating with members of the health care team, identifying community resources, developing management plans that consider the costs of medications and interventions; (5) understand how physicians contribute to improving the quality of patient care, access to care, and navigation through the health care system for traditionally underserved populations.</td>
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<thead>
<tr>
<th>Course Number and Title</th>
<th>INTM 9515</th>
<th>Nephrology – DHR</th>
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<tbody>
<tr>
<td><strong>Semester Credit Hours</strong>:</td>
<td>4.0</td>
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<tr>
<td><strong>Grading Mode</strong>:</td>
<td>P/F</td>
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<tr>
<td><strong>Description</strong>:</td>
<td>The student will work with a nephrologist in a solo or group practice and will participate in the evaluation of patients with a variety of renal diseases including hypertension, acute and chronic renal failure, acid-base disturbances, fluid and electrolyte disturbances, and glomerular disease.</td>
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<tr>
<th>Course Number and Title</th>
<th>INTM 9517</th>
<th>Cardiology – DHR</th>
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<tbody>
<tr>
<td><strong>Semester Credit Hours</strong>:</td>
<td>4.0</td>
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<tr>
<td><strong>Grading Mode</strong>:</td>
<td>P/F</td>
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<tr>
<td><strong>Description</strong>:</td>
<td>The student will work with a cardiologist in solo or group practice and will participate in the evaluation of patients with cardiac symptoms and disease. The student will have full-time participation (Monday-Friday) in clinics, consultations, ECG interpretation, non-invasive cardiac test interpretation, and possible observation in the cardiac catheterization laboratory.</td>
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<tr>
<th>Course Number and Title</th>
<th>INTM 9519</th>
<th>Gastroenterology – DHR</th>
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<tbody>
<tr>
<td><strong>Semester Credit Hours</strong>:</td>
<td>4.0</td>
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<tr>
<td><strong>Grading Mode</strong>:</td>
<td>P/F</td>
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<tr>
<td><strong>Description</strong>:</td>
<td>The student will work with a gastroenterologist in solo or group practice. The student will participate in the evaluation of patients with gastrointestinal diseases, liver disease, and diseases of the pancreas. The student will have full-time participation (Monday-Friday) in clinics, consultations, and special gastrointestinal diagnostic techniques.</td>
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<tr>
<td>Course Number and Title:</td>
<td>INTM 9525</td>
<td>Endocrinology – DHR</td>
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<tr>
<td>Semester Credit Hours:</td>
<td>4.0</td>
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<tr>
<td>Grading Mode:</td>
<td>P/F</td>
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<tr>
<td>Description:</td>
<td>Students will be exposed to the pathogenesis, diagnosis and management of hypothalamic, pituitary, adrenal thyroid, parathyroid, and gonadal diseases; gender nonconformity and diabetes mellitus in both in- and outpatient settings. Students will learn in general endocrinology clinic, gender clinic as well as inpatient endocrinology consult service if applicable. Students will participate in Internal Medicine didactics such as morning report, journal club, noon didactics and morbidity and mortality conference as well as endocrine-specific conferences such as endocrine tumor board. Students will be exposed to a diverse patient population of different races and ethnicities, socioeconomic statuses, and varied gender expression and sexual orientations. Ages include adolescence through geriatrics, with inclusion of pregnant and lactating patients.</td>
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<tr>
<th>Course Number and Title:</th>
<th>INTM 9527</th>
<th>Hematology/Oncology – DHR</th>
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<tbody>
<tr>
<td>Semester Credit Hours:</td>
<td>4.0</td>
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<tr>
<td>Grading Mode:</td>
<td>P/F</td>
<td></td>
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<tr>
<td>Description:</td>
<td>The student will participate in the evaluation of patients with hematologic disease and malignancies through daily clinics, consultations, interpretation of special clinical and laboratory procedures.</td>
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<tr>
<th>Course Number and Title:</th>
<th>INTM 9535</th>
<th>Ethics in Palliative &amp; Geriatric Medicine – DHR</th>
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<tbody>
<tr>
<td>Semester Credit Hours:</td>
<td>4.0-8.0</td>
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<tr>
<td>Grading Mode:</td>
<td>P/F</td>
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<tr>
<td>Description:</td>
<td>This senior elective offers an interprofessional and interdisciplinary learning experience in the intersecting fields of palliative care, ethics and geriatrics, providing students with the opportunity to explore these areas through an Independent self-designed project. Students are free to create an outcome of interest, e.g. journal/portfolio entries, report or paper, art or performance product, formal research project, etc.</td>
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<tr>
<th>Course Number and Title:</th>
<th>INTM 9537</th>
<th>Internal Medicine Sub-Internship – DHR</th>
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<tbody>
<tr>
<td>Semester Credit Hours:</td>
<td>4.0</td>
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<tr>
<td>Grading Mode:</td>
<td>P/F</td>
<td></td>
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<tr>
<td>Description:</td>
<td>This sub-internship is designed to prepare students for the intense and responsible role of the intern. The sub-intern is an integral member of the team and will actively participate in the work-up and management of patients with critical illnesses under close supervision of the house staff, fellows and faculty. Students will be exposed to the fundamentals of ventilation support, airway management, respiratory and hemodynamic monitoring, stabilization and support of the critically ill patient. Emphasis is placed upon a system approach to patient evaluation and will include didactic sessions with critical care faculty in addition to daily rounds. Students will provide comprehensive patient care from admission to discharge, participate in procedures, and learn about ventilator management.</td>
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<tr>
<th>Course Number and Title:</th>
<th>INTM 9539</th>
<th>Interprofessional Team Care</th>
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<tbody>
<tr>
<td>Semester Credit Hours:</td>
<td>4.0</td>
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<tr>
<td>Grading Mode:</td>
<td>P/F</td>
<td></td>
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<tr>
<td>Description:</td>
<td>The senior elective offers an interprofessional and interdisciplinary learning experience in the intersecting fields of internal medicine, practice management, business of medicine, nursing, compliance, case management, pharmacy, and social work.</td>
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<tr>
<th>Course Number and Title:</th>
<th>INTM 9541</th>
<th>Physician Wellness: You are the Case Study</th>
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<tbody>
<tr>
<td>Semester Credit Hours:</td>
<td>2.0</td>
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<tr>
<td>Grading Mode:</td>
<td>P/F</td>
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<tr>
<td>Description:</td>
<td>Wellness is no longer a foreign topic in medical education, but what better time than 4th year to evaluate your own habits, reflect on your current state and prepare for taking care of yourself in residency? Discover elements of</td>
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</table>
wellness, key aspects of personal well-being and recognize areas for change, within yourself and your institutions. We'll take a practical hands-on approach in these key areas: nutrition, fitness, emotional health, preventive care, financial health, mindset, and behavior adaptability. The spectrum of wellness in this elective can range from getting your teeth cleaned, meal prepping, reviewing loan repayment options and improving your emotional and physical health.

### Critical Appraisal of the Medical Literature

**Course Number and Title:** INTM 9543  
**Course Title:** Critical Appraisal of the Medical Literature  
**Semester Credit Hours:** 2.0  
**Grading Mode:** P/F  
**Description:** Review a standardized approach to reading a journal, types of clinical studies and how to evaluate clinical studies. This course material includes the epidemiology preparation for Step 2 CK and allows you to practice it on journals of your choice, corresponding to your career goals, and in discussion with clinical faculty. Take a clinical question or curiosity you’ve had and let’s find the evidence.

### Being Mortal: Medicine & What Matters at the End

**Course Number and Title:** INTM 9545  
**Course Title:** Being Mortal: Medicine & What Matters at the End  
**Semester Credit Hours:** 2.0  
**Grading Mode:** P/F  
**Description:** In Being Mortal, bestselling author Atul Gawande tackles the hardest challenge of his profession: how medicine can not only improve life but also the process of its ending. After experiencing the real world of healthcare as a third-year medical student, take a step back and join us in reflection as we delve in to Dr. Gawande's book. Meet periodically with faculty to debrief and share experiences. Let’s see where Dr. Gawande’s book takes us and if we can accept his challenge to have doctors not just ensure health and survival, but “to enable well-being.”

### Advanced Clinical Reasoning-Elements of Patient Care

**Course Number and Title:** INTM 9547  
**Course Title:** Advanced Clinical Reasoning-Elements of Patient Care  
**Semester Credit Hours:** 2.0  
**Grading Mode:** P/F  
**Description:** This is an advanced course in clinical reasoning and builds upon skills and knowledge accumulated from years 1-3. Our innovative curriculum allows for self-directed learning, faculty guidance, direct patient interactions and the opportunity to teach. What is clinical reasoning? It is how we collect cues, process information, understand the situation and implement interventions. You'll write a guide on one clinical case and serve as a teacher and role-model for year 1 and year 2 students. You will have autonomy in deciding what types of cases you are interested in learning about, ranging from high-value care, breaking bad news, or chest pain. We hope to reinvigorate the patient-physician relationship and cultivate the critical thinker and teacher within you!

### Infectious Diseases – DHR

**Course Number and Title:** INTM 9549  
**Course Title:** Infectious Diseases – DHR  
**Semester Credit Hours:** 4.0  
**Grading Mode:** P/F  
**Description:** The Infectious Disease rotation helps the students familiarize with the diagnostic of infections, diseases, the use of antimicrobial agents choice or administration and how to assess the evolving course of disease and response to therapy.

### Intensive Care Unit Rotation – MICU & CCU

**Course Number and Title:** INTM 9551  
**Course Title:** Intensive Care Unit Rotation – MICU & CCU  
**Semester Credit Hours:** 4.0  
**Grading Mode:** P/F  
**Description:** The internists are often involved in the care of patients who may be critically ill and who may require management in the intensive care unit. Therefore, the Intensive Care Unit Rotation elective rotation provides an excellent opportunity for the students to attain the knowledge and skills necessary for the management of the critically ill patient. Upon completion of the Intensive Care Unit Rotation, the student is expected to: demonstrate knowledge, clinical and technical skills and decision-making capabilities pertinent to the management of critically ill patients, including end-of-life care and issues around withdrawing and withholding life support.
Course Number and Title: INTM 9553  Rheumatology – DHR  
Semester Credit Hours: 4.0  
Grading Mode: P/F  
Description: The objective of this elective is to provide the students with a solid foundation in the musculoskeletal examination and diagnosis and management of rheumatic conditions. This is a longitudinal clinical course for 4 weeks offered to MS4. This is an elective course.

Course Number and Title: INTM 9555  Cardiology – VBMC  
Semester Credit Hours: 4.0  
Grading Mode: P/F  
Description: The student will work with a cardiologist in solo or group practice and will participate in the evaluation of patients with cardiac symptoms and disease. The student will have full-time participation (Monday-Friday) in clinics, consultations, ECG interpretation, non-invasive cardiac test interpretation, and possible observation in the cardiac catheterization laboratory. Prerequisite: Successful completion of MS1-MS3 years.

Course Number and Title: INTM 9557  Endocrinology – VBMC  
Semester Credit Hours: 4.0  
Grading Mode: P/F  
Description: Students will be exposed to the pathogenesis, diagnosis and management of hypothalamic, pituitary, adrenal thyroid, parathyroid, and gonadal diseases; gender nonconformity and diabetes mellitus in both in- and outpatient settings. Students will learn in a general endocrinology clinic, gender clinic as well as inpatient endocrinology consult service, if applicable. Students will participate in internal medicine didactics such as morning report, journal club, noon didactics and morbidity and mortality conference as well as endocrine-specific conferences such as endocrine tumor board. Students will be exposed to a diverse patient population of different races and ethnicities, socioeconomic statuses, and varied gender expression and sexual orientations. Ages include adolescence through geriatrics, with inclusion of pregnant and lactating patients. Prerequisite: Successful completion of MS1-MS3 years.

Course Number and Title: INTM 9559  Gastroenterology – VBMC  
Semester Credit Hours: 4.0  
Grading Mode: P/F  
Description: The student will work with a gastroenterologist in solo or group practice. The student will participate in the evaluation of patients with gastrointestinal diseases, liver disease, and diseases of the pancreas. The student will have full-time participation (Monday-Friday) in clinics, consultations, and special gastrointestinal diagnostic techniques. Prerequisite: Successful completion of MS1-MS3 years.

Course Number and Title: INTM 9561  Hematology/Oncology  
Semester Credit Hours: 4.0  
Grading Mode: P/F  
Description: The student will participate in the evaluation of patients with hematologic disease and malignancies through daily clinics, consultations, interpretation of special clinical and laboratory procedures. Prerequisite: Successful completion of MS1-MS3 years.

Course Number and Title: INTM 9563  Infectious Disease – VBMC  
Semester Credit Hours: 4.0  
Grading Mode: P/F  
Description: The Infectious Disease rotation helps the students familiarize with the diagnostic of infectious diseases, the use of antimicrobial agents, choice or administration and how to assess the evolving course of disease and response to therapy. Prerequisite: Successful completion of MS1-MS3 years.
Course Number and Title:  INTM 9565  Rheumatology – VA
Semester Credit Hours:  4.0
Grading Mode:  P/F
Description: The objective of this rotation is to provide the student with a solid foundation in the musculoskeletal examination and diagnosis and management of rheumatic conditions. This is a longitudinal clinical course for 4 weeks offered to MS4. Prerequisite: Successful completion of MS1-MS3 years.

Course Number and Title:  INTM 9567  IMED Sub-Internship – VBMC
Semester Credit Hours:  4.0
Grading Mode:  P/F
Description: This sub-internship is designed to prepare students for the intense and responsible role of the intern. The sub-intern is an integral member of the team and will actively participate in the work-up and management of patients with critical illness presenting to the hospital under close supervision of the house staff and faculty. Emphasis is placed upon a system approach to patient evaluation and will include didactic sessions with faculty in addition to daily rounds. Student will provide comprehensive patient care from admission to discharge. Prerequisite: Successful completion of MS1-MS3 years.

Course Number and Title:  INTM 9569  Infectious Disease Elective – VBMC
Semester Credit Hours:  4.0
Grading Mode:  P/F
Description: The Infectious Disease rotation helps the students familiarize with the diagnostic of infectious diseases, the use of antimicrobial agents choice or administration and how to assess the evolving course of disease and response to therapy.

Course Number and Title:  INTM 9573  Emergency Medicine – DHR
Semester Credit Hours:  4.0
Grading Mode:  P/F
Description: The goal of this course is to provide an introduction to clinical emergency medicine. During this four-week clerkship, students will work in the emergency department to develop an initial approach towards the undifferentiated patient, recognize and stabilize the acutely ill patient, and gain familiarity with common emergency medicine patient complaints and procedures.

Course Number and Title:  INTM 9575  IM Cardiology – MMC
Semester Credit Hours:  4.0
Grading Mode:  P/F
Description: The student will work with a cardiologist in solo or group practice and will participate in the evaluation of patients with cardiac symptoms and disease. The student will have full-time participation (Monday-Friday) in clinics, consultations, ECG interpretation, non-invasive cardiac test interpretation, and possible observation in the cardiac catheterization laboratory.

Course Number and Title:  INTM 9577  Cardiology Elective – MHH
Semester Credit Hours:  4.0
Grading Mode:  P/F
Description: The student will work with a cardiologist in solo or group practice and will participate in the evaluation of patients with cardiac symptoms and disease. The student will have full-time participation (Monday-Friday) in clinics, consultations, ECG interpretation, non-invasive cardiac test interpretation, and possible observation in the cardiac catheterization laboratory. * McAllen Heart Hospital
Course Number and Title: INTM 9579 IM Intensive Care Unit
Semester Credit Hours: 4.0
Grading Mode: P/F
Description: The internists are often involved in the care of patients who may be critically ill and who may require management in the intensive care unit. Therefore, the Critical Care elective rotation provides an excellent opportunity for the students to attain the knowledge and skills necessary for the management of the critically ill patient. Upon completion of the Critical Care rotation, the student is expected to: demonstrate knowledge, clinical and technical skills and decision-making capabilities pertinent to the management of critically ill patients, including end-of-life care and issues around withdrawing and withholding life support.

Course Number and Title: INTM 9581 Quality Improvement in Health Care - VBMC
Semester Credit Hours: 4.0
Grading Mode: P/F
Description: This Health Care Quality Improvement (HQI) elective provides medical students with an opportunity to be part of a team and use their knowledge and creativity to conceptualize and present a Health care or Medical Education quality improvement project plan in an interprofessional environment and participate in an existing Quality Improvement project. In Health-Care, Quality Improvement (QI) is the framework we use to systematically improve the ways care is delivered to patients and QI entails continuous efforts to achieve stable and predictable process results and improve the outcomes of these processes both for patients and the health care organization and system. The quality improvement principles can be applied to improve processes in Health-Care and Medical Education.

Course Number and Title: OBGY 9531 Sub-Internship in GYN Oncology
Semester Credit Hours: 4.0
Grading Mode: P/F
Description: This 4th year course is designed to provide a sound background, relevant to neoplastic disease in general, in the early detection, diagnosis and management of gynecologic cancer. Students will have an opportunity to actively participate in surgical, radiotherapeutic and chemotherapeutic management of individual patients. Investigative aspects of anti-cancer pharmacology and immunology will be considered.

Course Number and Title: OBGY 9533 Sub-Internship in Urogynecology
Semester Credit Hours: 4.0
Grading Mode: P/F
Description: This 4th year course will expose the participant to all facets of urogynecology/pelvic floor dysfunction focusing on outpatient evaluation and surgical and non-surgical treatment of urinary incontinence, defecatory dysfunction, pelvic organ prolapse and chronic pelvic pain. The current clinical science and basic science will be introduced where applicable. The student will have the opportunity to participate with Urogyn faculty in clinic and in the operating room at Women’s Hospital at Renaissance. There will be opportunities to observe urodynamic testing, cystoscopy and pelvic floor physical therapy. There will also be opportunities to provide a preliminary assessment of patients with sexual concerns in order to provide appropriate treatment for sexual dysfunction.

Course Number and Title: OBGY 9535 Sub-Internship in Obstetrics & Gynecology Nights
Semester Credit Hours: 4.0
Grading Mode: P/F
Description: This elective offers training and experience in the care of complicated and normal pregnancies and exposure to advanced obstetric techniques. It is designed primarily as a preparatory subinternship for students anticipating residency in Obstetrics and Gynecology. The student will be an integral member of the obstetric service and function at the junior intern level under the supervision of the Obstetric Faculty and Chief Resident. Opportunity for direct participation in labor and delivery, outpatient clinics (high risk and routine), operative obstetrics, and obstetric sonography is provided. The student will attend patient care conferences and didactic teaching rounds directed by the Obstetric Faculty, and will be required to give one seminar presentation. In-hospital night call will occur four nights during the rotation.
Course Number and Title: OBGY 9537  Sub-Internship in Benign Gynecology – DHR
Semester Credit Hours: 4.0
Grading Mode: P/F
Description: This sub-internship course combines mostly an inpatient rotation with some outpatient experience with a focus on benign gynecology. The overall aim of the course is to provide a clinical experience which will strengthen the student’s understanding of women’s health. The student will work directly with the attending physician and resident team to provide care to patients. The experience will include time in gynecology wards, the operating room, acute care/consultation settings, and pre-operative clinic. The rotation will follow a Monday through Friday schedule along with possible weekend call. The student will also participate in didactic lectures as scheduled.

Course Number and Title: OBGY 9539  Sub-Internship in Obstetrics & Gynecology Private Practice
Semester Credit Hours: 4.0
Grading Mode: P/F
Description: This sub-internship course combines an inpatient and outpatient experience in obstetrics & gynecology in a private practice setting. The overall aim of the course is to provide a clinical experience which will strengthen the student’s understanding of women’s health. The student will work directly with the attending physician to provide care to patients. The experience will include time in clinic, inpatient wards, labor & delivery, and the operating room. The rotation will follow a typical Monday through Friday clinic schedule as well as some night/weekend home-call. The student will also participate in didactic lectures as scheduled.

Course Number and Title: PEDI 8131  Immigration Status as a Social Determinant of Health: A Study in Bioethics
Semester Credit Hours: 3.0
Grading Mode: P/F
Description: Immigration Status as a Social Determinant of Health will explore the global problem of migration and its impact on families and communities in two vastly different environments within the United States: the Texas/Mexico border and the urban setting of Chicago, Illinois. A central focus of the course will be the importance of place in access to health care and bioethical considerations in populations at risk. Students will have the opportunity to engage with local partners in both the border region and Chicago communities to discover meaningful ways to meet the ever-changing health needs of these communities. They will also consider possible strategies for education and advocacy in academic medical centers to promote immigration justice and to contemplate the ethical and economic dilemmas embedded in these decisions. The course will empower trainees to examine community conditions from the vantage point of vulnerable populations and develop their own innovative solutions to these problems that will ensure the health and vitality of these communities. Offered to first year students in May (Harlingen), and July (Chicago).

Course Number and Title: PEDI 9521  Pediatric Environmental Medicine
Semester Credit Hours: 4.0
Grading Mode: P/F
Description: Pediatric Environmental Health is an academic discipline that focuses on education, prevention, diagnosis, and treatment of conditions that occur from exposure to environmental hazards (chemical, nutritional, social). These exposures can influence health and development in all life stages including preconception, prenatal, and childhood. The goal of this 4-week elective is to ensure students understand history and gain knowledge on how environmental issues affect children’s health through didactics, clinical experience, educational lectures, and community engagement. Students will learn to take a comprehensive environmental history and incorporate this into care plans for children. They will have the opportunity to explore and become familiar with the environmental hazards that exist where children live, learn and play, particularly in an underserved border region, and also familiar with healthy environments in which children need to thrive. This will be accomplished not only in the classroom and clinic, but by performing environmental assessments in homes, schools and by environmental walkabouts in economically-challenged neighborhoods. Students will be taught by medical and public health experts and they will also learn about environmental justice issues, advocacy work, and the government’s role (local to national) in protecting human health from environmental hazards.
Course Number and Title: PEDI 9523  Pediatric Sub-Internship
Semester Credit Hours: 4.0
Grading Mode: P/F
Description: The goal of the General Pediatrics elective is to teach medical students the knowledge and skills to understand human growth and development and its clinical application from infancy through adolescence; to take a complete, accurate, and culturally-sensitive history from children and their families; and to perform complete and problem-focused physical examinations of infants, children and adolescents for common acute and chronic pediatric illnesses. Students will communicate effectively in written and oral form with physicians, patient families, and clinic staff; describe the influence of family, community, and society on child health and disease; incorporate strategies for health promotion and injury prevention into patient care; and refer to and coordinate care with sub-specialists and community agencies. Students will interpret common radiologic studies and perform office-based diagnostic tests and minor procedures. Students will be expected to demonstrate professional responsibility in working as a team member with other members of the General Pediatrics team, patients, and families. Students work Monday - Friday with faculty and residents in an academic clinic primarily in the acute care setting.

Course Number and Title: PSYH 9511  Consultation-Liaison Psychiatry
Semester Credit Hours: 4.0
Grading Mode: P/F
Description: This elective is offered for 4th year medical students both at UTRGV and from other schools interested in the psychiatry of the medically and surgically ill. We design the experience around the learning needs of the student and always include participation in our Psychiatric Consultation Service at the Valley Baptist Medical Center. There is a wide range of clinical problems seen as this service provides consultation for all inpatients who require evaluation and treatment while hospitalized. The student works with residents rotating on service and attending physicians in Psychiatry. In addition to individual supervision, the student participates in regularly scheduled clinical case conferences, Department of Psychiatry journal club, and resident led, mini-consultation/liaison seminars. Students may also participate in a Med/Psych continuity outpatient clinic led by Dr. Fernandez at the Clinical Research Unit in Harlingen. Rotating students will be expected to attend didactics in the Internal Medicine Department and attend the Valley Baptist Medical Center Internal Medicine morning report. By the end of the rotation, the student will lead one of the weekly conferences on a topic chosen in collaboration with either the rotating psychiatry resident, an internal medicine attending, or elective supervisor.

Course Number and Title: PSYH 9523  Behavioral Neurology
Semester Credit Hours: 4.0
Grading Mode: P/F
Description: This elective is offered for 4th year medical students both at UTRGV and from other schools interested in combined training who want a closer look at the environments, and practice styles of dual-boarded physicians. We design the experience around the learning needs of the student and always include participation in our Memory Disorders Clinic and Neuromodulation Clinic. Students may also participate in a traumatic brain injury clinic at the VA Outpatient Center. In addition to individual supervision, the student participates in regularly scheduled clinical case conferences, Department of Neurology and Psychiatry journal club, and resident led, mini-neurology seminars. Rotating students will be expected to attend teaching didactics in the Stroke Center at Valley Baptist Medical Center. By the end of the rotation, the student will lead one of the weekly conferences on a topic chosen in collaboration with either the rotating neurology resident, a stroke ward attending, or elective supervisor and the Course Director. 4th year medical students presentation should be of quality for possible presentation at a national meeting and/or publication.

Course Number and Title: PSYH 9537  Sub-Internship in Psychiatry
Semester Credit Hours: 4.0
Grading Mode: P/F
Description: The fourth year elective inpatient rotation is designed as a bridge between the role of third-year student and the very active, responsible role of the intern. The responsibilities will be modified for the third year student elective. The fourth-year medical student will act as the primary psychiatrist under the supervision of a full-time attending. The student will be an integral member of the team, and will participate in all team activities. All activities for this experience will be on
an inpatient psychiatric service. The student will gain considerable experience with crisis management of serious mental illness as well as an understanding of acute exacerbations of chronic mental illness. At any given time, a student will care for 3-5 patients. They will evaluate up to 2-4 new patients per week. Students are expected to work Monday-Friday with weekend rounds at the discretion of the service attending. The site attending will evaluate the clinical performance of the student using the standard third or fourth year medical student evaluation form, whichever is applicable. Students will receive a letter final grade in the course based upon clinical performance. By the end of the rotation, students should be able to (goals and objectives): Goal: The goal of the In-Patient Psychiatry Elective/Selective rotation is to develop the knowledge, attitude, and skills necessary to evaluate, diagnose, and manage common conditions in inpatient psychiatry units.

Objectives: (1) The student will gather essential information through the review of pertinent records and interview of their patients, family members, and caregivers. (2) The student will develop a differential diagnosis employing the latest approved DSM nomenclature along with a comprehensive biopsychosocial framework. (3) The student will develop a comprehensive psychiatric treatment plan that includes biological, psychological, and sociocultural domains on uncomplicated patient diagnoses. (4) The student will demonstrate knowledge of the common major in-patient psychiatric disorders to include Psychotic Disorders, Substance Use disorders, Mood disorders, Anxiety disorders, Personality disorders, Cognitive disorders, and Adjustment disorders. (5) The student will communicate in a professional manner with patients, their families, colleagues and other members of the health care team. (6) The student will demonstrate skills for obtaining up-to-date information from the basic science and clinical practice literature to optimize the care of patients. (7) The student will demonstrate a commitment to carrying out professional responsibilities and adherer to ethical principles of patient care. (8) The student will demonstrate a sensitivity and responsiveness to the patient's culture, gender, socioeconomic, and religious background. (9) The student will demonstrate an understanding of and responsiveness to the larger context and system of healthcare as it applies to psychiatric care.

Course Number and Title: PSYH 9539 Neuropsychiatry Elective
Semester Credit Hours: 2.0/4.0
Grading Mode: P/F
Description: In the neuropsychiatry clinics and the neurology service, the student will evaluate patients under the supervision of an attending or resident, and will present patients to the attending or at team conferences. He or she may be asked to write chart notes and case summaries, which will be read and approved by an attending or resident. Linking the neurological and psychological components of a patient’s condition, facilitating communication among patients, doctors, families, and hospital systems, neuropsychiatry work is one of the most challenging of clinical skills. In the era of integrated care, this knowledge and these skills are indispensable. This elective in Neuropsychiatry takes a practical biopsychosocial approach to helping student navigate this complex terrain.

Course Number and Title: PSYH 9541 Neuro-Interventional and Neurocritical Care
Semester Credit Hours: 4.0
Grading Mode: P/F
Description: The elective is designed to give the student experience in evaluation of inpatient and outpatient complex stroke patients. As well as exposure to the history and neurological exam of inpatients with altered level of consciousness and introduce the student to neurocritical care. The students are expected to have assigned patient care duties, oral presentations, daily work schedules and participate in assigned learning opportunities.

Course Number and Title: PSYH 9543 Community Psychiatry
Semester Credit Hours: 4.0
Grading Mode: P/F
Description: The curriculum has been designed to utilize institution and regional strengths. Medical students will participate with residents and faculty in a range of community-based interventions, with underserved populations, and with an emphasis on activities that enhance physician training, for example, focus on prevention and early intervention, continuity patient experiences, communication, integration and collaboration between specialties, and advocacy, research, educational, and administrative projects. The students and residents will work with medical and allied health professional students as well as other specialty trainees at various community-based institutions. The focus of the
experience will be learning collaborative psychiatric practice working with underserved populations in diverse settings as well as learning about community mental health issues. Communication, culture and population health also will be emphasized. This elective is open to 4th year medical students, as long they are in good standing with their institution. Students will participate in several community and clinical activities and have a designated faculty supervisor. They will participate in a hybrid online and in person curriculum that includes resident didactic sessions, online curriculum and exposure to local, regional and national guidelines and resources. Depending on interest, students may also participate in research and additional scholarship activities. Students will be expected to develop and present to peers and faculty on a relevant topic during their rotation. The course will be open to 2 students at a time. Prerequisites: Participate in a pre-rotation planning for activities, CITI Training through UTRGV, and completion of several pre-rotation assignments and assigned readings about psychiatry and mental health.

Course Number and Title: SURG 9501 General Surgery Breast – DHR
Semester Credit Hours: 4.0
Grading Mode: P/F
Description: The goal of this elective is to provide the student with an opportunity to observe patients with common conditions that require the care of, and referral to a general and breast surgeon. Senior students will work with the broad-based general and laparoscopic surgery service. They take care of patients from admission to discharge. They perform history and physical examinations and keep daily records on general & breast surgical patients. They follow in the outpatient clinics, emergency department, intensive care units and on general wards. They participate in operations for their patients. They participate in pre and post-operative care of general & breast surgical patients. They present cases, attend all conferences, and take call as designated by the general & breast surgical service. No call will be required.

Course Number and Title: SURG 9503 General Surgery Sub Internship – DHR
Semester Credit Hours: 4.0
Grading Mode: P/F
Description: Senior students will work with the broad-based general and laparoscopic surgery service. They take care of patients from admission to discharge. They perform history and physical examinations and keep daily records on general surgical patients. They follow general surgical patients in the outpatient clinics, in the emergency department, in the intensive care units, and on general wards. They participate in operations for their patients. They participate in pre- and post-operative care of general surgical patients. They present cases, attend all conferences, and take call as designated by the general surgical service. Prerequisites: Successful Completion of all MS3 surgical clerkship.

Course Number and Title: SURG 9505 General Surgery and Breast – VBMC
Semester Credit Hours: 4.0
Grading Mode: P/F
Description: The goal of this elective is to provide the student with an opportunity to observe patients with common conditions that require the care of, and referral to a general and breast surgeon. Senior students will work with the broad-based general and laparoscopic surgery service. They take care of patients from admission to discharge. They perform history and physical examinations and keep daily records on general & breast surgical patients. They follow in the outpatient clinics, emergency department, intensive care units and on general wards. They participate in operations for their patients. They participate in pre and post-operative care of general & breast surgical patients. They present cases, attend all conferences, and take call as designated by the general & breast surgical service. No call will be required.

Course Number and Title: SURG 9310 Urologic Surgery – DHR
Semester Credit Hours: 4.0
Grading Mode: Honors/High Pass/Pass/Fail
Description: Students will work with the urology surgery service at the Doctor's Renaissance Hospital (DHR). They participate in the care of patients from admission to discharge. They perform history and physical examinations and keep daily records on urology surgery patients. They follow urology surgery patients in the outpatient clinics, in the emergency department, in the intensive care units, and on general wards. They participate in operations and in pre- and post-operative care of urology surgery patients. They present cases, attend all conferences, and take call as designated by the
service. Fourth year medical students will mentor third year medical students on the urology surgery service. Students learn to perform a complete urology physical examination and learn to interpret urology diagnostic studies. Prerequisite: Successful completion of the MS3 surgical clerkship. UTRGV students who chose to take this course as an MS3 elective may not take it again as an MS4 elective.

**Course Number and Title:** SURG 9521 Critical Care Surgery Sub-Internship  
**Semester Credit Hours:** 4.0  
**Grading Mode:** P/F  
**Description:** This course provides senior students with a broad exposure to surgical critical care. Students will rotate through the surgical trauma ICU and gain a great understanding of the principles and practice of surgical critical care. The student will have good exposure to cardiovascular and pulmonary physiology. They will learn about modern concepts of resuscitation, ventilator management, vasopressor support, nutritional support, and infection control. They will have opportunity to place central lines, PA catheters, arterial lines and perform intubation and bronchoscopy. They will examine and manage critically ill and injured patients in the ICU and keep medical records daily. They will present patients on formal rounds daily and participate in didactic critical care conference and trauma morbidity and mortality conference. They will take call as designated by the service.

**Course Number and Title:** SURG 9523 General Surgical Internship Readiness Elective  
**Semester Credit Hours:** 4.0  
**Grading Mode:** P/F  
**Description:** The purpose of this elective is to prepare senior medical students who have matched into a surgical specialty. This elective is a surgical "boot camp" to provide practical "hands on" experience for students. Students will learn the basics from answering a page, replacing electrolytes, advanced suturing, basics of laparoscopy, vent management and other common intern responsibilities. Prerequisites: Successful completion of the MS3 Surgery Clerkship, plus completion of a general surgery sub-Internship; critical-care rotation is highly encouraged (SICU, MICU, PICU, OR CCU). Course only available during March-June months. Accepting VSLO students.

**Course Number and Title:** SURG 9527 Bariatric Surgery-DHR  
**Semester Credit Hours:** 4.0  
**Grading Mode:** P/F  
**Description:** Senior students will work with Bariatric surgeons at the Doctor's Hospital at Renaissance (DHR). They participate in the care of surgical patients from admission to discharge. They perform history and physical examination and keep daily records on surgical patients. They follow patients in the outpatient clinics, in the emergency department, in the intensive care units and on general wards. They participate in operations for their patients. They participate in pre- and post-operative care of surgical patients, they present cases, attend all conferences, and take call as designated by the surgical service. They may mentor third year medical students on the surgical service. Opportunities for clinical research projects are available.

**Course Number and Title:** SURG 9529 Plastic Surgery – DHR  
**Semester Credit Hours:** 4.0  
**Grading Mode:** P/F  
**Description:** Senior students will work with the plastic surgery service. They perform history and physical examinations and keep daily records on surgical patients. They follow patients in the outpatient clinics and participate in their care from admission to discharge in the emergency department, in the Intensive care units, and on general wards. They participate in operations for their patients and participate in pre- and post-operative care of Plastic Surgery patients. They present cases, attend all conferences, and take call as designated by the faculty. They may mentor third-year medical students on the plastic surgery service. Clinical research opportunities are available. This course is ideal for students interested in careers in plastic surgery.
<table>
<thead>
<tr>
<th>Course Number and Title:</th>
<th>SURG 9531</th>
<th>Transplant/Hepatobiliary Surgery-DHR</th>
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<tbody>
<tr>
<td>Semester Credit Hours:</td>
<td>4.0</td>
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<tr>
<td>Grading Mode:</td>
<td>P/F</td>
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<tr>
<td><strong>Description:</strong></td>
<td>Senior students will work with the hepatobiliary and transplant surgery service at Doctors Hospital at Renaissance. They perform history and physical examinations and keep daily records on hepatobiliary &amp; transplant patients. They follow patients in the outpatient clinics, in the emergency department, in the intensive care units, and on general wards. They participate actively in live renal donor evaluation. They participate in operations for their patients, including complex biliary procedures and renal transplants. They participate in the evaluation and procurement of the multiorgan cadaveric donor. They participate in pre- and post-operative care of patients. They present cases, attend all conferences, and take call as designated by the hepatobiliary &amp; transplant surgery service. They present patients at formal multidisciplinary transplant rounds daily. They may mentor third-year medical students on the transplant service. They have much contact with gastroenterologists and nephrologists. Opportunities for clinical research projects are available.</td>
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<table>
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<tr>
<th>Course Number and Title:</th>
<th>SURG 9533</th>
<th>Trauma Surgery-DHR</th>
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<tbody>
<tr>
<td>Semester Credit Hours:</td>
<td>4.0</td>
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<tr>
<td>Grading Mode:</td>
<td>P/F</td>
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<tr>
<td><strong>Description:</strong></td>
<td>Students will be an integral part of the Trauma Surgery service at DHR. Teaching rounds on all trauma inpatients are conducted daily, with trauma surgery clinic occurring weekly. Participation in weekly general surgery educational conferences as well as separate trauma surgery educational conferences is mandatory. Students will assist in providing trauma call coverage during the days regularly and also participate in overnight in-house trauma surgery call (average once weekly).</td>
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<tr>
<th>Course Number and Title:</th>
<th>SURG 9535</th>
<th>Ophthalmology Surgery</th>
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<tbody>
<tr>
<td>Semester Credit Hours:</td>
<td>4.0</td>
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<tr>
<td>Grading Mode:</td>
<td>P/F</td>
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<tr>
<td><strong>Description:</strong></td>
<td>Year 4 students will work with the ophthalmology service at The Eye Experts. They perform focused history and physical examinations and learn the basics of a visual/ophthalmology examination. They see patients in the outpatient clinics and participate in operations for their patients. They participate in pre- and post-operative care of patients. They present cases at educational conferences. They may mentor third-year medical students on the Ophthalmology service. Opportunities for clinical research projects are available.</td>
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</table>
Graduation Requirements

1. Be at least 18 years of age at the time the degree is awarded;
2. present evidence of good moral character;
3. offer evidence of having satisfactorily fulfilled all academic requirements of the four-year medical education program;
4. comply with all necessary legal and financial requirements;
5. abide by federal, state, and local statutes and ordinances, both on and off campus;
6. refrain from behavior incompatible with the responsibilities of the medical profession;
7. follow the Student Code of Professional Conduct established by The University of Texas System Rules and Regulations of the Board of Regents, Rule 50101, and UTRGV SOM prescribed Attributes of Professionalism;
8. complete the medical education program within six (6) years;
9. complete all required courses and clerkships and the designated minimum number of elective and selective courses with Satisfactory (passing level) performance;
10. take the USMLE Step 1 examination before the start of their MS3 year;
11. Pass the USMLE Step 1 examination within 3 attempts prior to December 15 of the third year of the medical curriculum;
12. pass the USMLE Step 2 CK and Step 2 examination within 3 attempts prior to October 31 of the year preceding graduation;
13. demonstrate consistent evidence of professionalism as assessed by the MSEPC; and
14. receive the MSEPC’s recommendation for graduation and receipt of the MD degree.

Time Limitations for Completing the M.D. Program

Students should be aware that they must complete all course requirements within a six (6) year period from the time of matriculation to receive the M.D. degree. After matriculation to UTRGV SOM, a student may not arbitrarily cease registration without notice.
Abbreviations
The following are a list of abbreviations used in the School of Medicine M.D. Program Student Catalog:

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
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<tbody>
<tr>
<td>AAMC</td>
<td>Association of American Medical Colleges</td>
</tr>
<tr>
<td>AMCAS</td>
<td>American Medical College Application Service</td>
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<tr>
<td>ACGME</td>
<td>Accreditation Council for Graduate Medical Education</td>
</tr>
<tr>
<td>CCAC</td>
<td>Central Curricular Authority Committee</td>
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<tr>
<td>COA</td>
<td>Cost of Attendance</td>
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<tr>
<td>DHR</td>
<td>Doctor’s Hospital Renaissance</td>
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<tr>
<td>EPAs</td>
<td>Entrustable Professional Activities</td>
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<tr>
<td>ERAS</td>
<td>Electronic Residency Application Service</td>
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<tr>
<td>FAFSA</td>
<td>Free Application for Federal Student Aid</td>
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<tr>
<td>FERPA</td>
<td>Family Educational Rights and Privacy Act</td>
</tr>
<tr>
<td>HMC</td>
<td>Harlingen Medical Center</td>
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<tr>
<td>LCME</td>
<td>Liaison Committee on Medical Education</td>
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<tr>
<td>MCAT</td>
<td>Medical College Admission Test</td>
</tr>
<tr>
<td>MMC</td>
<td>McAllen Medical Center</td>
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<tr>
<td>MSEPC</td>
<td>Medical School Evaluation and Promotions Committee</td>
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<tr>
<td>NBME</td>
<td>National Board of Medical Examiners</td>
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<tr>
<td>NRMP</td>
<td>National Residency Matching Program</td>
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<tr>
<td>OSCE</td>
<td>Objective Structured Clinical Examination</td>
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<tr>
<td>SOM</td>
<td>School of Medicine</td>
</tr>
<tr>
<td>TMDSAS</td>
<td>Texas Medical &amp; Dental Schools Application Service</td>
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<tr>
<td>UTRGV</td>
<td>University of Texas Rio Grande Valley</td>
</tr>
<tr>
<td>USMLE</td>
<td>United States Medical Licensing Examination</td>
</tr>
<tr>
<td>VBMC</td>
<td>Valley Baptist Medical Center</td>
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</tbody>
</table>

Office of SOM Registrar Services
Last Overall Update: 7/19/2019
Course Offerings Current as of: 7/19/2019