UTRGV School of Podiatric Medicine - Orientation

August 1st - Day One
Breathe In

Hold

4 seconds

Hold

Breathe Out

Breathe
Welcome and Roll Call

Gilbert Morin, Director of Admissions, SOPM
Dean’s Welcome

Dr. Javier La Fontaine, Dean, UTRGV SOPM
Associate Dean’s Welcome

Dr. Javier Cavazos, Associate Dean of Academic Affairs, UTRGV SOPM
Describe the SOPM Education Program

• Mission/Outcomes Driven
• Competency Based Educational Curriculum
• Assessment Validated Program
UTRGV SOPM Goal

“To provide a forward thinking podiatric medical education experience that graduates podiatric physicians dedicated to practicing evidence based, patient centered podiatric medicine in any setting”
SOPM Mission Statement

“The UTRGV SOPM will foster student success by inspiring, educating, and developing a diverse compassionate student body fully prepared for podiatric residency training, becoming dedicated Podiatric Physicians, Research Scientists, Public Health Professionals, and Educators.”
What is Competency-Based/Mastery Learning?

- Differentiated, Timely Supports
- Meaningful, Positive Assessment
- Personalized Learning
- Advancement Upon Mastery

Competency-Based Learning

Adapted from reDesign's Features of a Mastery Learning System
Competency = demonstrable behavior that leads to success

Skill = ability to perform a task

Knowledge = understanding of information

Motivation/Attitude = internal drivers of behavior
SOPM/CPME Competency Domains

- Medical Knowledge
- Patient Care
- Patient Care Lower Extremity
- Research and Scholarship
- Interpersonal and Interprofessional Communication
- Professionalism
- Interprofessional Collaborative Practice
- Social Determinants of Health and Addiction
Model of Competence

**MILLER’S PRISM OF CLINICAL COMPETENCE** (aka Miller’s Pyramid)

It is only in the “does” triangle that the doctor truly performs

- **Performance Integrated Into Practice**
  - eg through direct observation, workplace-based assessment
- **Demonstration of Learning**
  - eg via simulations, OSCEs
- **Interpretation/Application**
  - eg through case presentations, essays, extended matching type MCQs
- **Fact Gathering**
  - eg traditional true/false MCQs

**KNOWS**

**KNOWS HOW**

**SHOWS**

**DOES**

**KNOWLEDGE**

**SKILLS**

**ATTITUDES**

Expert

Novice

Based on work by Miller GE, The Assessment of Clinical Skills/Competence/Performance; Acad. Med. 1990; 65(9): 63-67
Adapted by Drs. R. Mahay & R. Burns, UK (Jan 2009)
Innovative Curriculum

- Pre-clerkship and Clerkship Years
- Podiatric Student = Allopathic Student for the first two years
- Pre-Clerkship Years: Comprised Sequential and Longitudinal Modules
- Clerkship Years: Supervised Clinical training
- Podiatric Medicine Biomechanics and Surgery (PMSB) course Years 1-4
Comprehensive Assessment Driven, Competency Based, Educational Program

Basic and Clinical Science Taught by an Interdisciplinary Team of Health Professionals and Educators

DPM program will offer an accredited four-year professional degree.

Employ Foundational Didactics, Problem Based Learning, Basic Science Theory in fact from Evidence Based Medicine Perspective
Courses for the DPM Program align with other medical degrees

Program and Course Objectives will be based upon an achievable set of Competencies/Outcomes (SOPM, CPME)

Podiatric Medicine Learning Objectives- AACPM Council of Faculties curriculum guide
Goals of Curriculum

To prepare each student for successful completion of APMLE parts 1 and 2 of National Boards of Podiatric Medical Examiners the Clinical Skills Patient Encounter (CSPE)

To develop knowledge, cognitive and psychomotor skills

To develop personal and professional behavior required of a podiatric physician

To develop a physician who will provide competent and comprehensive health care

To develop an individual who will be completely prepared for entry level podiatric residency training
<table>
<thead>
<tr>
<th>Prefix and Number</th>
<th>Required/Core Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PMMD – 8000</td>
<td>Introduction to Medicine</td>
<td>3</td>
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<tr>
<td>PMMD – 8117</td>
<td>Medical Biochemistry</td>
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<td>PMMD – 8119</td>
<td>Advanced Immunology and Microbiology</td>
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<td>PMMD – 8121</td>
<td>Cardiovascular &amp; Respiratory</td>
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<tr>
<td>PMMD – 8125</td>
<td>Renal</td>
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<tr>
<td>PMMD – 8129</td>
<td>Health Systems Science I</td>
<td>1</td>
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<tr>
<td>PMMD – 8113</td>
<td>Language of Medicine I</td>
<td>5</td>
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<tr>
<td>PMMD – 8515</td>
<td>Clinical Skills I</td>
<td>5</td>
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<tr>
<td>PMMD – 8111</td>
<td>Lower Extremity Anatomy</td>
<td>5</td>
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<tr>
<td>PMMS – 8301</td>
<td>Biomechanics</td>
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<tr>
<td>PMMS – 8303</td>
<td>Foot Pathology and Surgery</td>
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**First Year Total Credits 62**

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<th>Prefix and Number</th>
<th>Required/Core Course Title</th>
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<tr>
<td>PMMS – 8501</td>
<td>Podiatric Medicine</td>
<td>5</td>
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<tr>
<td>PMMS – 8503</td>
<td>Rearfoot and Ankle Pathology and Surgery</td>
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<tr>
<td>PMMD – 8511</td>
<td>Neurology</td>
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<tr>
<td>PMMD – 8513</td>
<td>Endocrine &amp; Male and Female Reproduction</td>
<td>5</td>
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<tr>
<td>PMMD – 8515</td>
<td>Digestive Health &amp; Nutrition</td>
<td>4</td>
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<tr>
<td>PMMD – 8517</td>
<td>Musculoskeletal Dermatology &amp; Radiology</td>
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<td>PMMD – 8521</td>
<td>Health Systems Science II</td>
<td>1</td>
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<tr>
<td>PMMD – 8519</td>
<td>Language of Medicine II</td>
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<td>PMMD – 8523</td>
<td>Clinical Skills II</td>
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<tr>
<td>PMMD – 8500</td>
<td>Prep Course for APMALE STEP 1</td>
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**Second Year Total Credits 47**

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<th>Prefix and Number</th>
<th>Required/Core Course Title</th>
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<tr>
<td>PMMS – 9000</td>
<td>Clinical Skills III</td>
<td>3</td>
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<tr>
<td>PMIM – 9110</td>
<td>Internal Medicine / Family Medicine Clerkship</td>
<td>4</td>
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<tr>
<td>PMIS – 9110</td>
<td>General Surgery Clerkship</td>
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<tr>
<td>PMIM – 9113</td>
<td>Emergency Medicine / Critical Care Clerkship</td>
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<tr>
<td>PMIM – 9115</td>
<td>Medicine Block</td>
<td>4</td>
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<tr>
<td>PMIS – 9115</td>
<td>Surgical Block</td>
<td>4</td>
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<tr>
<td>PMIS – 9113</td>
<td>Vascular Surgery Clerkship</td>
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</tr>
<tr>
<td>PMMS – 9301</td>
<td>Podiatric Medicine and Surgery Conference I</td>
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<td>PMMS – 9303</td>
<td>Podiatric Medicine Surgery Clerkship</td>
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</tr>
<tr>
<td>PMMS – 9105</td>
<td>Podiatric Medicine Surgery Clerkship</td>
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</tr>
<tr>
<td>PMIS – 9307</td>
<td>Podiatric Medicine Surgery Clerkship</td>
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<tr>
<td>PMIS – 9309</td>
<td>Podiatric Medicine Surgery Clerkship</td>
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</table>

**Third Year Total Credits 53**

Students will do 2 Core Medicine Rotations, 2 Core Surgical Rotations, 5 Podiatry Rotations and 2 Electives in either Medicine, Surgery or Podiatry. In addition, PMMS 9000 and PMMS 9301 are mandatory to all students.
Podiatric Medicine Biomechanics and Surgery (PMSB)

Dynamic, Core DPM Cumulative Course

Core competencies of podiatric medicine Years 1-4.

Knowledge base is Foundational
Course Topics

<table>
<thead>
<tr>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>History of Podiatric Medicine</td>
</tr>
<tr>
<td>Principles of Podiatric Medicine, Surgery and Biomechanics</td>
</tr>
<tr>
<td>Podiatric Terminology</td>
</tr>
<tr>
<td>Lower Extremity Anatomy</td>
</tr>
<tr>
<td>Biomechanics Theory and Application</td>
</tr>
<tr>
<td>Imaging and Radiology</td>
</tr>
<tr>
<td>Physiology, Pathophysiology, Pathoetiogenesis and Pathomechanics of Disease and Deformity</td>
</tr>
<tr>
<td>Podo pediatrics,</td>
</tr>
<tr>
<td>Physical examination.</td>
</tr>
<tr>
<td>Physical Medicine and Rehabilitation</td>
</tr>
</tbody>
</table>
Program Outcomes

1. SOPM graduates will pass the national boards of podiatric medical examiners/APMLE Part 1 examination with an overall pass rate above the national average. (At least 90 %)
2. SOPM graduates will pass the national boards of podiatric medical examiners APMLE Part 2 examination and CSPE with an overall pass rate above the national average. (At least 90 %)
3. SOPM will graduate at least 90% of matriculated students.
4. 100% of SOPM graduates will pass the clinical competency exam CSPE.
5. SOPM will place 100% of eligible graduates (successful APMLE pass rates of graduates) in a CPME approved residency program.
6. SOPM will graduate students that have the necessary knowledge skills and attitudes to complete a podiatric residency program.
7. 90% of SOPM graduates will obtain board certification within 10 years of graduation.
8. The SOPM will produce graduates capable of successfully servicing their student loan debt.
Program and Student Outcomes Assessment Plan

Office of Academic Affairs

April 2023
Assessment Validated

• Mission
• Curriculum and Competencies
• Program Outcomes
• Student Performance Outcomes
• Student Admissions Outcomes
• Faculty
Kirkpatrick Model

- Reaction
  - Satisfaction (Student Evaluations, Engagement)
- Learning
  - Knowledge (Course Exams, APMLE, License Exams)
- Behavior
  - Application (Practicals, Evaluations)
- Results
  - Outcomes
Assessment of Student Performance (Clerkship)

1. Objective Structured Clinical or Practical Examinations (OSCE),
2. Direct Observation of Procedural Skills (DOPS),
3. Peer assessment
4. Self-assessment
5. Patient surveys
6. Skills training
7. Milestones-based assessments

1. Case log and patient experience data
2. Other performance metrics, as available
3. Assessment test APMLE 2
4. Assessment test CSPE
5. Final 4th Year OSCE
6. National Boards examination pass rates and metrics (% taken/% passed)
7. Graduation rates, metrics, and surveys (often 1 year and 5 years after graduation)
8. Residency placement rates
Assessment of Student Performance (Pre-Clinical)

1. Written examinations (e.g., midterm examinations and final examinations)
2. Laboratory practical examinations, clinical procedures proficiency examinations, Objective Structured Clinical Examinations (OSCEs)
3. Student evaluations
4. In-training examinations, OSCEs
5. Milestones-based assessments at the aggregate level to identify areas of the curriculum needing improvement.
6. Case log and patient experience data
7. Remediation metrics
8. Enrichment/retention metrics
9. Assessment test APMLE 1
Types of Assessments

Summative Assessment
- End-of-year assessment
- State Assessments
- Aligned to content area state standards
- Measures student AYP
- A component of teacher accountability and evaluation

Interim Assessment
- 6-8 week assessment
- School and district level assessments
- Identify gaps in student learning
- Predicts student performance on state tests
- Data used at classroom level
- Drives district level decisions

Formative Assessment
- Daily assessment
- Linked to learning experience
- Assesses student understanding and mastery of skills
- Data used to modify instruction
Assessment:
- is ongoing
- is positive
- is individualized
- provides feedback

Evaluation:
- provides closure
- is judgmental
- is applied against standards
- shows shortfalls

Both:
- require criteria
- use measures
- are evidence-driven
- show shortfalls
## Difference Between Assessment And Evaluation

<table>
<thead>
<tr>
<th>Dimension of Difference</th>
<th>Assessment</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content: timing, primary purpose</td>
<td>Formative: ongoing, to improve learning</td>
<td>Summative: final, to gauge quality</td>
</tr>
<tr>
<td>Orientation: focus of measurement</td>
<td>Process-oriented: how learning is going</td>
<td>Product-oriented: what's been learned</td>
</tr>
<tr>
<td>Findings: uses thereof</td>
<td>Diagnostic: identify areas for improvement</td>
<td>Judgmental: arrive at an overall grade/score</td>
</tr>
</tbody>
</table>
Principles of Student-Centered Learning

- Learning needs cooperation between student and lecturer
- Enabling higher-order thinking
- Students need to have choice and control over their learning
- Students have different experience and background knowledge
- Required active learning and ongoing reflective
- Does not have one-size-fits-all solution
- Recognize students’ diversity

Student Centered Learning
STUDENT SUCCESS OUTCOMES

OUTCOME
Student Success

- Study Behaviors
- Health Behaviors
- Emotional / Personal Concerns
- Personal History
- Decision Process
Icebreaker

• Take one minute to write down a fun and interesting fact about you
• Come up to the front of the room
• Tell us your preferred name
• Your hometown
• A little about you
• Your fun and interesting fact
Doctor of Podiatric Medicine Program Expectations

Dr. La Fontaine, Dean
Transformation of Podiatric Education

• **Quality improvements and patient safety**
  • In progress

• **Patient-centered care**
  • Interpretation skills, honing observation
  • Empathy, communication, teamwork

• **Inter-professional education**

• **Competency-based medical education**
  • Knowledge, skills, and behavior in one set up
  • Emphasis in learning rather than time
  • Digital technology innovations
Transformation of Podiatric Education

• Inter-professional education
  • Mutual respect among other healthcare professionals
  • Use our knowledge and those of other professions to address healthcare needs
  • Inter-professional communication among families, communities, and other healthcare professionals
  • Teamwork to foster relationship building values to plan, and evaluate patient-centered care and population health
Professionalism

- Professional physician must learn to understand and manage communication with patients, families, peers, colleagues, and others.
  - Social Media
  - Guest speakers
  - Instructors
  - Staff members
  - Emails
10 Things that Requires 0 Talent

• Be on time
• Work ethic
• Effort
• Body language
• Energy
• Attitude
• Passion
• Being coachable
• Doing extra
• Being prepared
Causes of Substandard Performance (5 Ds)

• Deprivation- Sleep, diet, exercise, unsatisfactory living conditions
• Diversion- Hobbies, over-active social life, travel
• Distraction- Spouse, child, parents, siblings, career concerns, 2\textsuperscript{nd} job
• Dependency- Chemical, gambling, co-dependency
• Disordered- Personality & other psychiatric conditions

Yao DC, Wright SM. J Gen Internal Med. 2002; 16: 486-492.
Podiatric Medical Student Evaluation and Promotions Committee (PMSEPC)

- Academic/Non-academic Grievances
- Academic Dishonesty
- Attendance
- Probation, Suspension, & Dismissal
- Mistreatment
Podiatric Medical Student Evaluation and Promotions Committee (PMSEPC)

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- Probation, Suspension, & Dismissal
- Mistreatment

Read the Handbook!
“It’s What You Learn After You Know It All That Counts”

--John Wooden
Ability is what you're capable of doing. Motivation determines what you do. Attitude determines how well you do it.

-- Unknown
Wisdom is not a product of schooling but of the lifelong attempt to acquire it.

~Albert Einstein
• We are made wise not by the recollection of our past, but by the responsibility for our future.

~ George Bernard Shaw
Success is the ability to go from one failure to another with no loss of enthusiasm.

-- Winston Churchill
Work joyfully and peacefully, knowing that right thoughts and right efforts will inevitably bring about right results.

~James Allen
“The main ingredient of stardom is the rest of the team.”

John Wooden
Lunch
PLANNING FOR SUCCESS

OUR SEXUAL MISCONDUCT POLICY AND WELLNESS RESOURCES

TITLE IX: Office of Institutional Equity and Diversity (OIED)
and
Office for Advocacy and Violence Prevention (OAVP)
TRIGGER WARNING

The content of this presentation and discussion could be troubling, especially for survivors of violence victimization or harassment. Please feel free to take a break if the discussion triggers an upsetting response.

Please treat this presentation as a “safe space” and respect the boundaries of others, especially if their views or experiences are clearly troubling to them.

UTRGV takes sexual misconduct and discrimination seriously and expects our students, faculty, and staff to do the same.
OVERVIEW

1. Why this topic is important?
2. Key Policies & Definitions
3. Key resources
4. Where and What to report?
5. Q and A- TEST YOUR KNOWLEDGE
WHY THIS MATTERS?

• Your wellbeing matters- a core value at UTRGV

• Our office, OIED, works to ensure that anyone who experiences discrimination and/or sexual misconduct committed by or against any student, staff, or faculty, feels safe, knows their rights, and is aware of all available resources and options to ensure their safety and wellbeing.

• Individuals cannot be their best selves unless our learning and working environment is one that does not tolerate sexual misconduct and all other forms of discrimination.

• All UTRGV employees are mandatory reporters that report sexual misconduct to our office to ensure we reach out to you to offer information and options so something can be done!

• If you need to speak to someone in a confidential setting you can reach out to a confidential resource, such as OAVP.

• In society Sexual Misconduct prevalence is high and misinformation is everywhere so we want to make sure you have the right information to be safe and successful.
Sexual Assault Nationwide Statistics
KEY POLICIES AND DEFINITIONS

• ADM 03-300, Sexual Misconduct (available online)

• ADM 03-100, Non-Discrimination policy (available online)

• Key Definitions
  • Consent
  • Family/Domestic Violence
  • Dating Violence
  • Sexual Assault
  • Stalking
  • Sexual Harassment

www.utrgv.edu/hop
QUICK FOCUS ON CONSENT

- YES is YES (words)
- NO is NO
- Maybe is NO
- Extremely intoxicated person cannot consent
- Sleeping/passed out- no consent.
- Don’t send intimate pictures unless the person asks for them! (Sexual Exploitation)
- Be careful when sharing your computer screen/ Tik Tok Challenges

- Suggestion: Let the person who says NO be the lead, don’t pressure them. It is about respecting each other.

A consent conversation

Can I kiss you?

- Yes.
- Sure.
- I don’t want to.
- I don’t know.
- No.
- Maybe later.
- Silence

TEA AS CONSENT
WHERE TO REPORT

1. Online at www.utrgv.edu/equity
2. Via email at oied@utrgv.edu
3. Vaquero Report It- Equity and Title IX
4. In Person/ Phone- come by our office or call 956-665-2453
KEY RESOURCES

Office of Institutional Equity & Diversity (OIED)
• Supportive Measures
• Investigates complaints of Sexual Misconduct and Discrimination
• Informal resolution options
• Explains policy, student rights, offers resources
• Offers trainings to students, faculty, and staff
• EVERFI

Office for Advocacy & Violence Prevention (OAVP)
• Confidential
• Safety Planning Assistance
• Protective Order Assistance
• Offers trainings to students, faculty, and staff
• Masculinidad Saludable
WHAT IS AN ADVOCATE?

- Advocates provide confidential, non-judgmental assistance to victims, survivors, and bystanders of interpersonal violence.
- Advocates explain rights, assist with locating medical, psychological, and legal resources on campus and off campus, and help clients with appropriate accommodations for their unique situations.
- Advocates provide a critical voice for promoting change in beliefs and policies that marginalize members of the campus community who identify as victims, survivors, or bystanders of interpersonal violence.
Our advocates can support victims, survivors, and bystanders through:

- Providing information on victimization, crime prevention, survivor’s legal rights and protections, and the criminal justice process
- Understanding the Title IX process
- Providing emotional support to victims and survivors
- Helping victims and survivors with **safety planning**
- Assisting with supportive measures
- Helping find shelter or housing
- Providing referrals to other services
- Referring to in-house trauma-Informed counseling services
- And organizing educational outreach and awareness activities

**All services are FREE**
MOST PEOPLE WHO COMMIT SEXUAL MISCONDUCT ARE?

- Strangers
- Friends
- Males
- Females
- Known to survivors
- Family Members
WHEN SOMEONE TELLS YOU THEY EXPERIENCED SEXUAL MISCONDUCT YOU SHOULD?

• Tell them to report it.

• Listen and let them know about resources.
IF YOU SEE SOMEONE IN DANGER OF BEING SEXUALLY EXPLOITED, SHOULD YOU....

• Use your phone to capture what happened and send it to others and hope for the best?

• Try to do something to reduce the risk of danger for that person?
ACTIVE BYSTANDER APPROACHES

**DIRECT**
Assess your safety first. Speak up about the harassment. Be firm and clear.

**DELAY**
Even if we can't act in the moment, we can still make a difference for someone who's been harassed by checking in on them after the fact. We can help reduce that person's trauma by speaking to them after an instance of harassment.

**DOCUMENT**
If someone is already helping the person being harassed, you can help by recording on your phone or taking photos of the incident. Only document the situation if it’s safe, and make sure anything you do is focused on supporting the person who was harassed.

**DISTRACT**
Distraction is a subtle and creative way to intervene. Its aim is simply to derail the incident of harassment by interrupting it.

**DELEGATE**
Get help from someone else. It is okay to ask a third party for help with intervening.

**LESSON REVIEW**
The 5Ds are different methods - Distract, Delegate, Document, Delay, and Direct - that you can use to support someone being harassed, emphasize that harassment is not okay, and demonstrate to people in your life that they have the power to make their community safer.

Anyone can use the 5Ds! They are designed to be safe and not to escalate situations. Four of them are indirect methods of intervention.
HOW CAN SOMEONE CONTACT OAVP?

EMASS 3.160
(956) 665-8287
oavp@utrgv.edu
utrgv.edu/oavp
Facebook.com/oavp.utrgv
oavp_utrgv
Welcome to UTRGV!!!
Take care of yourself and each other.
Make your college experience everything you want it to be!
Student Accessibility Services

BRIEF BACKGROUND
Student Accessibility Services

Student Accessibility Services (SAS) exists to facilitate students’ equal access to university programs and services, promote student learning and development, foster independence and self-advocacy, and provide leadership to the campus on disability issues.
The Legal Foundation

SECTION 504 OF THE
REHABILITATION ACT OF 1973

“No otherwise qualified person with a disability in the United States shall, solely by reason of a disability, be excluded from the participation in, be denied the benefits of or be subjected to discrimination under any program or activity receiving federal assistance.”

AMERICANS WITH DISABILITIES ACT
(ADA, TITLE II; ADAAA OF 2008)

Civil rights law extending the anti-discrimination legislation of Section 504 to all institutions of high education regardless of whether they receive federal financial assistance

Title II prohibits discriminating on the basis of a disability

ADAAA of 2008 provides for more broad interpretation of the definition of disability
ADA Definition of Disability

- A physical or mental impairment substantially limiting one or more *major life activities* (activities that an average person can perform with little or no difficulty including seeing, hearing, speaking, sleeping, walking, learning, reading, concentrating, etc.)
- A record of such an impairment; or
- Being regarded as having such an impairment

(ADA: Americans with Disabilities Act)

https://www.ada.gov/pubs/adastatute08.htm#12102
Categories of Disabilities

- Attention-Deficit/Hyperactivity Disorder
- Autism Spectrum Disorder
- Blind & Low Vision
- Deaf & Hard of Hearing
- Learning Disabilities
  - Reading (Dyslexia)
  - Math
  - Written Expression
  - Intellectual/Developmental Disabilities
- Physical or Medical Disabilities
  - Orthopedic Impairment
- Psychological Disabilities
  - Anxiety
  - Depression
  - Post-traumatic Stress Disorder
- Traumatic Brain Injury
- “Other Health Impairment”
- Temporary disabilities
Common Barriers

- Reading textbooks or handouts due to print size, extensive quantity, or time constraints
- Writing notes
- Hearing videos, lectures, and discussions
- Seeing presentations or written information on the board
- Navigating the online environment if lacking structure and organization
- Attitudinal barriers
- Entering buildings or classrooms (doors), uneven walking surfaces, unmarked stairs, long distances between classrooms
Accommodations

- Accommodations are physical and environmental adjustments to a course, program, service, activity, or facility that enable a qualified student with a disability to have the same academic opportunities as all other students.

- The ADA indicates the student must request his/her own classroom accommodations. This action cannot be requested by others.

- ADA Accommodations are further defined in the UTRGV Handbook of Operating Procedures (HOP), Section ADM 03-200.
Accommodations

- Accommodations are provided only to students with documented disabilities who are registered with SAS. Informal accommodations are discouraged.
- Accommodations are provided to allow equal access and opportunities for students with disabilities.
- Each student’s personal circumstances are unique, which means each student will have a different set of accommodations.
Common Accommodations:

Unique to each individual student and determined based on student’s request, disability documentation, and academic/curriculum requirements.

- Accessible chair / table
- Alternate format for reading materials
- Preferential seating
- Short breaks
- American Sign Language (ASL) / Captioning
- Emotional support animal
- Volunteer note taker
- Audio recorder / Smart pen

Testing Accommodations
- Extended time on exams / quizzes
- Separate testing area / Reduced distraction environment
Access vs Success

- Accommodations are intended to provide *access* due to a barrier related to the student’s disability.

- Accommodations are not intended to ensure *success* and guarantee an outcome. Self-regulated learning must occur.

- Accommodations should not fundamentally alter the essential objectives of an academic program, curriculum or course, or lower the academic standards.

- Accommodations are not retroactive.
Accommodation Letters

- Accommodation letters are prepared each semester for the course(s) for which the student is registered. Letters must first be requested by the student each semester for each course in which the student desires to utilize accommodations.

- Once requested by the student, letters are sent via email to both the student and his/her professor.

- Letters of accommodation are covered by FERPA and are only shared on a need-to-know basis.

- No information related to SAS will appear on transcripts.
SOPM Considerations

- If a student requests accommodations during the middle or end of a module, the request is still processed according to SAS procedures.
- Consider the academic rigor and the pace of the program in which you have enrolled.
- You may be eligible as a student with a disability, but some accommodation requests may not be reasonable or access oriented. All requests are considered and evaluated, however.
Considerations for Board/Licensing Exams

- Receiving accommodations at UTRGV does not mean a student will automatically receive testing accommodations on Board or licensing exams.

- *Recent* documentation of disability is required to be submitted to the licensing board when requesting testing accommodations.

- It is important to begin this conversation early on with SAS (*as early as your first term in the program)*.

- Not registering with SAS may reduce likelihood of having accommodations approved for such exams (primarily due to a lack of documented need).

- Each licensing board has different criteria and processes for requesting testing accommodations.
Faculty Member Responsibilities

- **Maintain Confidentiality**
  - If a student discloses a disability, refer the student to SAS and maintain confidentiality about student’s disability
  - Discuss student accommodations in a private setting

- **Implement Accommodations**
  - Implement accommodations as noted on student’s accommodation letter; maintain confidentiality
  - Faculty are not required to provide accommodations unless they are first approved by SAS and included on the student’s accommodation letter
SAS Supports

MENTORING

TITLE IX: PREGNANCY & PARENTING
One departmental goal is to improve a student’s sense of belonging – a student’s perceived sense of connectedness to the campus community. SAS provides personal development opportunities to students registered with SAS through the Student Accessibility Mentoring (SAMs) Program. SAMs is not a support required by the ADA or Section 504; however, it provides a unique service which is intended to support students in navigating university life.
Student Accessibility Mentoring (SAMs)

Through mentoring, students can develop skills and knowledge related to:

- Transitioning to college
- Navigating campus and community resources
- Communication and self-advocacy skills
- Social / self-help skills
- Study skills
- Time management, planning, and organization skills
The eligibility process to receive accommodations is based on requests made by the student, medical documentation, and an interactive process with SAS staff to determine reasonable accommodations depending upon individual circumstances and academic course, program, or activity requirements.

Students are encouraged to apply at least 1 month prior to the delivery date and within the same semester enrolled, unless there are high risk issues.

Examples of accommodations include, but not limited to, frequent breaks, accessible seating or furniture, excused absences, and additional time for completing course assignments.

Note: all course work must be completed prior to the end of the academic term.

www.utrgv.edu/accessibility/pregnancy-parenting/index.htm
CONTACT SAS

Brownsville
BMSLC 1.107
956-882-7374

Edinburg
University Center 108
956-665-7005

Dr. Laura Castillo, Assistant Director
laura.castillo@utrgv.edu

Jaine Villarreal, Access Coordinator
jaine.villarreal@utrgv.edu

Georgeann Goodlett, Senior Access Coordinator
georgeann.goodlett@utrgv.edu

ability@utrgv.edu
ANY questions?
SOPM
Student Affairs

Patricia Montemayor Garcia, Director of Student Affairs & SGA Advisor
Student Affairs

• Our office provides care and support to students by ensuring that issues are properly addressed and to facilitate opportunities that help meet their academic and personal goals.

• Our office is a resource connecting students who are navigating personal or academic issues to supportive campus and community resources, serve as student advocates, and promote students’ rights and responsibilities.
What do we do?

1. Connecting You with UTRGV Student Counseling Services: OSA assists you in accessing the valuable resources offered by UTRGV's Student Counseling Services, providing you with a supportive and confidential space to address personal challenges and mental health concerns.

2. Guidance and Resources for Academic Support: Whether you need help with study strategies, time management, or academic planning, OSA can offer resources to help you excel in your studies.

3. Student Organizations, SGA, and Student Activities: OSA encourages and facilitates your involvement in various student organizations, the Student Government Association (SGA), and a wide range of enriching student activities, fostering a sense of community and personal growth.

4. Enforcing School Policies and Student Conduct: OSA plays a crucial role in upholding the school's policies, procedures, and student conduct standards, ensuring a safe and respectful environment for everyone.
5. Advocating for Student Health and Wellness Programs: Your well-being is of utmost importance. OSA actively advocate for and support student health and wellness programs to promote a healthy and balanced lifestyle.

6. Collaborating with Student Accessibility Services: OSA works closely with UTRGV's Student Accessibility Services office to ensure that students with special needs or disabilities receive the necessary accommodations to facilitate their academic journey.

7. Emergency and Crisis Response: In the event of emergencies or crises that may impact students, OSA is prepared to respond promptly and effectively, ensuring your safety and well-being.

8. Gathering Feedback to Enhance Student Experience: Your feedback matters! OSA and the assessment team seek input from students to continually improve our support services and enhance your overall campus experience.

9. Assisting with Student Organizations and Interest Groups: If you're interested in starting a student organization or an interest group, OSA provides guidance and serve as an advisor, helping you bring your ideas to life.
# Student Organizations

<table>
<thead>
<tr>
<th>Organization</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>APMSA</td>
<td>American Podiatric Medical Students' Association (APMSA)</td>
</tr>
<tr>
<td>ACFAS</td>
<td>American College of Foot and Ankle Surgeons</td>
</tr>
<tr>
<td>ACPM</td>
<td>The American College of Podiatric Medicine</td>
</tr>
<tr>
<td>AAWP</td>
<td>American Association for Women Podiatrists</td>
</tr>
</tbody>
</table>
CastleBranch

- Used to track the requirements for SOPM
  - Background, drug, immunizations...etc.
- You will always have access to your account and results
- You will be responsible for providing documentation or respond to specific questions in order to complete each requirement
- Some requirements must be renewed on a scheduled basis, most often annually
AHP Presentation

https://utrgv.zoom.us/j/7102046564
Artsy Color Splash
School of Podiatric Medicine Orientation

August 2nd - Day Two
Student ID Pictures
IT Services

Irma Hermedia
Team Building

Luis Chavarria
Lunch
Officer Marco A. Huerta
UTRGV POLICE
• Retired from the Brownsville Police Department after 27 years of service
• Hired onto the UTRGV Police Department in 2020
• Police K-9 Instructor
• Background Investigator
• Field Training Officer
• Crime Prevention Officer
• Community Engagement Officer
• Contact # 956-882-8451
UT System Police

Created after an active shooter event at UT Austin on August 1\textsuperscript{st}, 1966. The UT System Police is the \textbf{third} largest state law enforcement agency in Texas. The UT System Police is tasked with protecting all the UT institutions in the State of Texas.
UT Institutions

- 9 UT Academic Institutions
- 6 UT Health Institutions
University of Texas Rio Grande Valley (UTRGV) Police Department

Hours of Operation

24/7/365

Safety and Service never takes a day off.
UTRGV Police Phone Numbers

Brownsville & Edinburg Campus
(956) 882-7777 (Directory) Non-Emergency
(956) 882-4911 (Emergency)
Police Communications Operator

- Provide campus services to all faculty, staff, students, and visitors.
- Maintain Radio Contact, at all times, with all University Police Officers and PSO’s.
- Respond to emergency phone calls, and non-emergency calls, in an efficient and timely manner.
- Monitor the network of surveillance systems.
- When contacted via phone in an emergency, they will be asking *Who, What, Where and When* to ensure that responding officers are prepared.
Edinburg Campus

• 501 N. Sugar Road Edinburg, Texas
• Phone number: 956-882-7777
Brownsville campus

• 2671 FJRM Ave Brownsville, Texas
• Phone number: 956-882-7777
• Across from Casa Bella Dorms on FJRM Avenue.
UTRGV Police Officers

- Licensed Peace Officers for the State of Texas, Commissioned by UT System Police.
- Responsible for the overall safety of the campus community.
- Respond to and investigate all incidents or crimes which occur on campus.
- Authority to enforce local, state, and federal laws.
- To include Penal Code, Transportation Code, Health Code, etc.
Divisions within the Police Department

- Patrol Division
- Professional Standards Unit
- Criminal Investigations Division
- Public Safety Officers
- Bike Patrol
- Community Engagement Unit
- Dispatch-Communications
- Training Division
- Special Rapid Response Team
- K-9 Unit
UTRGV K-9 Teams

UTRGV Police Officer Isaac De La Garza and K-9 Eyka

UTRGV Police Officer Jorge Flores and K-9 Suzy
Emergency Phones

Also located at:
- Walkways
- Covered walkways
- Elevators
Campus Shield Smartphone App

- Report safety concerns with photos/videos
- Directly contact campus police in emergency situations
- Anonymous reports
- Friend watch
- Campus resources
  (Safe walk requests, Campus maps)
Emergency Notification System

Goal: To communicate to students, faculty, staff, and visitors in the event of an impending threat on campus.

Message: All messages will communicate the current situation and provide guidance for what action needs to be taken.

Methods:

- Phone Call
- Text Message
- E-mail
- Outdoor Siren
- Computer Screen Alert
- Flat screen Televisions
- University’s website
Public Safety Officers

- Open door requests
- Found/Lost property
- Escorts / Safe Walk Program
- Patrol campus on motor vehicles, foot & Bicycle.
Free Services to the Campus Community

- Escort / Safe Walk
- Vehicle Jump Start
- Unlock Vehicles
- Lost and Found

All services available 24/7/365
Free Services to the Campus Community

TRAINING ANNOUNCEMENT

UNIVERSITY OF TEXAS RIO GRANDE VALLEY
Police Department – Training Division
PRESENTS:

CIVILIAN RESPONSE TO ACTIVE SHOOTER EVENTS
TRAINING COURSE

The possibility of being involved in an active shooter situation is a high risk threat. This training course provides the knowledge, skills and attitudes required for effective responses to such incidents. The course is aimed at enabling civilians involved in an active shooter event within a campus environment to respond efficiently, safely and decisively. This session provides an in-depth video analysis of past active shooter events, their background and the lessons that originated from each.

R.A.D. for Women

Rape Aggression Defense (R.A.D.) is a comprehensive 12-hour self-defense course for women focusing on awareness, prevention, risk reduction and avoidance. All participants will receive a manual that outlines the entire physical defense program for reference and continuous personal growth. Female students, faculty and staff are encouraged to attend.
Bicycle Parking Permit & Registration

- All bicycles parked on campus must display a bicycle parking permit.
- The bicycle parking permit/registration is FREE!
- Bicycle registrations help with the recovery of lost or stolen bicycles.
- The bicycle parking permit/registration is part of an effort to deter bicycle thefts and can assist in the successful prosecution of criminals when incidents do occur.

USE A U-LOCK AND A CABLE LOCK

LOCK BOTH THE FRAME AND WHEELS
SAFETY TIPS

• Be aware of your surroundings. *Try to avoid being completely distracted by your phone or connected devices.*
• Walk-in well-lit areas.
• Save the Police Department’s phone number on cell phone.
• Let someone know where you are going and when you plan to be back.
• When possible, travel in groups of two or more at night and use well-lit, heavily travelled paths.
• Use sidewalks that are far away from shrubs, dark doorways, and alleys.
• Walk in a confident, relaxed manner making eye contact with approaching strangers.
• Contact University Police if they are studying late or on the weekends and would like to request a security escort to your car.
• Trust their instincts! If students feel uncomfortable in a place or situation, change directions, go to an emergency phone, a public building or call University Police.
Safety

Property crime prevention:

- Most property crimes are crimes of opportunity
  - Lock your doors.
  - Lock your bike.
  - Don’t leave your items unattended.
  - Do not leave valuable items in plain sight inside even a locked vehicle
Frequently asked questions

• Can campus police stop me for a traffic violation?
• May I park here?
  • UTRGV Parking and Transportation
• Who do I contact to reserve a room or request an unlock?
  • Police@utrgv.edu
• Are pets allowed on campus?
  • With the exception of certified support animals and animals involved in approved UTRGV activities, animals are not permitted in any UTRGV building. Animal(s) may be brought onto campus, other than in buildings, but should be appropriately restrained or contained. The owner shall be responsible for cleaning up after the animal.
Frequently asked questions

• May I take graduation photos, or any other kind of photos on campus?
  • Yes, but anyone taking photographs may not publish licensed University logos, seals or any other intellectual property without permission.

• I need special accommodations for class, who can I contact?
  • Student Accessibility Services

• Can I cross the street here? Everyone else is doing it.
  • Please only cross streets on Campus at designated pedestrian crosswalks.

• Campus Police took a report from me, where can I pick up a copy of it?
  • Police Reports can be requested by contacting the UTRGV Office of Legal Affairs
Follow us Online

- UTRGV.EDU/POLICE
- TWITTER.COM/UTRGVPOLICE
Thank you!
Emergency Preparedness

Pablo Mendez
White Coat Fitting
Obstacle Course!
School of Podiatric Medicine Orientation

August 3rd - Day Three
What to Expect now that I am Here
"Nothing is impossible. The word itself says 'I'm possible!'"
— Audrey Hepburn
The persistent Inability to believe that one's success is deserved or has been legitimately achieved as a result of one's own efforts or skills

Beware Of Imposter Syndrome
EAT SLEEP DREAM PODIATRY
So, what will it be like?

Walking into the lecture hall, I didn’t really know what to expect. Sitting among 100 other new first-year medical students, I began to take notes on the histology lecture but found I wasn’t sure what to write down. The professor moved through the PowerPoint slides too quickly for me to write down anything meaningful – in fact, everything he said seemed significant and likely testable.

In the first few weeks of medical school, the adage of “medical school is like drinking from a fire hose” came true. After abandoning note-taking, I tried printing the lectures but found even that task not entirely feasible because I was printing 30 or 40 pages for a single one-hour lecture!

Starting med school is a major adjustment. I found I wasn’t alone having difficulty drinking from the fire hose as my classmates shared the same sentiments. However, in time and with plenty of diligence and support from my peers, the first year of med school and the subsequent years became some of the best years of my life.
Running the Marathon

• Learn your Learning Style
• Stay on top of your classes
  • Review materials
  • Ask questions
  • Meet with faculty
• Build study groups
• Learn to say No
• Find Balance
• Develop a Peer Support Group
ALWAYS Show up as a student.
Just believe in yourself. Even if you don't, pretend that you do and, at some point, you will.

- Venus Williams
Calendar

- Academics are a priority so will have priority on scheduling events
- Student Org events will be posted on the calendar
- The calendar is subject to change
Evaluations

Module Evaluations
- seen by all faculty, and curriculum committee members
- evaluate the content of the module and how it was delivered NOT who delivered it.
- Don’t be Negative Nancy and only focus on the negative but also think of the positive and what you may have enjoyed
- We want you to be critical that’s how we improve but make it CONSTRUCTIVE

Individual Faculty Evaluations
- Seen by only Dean, Department Chair and Particular faculty member
- Remember Faculty members are Human
- Be constructive
- Peanut Buter and Jelly concept
Buckle up and enjoy the ride
UTRGV Counseling Services

Richard W. Clayton, MS, LPC, LCDC, CRC
Library Orientation for Podiatric Medical Students
Library Locations

The School of Medicine operates 2 medical libraries:

- **Aaronson Library**
  Edinburg Medical Education Building
  EMEBL 1.209

- **Ramirez Library**
  Harlingen Clinical Education Building
  HCEBL 1.144
Staffed Library Hours

Monday – Thursday: 8:00 a.m. – 8:00 p.m.
Friday: 8:00 a.m. – 5:00 p.m.
Sunday: 1:00 p.m. – 8 p.m.

Staffed hours, including holiday and intersession schedules, are posted on the SOM Library web site and at library entrance.
24/7 Library Access

• Ramirez Library is accessible 24/7/365 by medical students and residents (SOM and SOPM).

• After staffed hours, use your ID badge to enter the building and library.

• Interested in card-access to the Aaronson Library in Edinburg? Please contact: stephanie.atkinssharpe@utrgv.edu

All medical students must have their UTRGV ID card to enter the library when doors are locked.
Textbooks and study resources:

**LibGuide for Introduction to Medicine (PMMMD 8000)**

- Go to: [https://utrgv.libguides.com/podiatric-medicine](https://utrgv.libguides.com/podiatric-medicine)
- Includes links to recommended textbooks selected by faculty (more guides are coming!)
- Includes additional textbooks by disciple, qbanks, anatomy study resources

LibGuides on other topics: [https://utrgv.libguides.com/school-of-medicine](https://utrgv.libguides.com/school-of-medicine)
Borrowing policy

• The loan period for most books is 14 days.
• A UTRGV ID card is required to check-out materials.
• Books can be borrowed and returned at any UTRGV library location.
• You can check-out books from the University Libraries in Brownsville and Edinburg, too.
Renew books

Online book renewals:

• Go to the School of Medicine Libraries Web site: http://www.utrgv.edu/medlibrary
• Look for the Quick Links menu, click on Library Catalog, and sign-in with your UTRGV email address and password.

Other renewal options:

• Call: (956) 296-1601 or 296-1500
• Email: somlibrary@utrgv.edu
• In-person: Visit any UTRGV library circulation or information desk.
Laptop and equipment checkout

• Laptops, headphones, computer mice, and various cables/adapters are available for check-out.
• Laptops can be checked out for 14 days and you are allowed 1 renewal.
• Laptops are equipped with basic office applications.
Library computers

- Both PC and Mac desktop computers are available.
- Select computers are equipped with specialized software such as Adobe Create Cloud (Photoshop, Illustrator), IBM SPSS, EndNote.
- Login to library computers with UTRGV e-mail address and password.
Print, copy, & scan

• Print, copy, and scan-to-email services are available.
• You can print from library computers or from a personal device.
• Visit the library information desk to get assistance with printing in specific formats.
• More info is available on the library web site.
Poster printing

Poster printing services are available at the Aaronson Library (EMEBL) and Ramirez Library (HCEBL) for School of Medicine students, residents, faculty, and staff.

**Poster Printing Request Form**

[https://utrgv.libwizard.com/f/SOM_poster](https://utrgv.libwizard.com/f/SOM_poster)

Please allow at least 24 business hours for poster printing.
Study rooms

- Book a room online: [http://www.utrgv.edu/medlibrary/services/study-rooms/](http://www.utrgv.edu/medlibrary/services/study-rooms/)
- You can also book a room scanning the QR code at the study room’s door.
- Study rooms may be booked online up to 7 days in advance.
- Study rooms are equipped with flat panel screens and HDMI or Apple TV Airplay connections.

Study rooms are popular during the academic year – book in advance!
Research consultations

If you are planning a research project and would benefit from consulting with a medical librarian, please submit the form below to request a consultation.

Research Consultation Request Form: https://utrgv.libwizard.com/f/som-library-consultation

Research consultations may include topics such as:
• Building a search strategy and selecting library resources for a question/topic
• Identifying journals for publication and understanding publication options
• MEDLINE searching (OVID or PubMed)
Medical apps

Access our medical apps guide at: https://utrgv.libguides.com/medapps

- Includes medical apps available via UTRGV SOM Libraries’ subscriptions.
- Free apps commonly recommended by students, residents, and faculty.
A subset of the AccessMedicine database

App is free; requires a MyAccess Account to activate the app.

Create your MyAccess Account on the AccessMedicine site.

Go to UTRGV SOM Libraries > Databases A-Z > AccessMedicine
• Offers access to thousands of Elsevier eBook and journal titles.

• Includes procedure videos and other forms of multimedia.

• App is free; requires a **CK Account** to activate the app.

• Create your CK Account on the ClinicalKey Database site. Go to UTRGV SOM Libraries > Databases A-Z > ClinicalKey
• Clinical decision support tool; provides clinical information – including drug topics and concise clinical summaries designed to be used at the point of care.

• App is free; requires an UpToDate Account to activate the app.

• Setup instructions: https://utrgv.libguides.com/medapps/uptodate

• Accounts remain active for 3 months.
• Find, read and monitor thousands of scholarly journals available from the library.
• Bookmark journals you read most frequently.
• Save articles for reading later!
LibKey Nomad
Fewer clicks to content

- Install browser extension [http://www.libkeynomad.com](http://www.libkeynomad.com)
- Select UTRGV as your subscribing institution and login.
- Look for LibKey Nomad buttons embedded in databases and online resources.
- Boosts ability to access article full text and PDFs available through the library or other open access sources.
- Helps identify e-books available via the library.
Welcome to UTRGV!

Contact us:

Stephanie Atkins Sharpe
stephanie.atkinssharpe@utrgv.edu

Kathleen Carter
kathleen.carter@utrgv.edu

School of Medicine Library
somlibrary@utrgv.edu
WHAT DOES
REGISTRAR MEAN?

- Defined as an official recorder or keeper of records
- An officer of an education institution responsible for registering students, keeping academic records, and corresponding with applicants and evaluating their credentials.
- Definition provided by the Merriam-Webster Dictionary
REGISTRAR SERVICES

- Academic Records
  - Maintain permanent Records & Documents.
  - Records: Scores, grades, coursework, official dates of enrollment, etc.
  - These records will reflect the total academic history of a student at the UTRGV School of Podiatric Medicine.

- Official Transcripts
  - www.utrgv.edu/transcripts
  - Make sure this official document holds all the necessary information for continued growth academically, professionally and personally.
REGISTRAR SERVICES

- Enrollment Verifications
  - Student's Enrollment Status
  - Anticipated graduation date
  - Proof of Attendance
  - Needed for: Loan Deferments, insurance companies, banks, conferences, organizational membership and other interested parties.

- Certifications of Good Standing
  - Used to certify enrollment and good standing at the UTRGV School of Podiatric Medicine.
  - Needed for: Good student discounts, insurance companies, banks, conferences, organizational membership and other interested parties.
REGISTRAR SERVICES

- Course Enrollment
  - All students on year 1 and 2 are enrolled automatically by the office of the registrar.
  - Registration in courses is done towards the end of your academic term.
  - Registration does not mean automatic transition into your next year. Passing all your courses is mandatory.

- Academic Calendars
  - Creation of the academic calendar for each cohort.
  - Always check with your instructors/module leads as to how your classes are scheduled as you have courses that are longitudinal.
FERPA (FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT)

- Protects the privacy of student education records.
- Your education information cannot be released without your written permission.
- Parents, guardians, spouses, friends, etc., cannot have access to your education records.
DIRECTORY INFORMATION

You may opt-out on ASSIST --> Student Profile

Includes:
- 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;
- participation in officially recognized activities and sports;
- weight and height of members of athletic teams; and
- most recent previous educational agency or institution attended.

DIRECTORY INFORMATION

The Family Educational Rights and Privacy Act (FERPA) protects the privacy of a student's educational records in all formats, including paper and digitally, by placing restrictions on who may have access to them, under which circumstances, and how that information may be used.

You may opt-out on ASSIST --> Student Profile. We will update your content to revoke directory information at any time.

What is Directory Information?
Directory information is information contained in the education records of a student that would not generally be considered harmful to or an invasion of privacy if disclosed. You can see what UTRGV identifies as directory information here and read more about FERPA. https://www.eric.ed.gov/edsearch/contentdetails?short=72996

A school may disclose directory information to third parties without consent if it has given public notice of the types of information which it has designated as directory information.
If you have questions or concerns, please feel free to contact me via email at:

- **Email:**
  - SOPMRegistrar@utrgv.edu
  - xavier.peixoto01@utrgv.edu

- **Office Location:**
  - HCEBL 2.104
  - 2102 Treasure Hills Blvd.
  - Harlingen, TX 78550

- **More information:**
  - [https://www.utrgv.edu/school-of-podiatric-medicine/education/registrar-services/index.htm](https://www.utrgv.edu/school-of-podiatric-medicine/education/registrar-services/index.htm)
Class of 2027 Orientation Presentation

UTRGV SOPM Financial Aid
Topics

- Free Application for Federal Student Aid (FAFSA)
- Cost of Attendance
- Financial Aid
  - Types of Financial Aid
  - Scholarships
  - Disbursements
- Financial Literacy
Financial Aid: Apply Every Year!

The FAFSA/TASFA for the 2023-2024 academic year: FAFSA opened on **October 1, 2021**!

Students need to have their tax return for 2021 and W2’s in order to complete the 2023 - 2024 FAFSA/TASFA.

FAFSA/TASFA for the 2024-2025 academic year

Students will need their tax return for 2022 and W2’s in order to complete the 2024 - 2025 FAFSA/TASFA.

The Free Application for Federal Student Aid (FAFSA) is available at: [www.studentaid.gov](http://www.studentaid.gov)

To obtain an FSA ID (username and password) can be retrieved at [https://fsaid.ed.gov](https://fsaid.ed.gov)
Cost of Attendance

• Cost of Attendance is an estimate of college expenses for the period of enrollment.
• Components
  • Tuition & Fees
  • Books, Course Materials, Supplies, & Equipment
  • Housing & Food
  • Transportation
  • Health Insurance
  • Miscellaneous
  • Loan Fees (at the end of the academic year)
# 2023-24 Resident Off Campus Cost of Attendance

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition &amp; Fees</td>
<td>$20,611</td>
</tr>
<tr>
<td>Housing &amp; Food</td>
<td>$13,438</td>
</tr>
<tr>
<td>Books, Course Materials, Supplies, &amp; Equipment</td>
<td>$6,211</td>
</tr>
<tr>
<td>Transportation</td>
<td>$3,073</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>$5,019</td>
</tr>
<tr>
<td>Health Insurance</td>
<td>$3,438</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$51,790</strong></td>
</tr>
</tbody>
</table>
Financial Aid Loan Options

Federal Direct Unsubsidized Loans
• Guaranteed
  • $47,167 Annual Loan Limit for Podiatric Medical Students (12-month enrollment period)
  • $42,722 Annual Loan Limit for Podiatric Medical Students (10-month enrollment period)
  • 7.05% Fixed Interest rate
  • 6 Month Grace Period
  • $224,000 Aggregate Loan Limit

Federal Direct Graduate PLUS Loans
• Credit-Based
• Limited to Cost of Attendance
• 8.05% Fixed Interest Rate
• 6 Month Grace Period
• No Aggregate Loan Limit
Scholarships

• The UTRGV School of Podiatric Medicine’s Scholarship Program is a vital financial resource that assists deserving medical students pay for their education. Scholarships are awarded based on need, merit, or a combination of the two.

• Outside scholarships are funds provided by off-campus agencies and may be available for SOPM students. UTRGV does NOT guarantee the availability of scholarships on these sites, not are we involved in selecting recipients for these scholarships.

- UTRGV Online Scholarship Portal
  - Dr. Marion Filipone Endowment
  - Steve Beito Scholarship
- American Podiatric Medical Association (APMA) Educational Foundation Scholarship Fund
- STARS Scholarship Fund
- College Board
- Scholarships.com
- Scholarships for African American Students
- Financial Aid Opportunities for Minority Students
- Texas Podiatric Medical Foundation & Association Scholarship Fund
Disbursements

• Disbursements are done 10 days before the first-class day of each Fall/Spring term.

• Student loans MUST be disbursed in two separate payments (half fall/half spring terms).

• Once tuition and mandatory fees have been paid for, the remaining amount will be given to the student in the form of a student refund.

• Direct deposit is faster!
Financial Literacy

- Financial Aid/Debt management Counseling Sessions
- Meet 1 to 2 times per academic year
- One-on-one session
- 30 minutes maximum
- Attendance is required
Questions?

Marlee Olivarez, MS, MA: Assistant Director of Financial Aid – SOPM
Office Phone: (956) 296-2041
Email: dpmfinancialaid@utrgv.edu
UTRGV Transportation
Lunch
Learning Style and Myers–Briggs Type Indicator
Grading Policy

- SOPM will utilize an Honors/High Pass/Pass/Fail grading system

90–100% = Honors (4.0)
80–89.99% = High Pass (3.5)
70–79.99% = Pass (2.5)
0–69.99% = Fail (≤1.0)

We DO NOT ROUND

UTRGV School of Podiatric Medicine
What if I fail a Class?

If you fail ONE CLASS with a 65–69.99

Retest occurs one week after the original test was administered.

If you Fail ONE CLASS with a 64.99 or below

Summer remediation occurs the first three weeks after the last day of spring term

• If you fail more than 2 classes

PMSEPC (Podiatric Medical Student Evaluation and Promotion Committee)
What if I get a 64.99 can I have a Retest, I am so close

NO.
What happens if I fail a Module this semester and then a different one next semester or even next year?
**Charge**: reviews the academic performance and professional development of each student during their four-year podiatric medical education and recommends students for graduation, any remedial actions or dismissal to the Dean or appropriate faculty for action.

- **Composition**: three members of the faculty plus one alternate with one faculty member elected as chair, director of clinical education, medical education evaluation and assessment manager and including the associate dean for academic affairs and the director of student affairs as ex officio members of the committee.
Test Taking Etiquette

• Show up on time
  • If you are more than 10 Minutes late you will not be allowed to take the exam
  • All your personal items need to be placed in the front or the sides of the room away from the desks by the Test start time
  • All **SMART WATCHES** must be removed and, in your bag
  • Only your computer, mouse and white board/ eraser we provide at your desk
  • If you have an emergency (get into a car accident, get pulled over, wake up ill etc) Please send an email to the Faculty member of the class, cc student services, Dr Heybeck (tyreen.heybeck@utrgv.edu) and our Medical Education and Evaluation Manager Veronica: vero.villarreal@utrgv.edu. IF you can’t email, please call either Patti in Student Services or Veronica
Absence Policy

- For non-emergent absences, a form MUST be submitted to EACH MODULE LEAD prior to absence.
- For emergent absences, the form must be submitted as soon as you return.
- Dean of Academic Affairs will approve or non-approve the absence.
- Non-approved absences do not mean you cannot be absent; they just mean make-up work is not mandatory.
Excused or Non-Excused?

I am going home for Thanksgiving and need to miss the Friday test because the flights are cheaper.
I HAVE AN APPOINTMENT

Excused
My Sister is getting married, and I must go to the bachelorette party.
• **Academic**
  • You Fail 2 or more classes and PMSEPC places you on and ACADEMIC LOA

• **NON-Academic LOA**
  • Medical
    • Spouse, child, immediate family illness
    • Personal medical
    • Birth of a child
    • Accidents
    • ETC….

LOA’s in Podiatry school usually require you to sit out till the start of the following academic year.
Dress Code

- We recommend
  - Business Causal
  - Scrubs

- There will be times we will ask for you be dressed in Professional attire

Please no Workout clothes
History of UTRGV School of Podiatric Medicine
Dr. Lawrence Harkless
Research Day
Lunch & Student Org Presentations
Reminders for Reception

• Class photo will be at 5:30 pm – Make sure to check in no later than 5:00 pm and wait in the lobby so we can get everyone together for photo at one time
• Sunday's best attire
Class of 2026 Orientation Rundown

• End of year survey – Vero Villarreal
• Welcome Back! – Dean La Fontaine
• Student resources – Vero Villarreal
• SOPM Financial Aid – Marlee Olivarez
• SOPM Registrar – Angelo Peixoto
• Castlebranch/Qualifying Events – Patti Montemayor and Gilbert Morin
• Expectations of Evaluations – Dr. Heybeck & Dr. Cavazos
• Student Org and Schedules – Dr. Heybeck & Patti Montemayor
• Updates and Recaps of Handbook and reminders – Dr. Heybeck and Dr. Cavazos
Questions and End Remarks

Vero Villarreal