



2018-2019

M.D. Program Course Catalog



The University of Texas Rio Grande Valley
School of Medicine
www.utrgv.edu/som

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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 team-based interprofessional programs that emphasize patient-centeredness and social justice through participation in educational and clinical activities with students from other health colleges within UTRGV.

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 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.



***John H. Krouse, M.D., Ph.D., MBA
Dean, UTRGV School of Medicine
Executive Vice President for Health Affairs***

UT System Board of Regents Officers

Sara Martinez Tucker, Chairperson (Dallas)
Paul L. Foster, Vice Chairman (El Paso)
Jeffrey D. Hildebrand, Vice Chairman (Houston)

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.
Vice President for Student Success	Kristin Croyle, Ph.D.
Dean, Robert C. Vackar College of Business & Entrepreneurship	Mark Kroll, Ph.D.
Interim Dean, College of Education & P-16 Integration	Alma Dolores Rodríguez, 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	Dave Jackson, 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
Chief of Staff	Sofía Hernández

CHAIRS

Department of Biomedical Sciences	Andrew Tsin, Ph.D.
Department of Human Genetics	Sarah Williams Blangero, Ph.D.

Department of Immunology & Microbiology (Interim)
 Department of Internal Medicine
 Department of Family Medicine
 Department of Medical Education
 Department of Neurosciences (Interim)
 Department of Obstetrics & Gynecology
 Department of Pediatrics
 Department of Population & Behavioral Health (Interim)
 Department of Psychiatry & Neurology
 Department of Surgery

John Blangero, Ph.D.
 Andrew Dentino, M.D.
 Curtis L. Galke, D.O.
 Leonel Vela, M.D., MPH
 Andrew Tsing, Ph.D.
 Tony Ogburn, M.D.
 Robert Nelson, M.D.
 Belinda Reininger, Dr.PH.
 Gabriel de Erausquin, M.D., Ph.D., MSc.
 Samuel Snyder, M.D.

DIRECTORS

South Texas Diabetes & Obesity Institute
 Institute for Neuroscience (Interim)

Sarah Williams Blangero, Ph.D.
 Gabriel de Erausquin, M.D., Ph.D., MSc.

DEANS

Senior Associate Dean for Community Health Partnerships
 Senior Associate Dean for Education & Academic Affairs
 Senior Associate Dean for Faculty Affairs
 Associate Dean for Educational Affairs
 Associate Dean for Graduate Medical Education
 Associate Dean for Interprofessional Education
 Associate Dean for Research
 Associate Dean for Student Affairs
 Associate Dean for Special Projects
 Senior Assistant Dean for Admissions & Enrollment Management
 Assistant Dean for Assessment, Evaluation & Quality
 Assistant Dean for Faculty Development
 Assistant Dean for Finance & Administration
 Assistant Dean for Interprofessional Education
 Assistant Dean for Medical Education, Clerkships
 Assistant Dean for Medical Education, Pre-Clerkships
 Assistant Dean for Student Affairs
 Assistant Dean for Student Support Counseling & Wellness

John Ronna, Ph.D.
 Leonel Vela, M.D., MPH
 Robert Nelson, M.D.
 Michelle Height, Ph.D.
 Nausheen Jamal, M.D.
 Andrew Dentino, M.D.
 Andrew Tsing, Ph.D.
 Stanley Fisch, M.D.
 Adela Valdéz, M.D., MBA
 Betty Monfort, MPH
 Debra Stark, DR. PH, MSW, MPH
 Beatriz Tápi, M.D., Ed.D., MPH
 Melba Sanchez
 Helene J. Krouse, Ph.D., ANP-BC, FAAN
 Naomi Davis, M.D., MPH
 Jodi Huggenvik, Ph.D.
 Barry Linger, Ed.D.
 Eugenia Curet, Ph.D.

School of Medicine Organizational Chart

To access the SOM's Organizational Chart [CLICK HERE](#)

Accreditations

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 of the highest professional standards.

The talents and dedication of the faculty, residents, staff, and students are what enables a medical school to carry out 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.

Characterized by an integrated basic science and clinical curriculum, the 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. All of our medical school's academic and clinical resources are integrated to create a curricular program that prioritizes improving health at the individual and community level. 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 100 medical students, and more than 130 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 the disciplines 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, the stimulation of biomedical innovation, and the delivery of patient-centered healthcare for the Rio Grande Valley Values.

School of Medicine Important Contact Information

Office of the Dean

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Office of Education and Academic Affairs

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Office of Student Affairs (OSA), Office of the Dean of Students

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OSA / Office of Admissions & Enrollment Management

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OSA / Office of Enrollment Services (Records)

Wandy Cruz-Velázquez, Associate Director for Enrollment Services
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OSA / Office of Student Financial Services

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OSA / Office of SOM Student Support and Wellness Services

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OSA / Office of SOM Student Academic Support Services

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SOM STUDENT SUPPORT SERVICES AND RELATED POLICIES

Office of Admissions

<http://www.utrgv.edu/school-of-medicine/academics/prospective-students/index.htm>

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 and Enrollment 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://www.utrgv.edu/school-of-medicine/files/documents/application-process.pdf>.

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 minimum 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 MDAdmissions@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.

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. 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.

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, 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, starting with the entering class in 2019, 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](#).

Office of the SOM Enrollment Services / Student Records and Related Policies

Edinburg Medical Education Building 1.118

Phone: 956.296.1494

Email: MDenrollmentservices@utrgv.edu

Office Hours: Monday – Friday, 8am – 5pm

Registration

The Associate Director of Enrollment Services is charged with student registrations. 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.

Enrollment Verification / Letters of Good Standing

Medical students can request an enrollment verification or a letter of good standing by completing a [form](#) located in the Student section of the UTRGV SOM website. Please submit this form to the Office of Enrollment Services, EMEBL 1.118, or via email to MDEnrollmentservices@utrgv.edu. We will make every effort to meet your deadline, however please allow 72 hours for processing.

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 Director of Enrollment Services is responsible for maintaining permanent records and documents pertaining to each matriculated students' 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 Officers of Admissions (AACROA) in conjunction with the American Association of Medical Colleges and Committee on Student Records.

A student's educational record is considered confidential. The SOM's Office of Enrollment Services provides access to 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 records.

SOM Policy on Student Ability to Challenge the Record (EAA043)

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

- File a written request with the Senior Assistant Dean for Enrollment Management, with copies of all available evidence relating to the data or material being challenged.
- The Senior Assistant Dean 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.
- 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.

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.

Student Right to Access to Educational Records (EAA029)

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.
- 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:

- a. 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.
- b. 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 .
- c. 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.
- d. To accrediting organizations to carry out accrediting functions.
- e. 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.
- f. To comply with a judicial order or lawfully issued subpoena.
- g. To appropriate individuals in connection with a health or safety emergency.
- h. 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.

- i. 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.
- j. 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.
- k. 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.
- l. Under the Directory Information exception as explained below.
- m. 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 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)

The last name of the display name or email address needs to be the last name in the Registrar record.

Change of Information Including Address, Emergency Contact and Name Changes

Please complete the *SOM Change of Information Including Name Changes* Form, found in the “Forms” section of the SOM website. For legal name changes (marriage, divorce, or correction to initial entry mistake) submit the appropriate documentation. Submit the completed form to the Office of Enrollment Services in person at EMEBL 1.118C, or via Email at: MDenrollmentservices@utrgv.edu. After the record is updated, you may submit a service request to have the account changed.

Transcript Requests

Medical Students can request a UTRGV SOM transcript by completing the online [Transcript Request Form](#). Currently there is not cost for transcripts.

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.

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.

Grade System

Module grades (MS1 and MS2 years) are based on a Pass/Fail system. Each module consist of two assessment components: (1) examinations, quizzes, and presentations; and (2) performance-based assessments (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 provide students with a standardized grading rubric which is based on the objective examination of the student’s knowledge (NBME Exams, quizzes, presentations, projects, etc.) and performance-based assessments (clinical skills and professionalism). Final grades for clerkships will be available to students within six weeks from the end date of the module.

Selective and Elective grades are based on a Pass/Fail system. Elective grades are based on the assessment criteria developed for each individual elective. Final grades for Selectives and Electives will be available to students within six weeks from the end date of the module.

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, clerkships, 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.

Determining Honors for Years 1 & 2 Combined (EAA022)

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 (EAA022)

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 have to repeat an academic year will start the year with (-2) points for that year.

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 Skills and Professionalism). Clerkship grades are converted to scores, where:

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 remediated.

Leave of Absence (LOA) (EAA010)

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).

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 an 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.

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. A full disclosure of the LOA Policy can be found on Blackboard.

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 scientific, evidence-based, and patient-centered medicine in any setting, but particularly in under-served communities. The curriculum provides a unique educational experience that integrates basic science disciplines, clinical skills, and professional development throughout the four-year program by incorporating and promoting:

- Principles of evidence-based practice and scientific research;
- Community and population-based health care;
- Patient advocacy and cultural awareness;
- Inter-professional collaboration and communication;
- Ethical and professional behavior; and
- Life-long learning and problem-solving.

The school's distinctive geographic location at the border of the US and Mexico offers a rich bicultural experience that will afford students with the opportunity to experience and to learn about border medicine and the interplay between the cross-cultural, socio-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.
- Early Clinical Exposure: Each student is assigned to a preceptorship where they are given the opportunity for direct patient interaction during the pre-clerkship years.

- Underserved Medicine: Students are given the opportunity to work in under-served communities, Colonias, and at the student-run free clinic, to learn about healthcare disparities and population health.

Academic Calendar

You will find the [Academic Calendars](#) on our website.

The Four-Year Curriculum

The general four-year curriculum is divided into two pre-clerkship years comprised of sequential and longitudinal learning modules and two clerkship years comprised of clerkships, selective clerkships and sub-internships.

Pre-Clerkship Years: First and Second Year Curriculum

The foundational 21-month first and second year pre-clerkship curriculum allows students to spend the majority of their time developing critical thinking and clinical reasoning skills. Through problem-based and self-directed learning students learn to apply their knowledge to clinical case experiences. This will be accomplished through:

- Problem-based learning in which students work in small groups (7-8 students with a faculty facilitator) to identify learning objectives, research the relevant topics, and discuss their findings with peers in order to resolve a clinical case.
- Self-directed learning: Students can use a variety of resources and activities to support their individualized learning, including quizzes, online materials with embedded assessment permitting them to identify their learning gaps, and review and retrieve material as necessary.
- 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 with state-of-the-art plastinates, with high fidelity mannequins and standardized patients.

Because students complete their pre-clerkship course work in 21 months, they have the opportunity and time to pursue research, take electives, engage in community service learning and/or study for the USMLE STEP 1 exam before the start of their third year.

The Clerkship Year: Third Year Curriculum

Year 3 comprises a total of 49 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. 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)

Fourth Year Curriculum

Year 4 comprises a total of 45 weeks. The 45 weeks include 20 weeks of selectives, 12 weeks of electives, and 10 weeks of optional time for interviews, travel, 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 boot camp, which prepares students to transition into residency.

Required Courses/Activities	Grade Mode	Weeks	Credit Hours
Advanced Family Medicine	H/P/F	4	4.0
Sub-Internship – Outpatient	H/P/F	4	4.0
Sub-Internship – Inpatient	H/P/F	4	4.0
Emergency Medicine Selective	H/P/F	4	4.0
Neurology Selective	H/P/F	4	4.0
Elective	H/P/F	4	4.0
Elective	H/P/F	4	4.0
Elective	H/P/F	4	4.0
Clinical Boot Camp	P/F	3	3.0
Optional Time: Vacation, Holidays, Residency Applications/Interviewing	N/A	10	0.0
Total Weeks/Credit Hours for Y4		45	35.0

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.

M.D. Curriculum Schematic

M.D. PROGRAM 4-YEAR CURRICULUM OVERVIEW

	July	August	September	October	November	December	January	February	March	April	May	June		
Year 1	Orientation Foundations for Success (3 wks) 12 weeks between Y1 and Y2, for research opportunities, community service learning, vacation, etc.	Molecules to Medicine (9 weeks)	Attack & Defense (9 weeks)	Break		A&D	Winter Break		Cardiovascular and Respiratory (11 weeks)	Spring Break		CVR	Renal & Male Reproduction (6 weeks)	12 weeks between Y1 and Y2, for research opportunities, community service learning, vacation, etc.
		Medicine Behavior and Society (MBS) Longitudinal Module				MBS			MBS				MBS	
		Language of Medicine (LOM) Longitudinal Module				LOM			LOM				LOM	
		Clinical Skills (CS) Longitudinal Module				CS			CS				CS	
Year 2	12 weeks between Y1 and Y2, for research opportunities, community service learning, vacation, etc.	Musculoskeletal and Dermatology (6 weeks)	Digestive Health & Nutrition (7 weeks)	Thanksgiving Holiday		Endocrine & Female	Repro (7 weeks)	Mind, Brain, & Behavior (9 weeks)					12 weeks between Y2 and Y3, for preparation and taking USMLE STEP 1 (must pass within 3 attempts)	
		MBS				MBS			MBS					
		LOM				LOM			LOM					
		CS				CS			CS					
Year 3	Clinical Foundations (Transition to Y3 Clerkships)	Total of 49 Weeks of Clerkships Rotations:				Winter Break				Total of 49 Weeks of Clerkships Rotations:				End of Clerkship Rotations
		Internal Medicine (8 weeks)								Internal Medicine (8 weeks)				
		OB/GYN (8 weeks)								OB/GYN (8 weeks)				
		Psychiatry (8 weeks)								Psychiatry (8 weeks)				
		Surgery (8 weeks)								Surgery (8 weeks)				
Year 4	Clinical Foundations (Transition to Y3 Clerkships)	Family Medicine (4 weeks) / Elective (4 weeks)								Family Medicine (4 weeks) / Elective (4 weeks)				End of Clerkship Rotations
		Pediatrics (8 weeks)								Pediatrics (8 weeks)				
Year 4	12 weeks between Y3 and Y4, for research opportunities, community service learning, vacation, etc.	Total of 45 Weeks of Selectives, Electives and Optional Time:												Graduates Begin Residency Training as M.D.
		Selectives (20 weeks): Sub-I Inpatient; Sub-I Outpatient; Advanced Family Medicine; Neurology; Emergency Medicine												
		Electives (12 weeks)												
		Optional* (10 weeks): Vacation, Holidays, interviews, study time for USMLE STEP 2 CK and CS**												
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Updated 03/19/2018-wcv

First Year Module Descriptions

Course Number and Title: **MEDI 8000 Foundations for Success**

Semester Credit Hours: 2.5

Grading Mode: P/F

Description: Medical students will be instructed on resources and practices that will aid them in completing the medical school curriculum. Guest speakers, interprofessional activities, small group discussions and team-building activities will be utilized to equip students with the foundation to be successful and productive learners.

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: 4.5
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.

Second Year Module Descriptions

Course Number and Title: MEDI 8511 Mind, Brain & Behavior
Semester Credit Hours: 9.0
Grading Mode: P/F

Description: 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.

Course Number and Title: MEDI 8513 Endocrine & Female Reproductive
Semester Credit Hours: 7.0
Grading Mode: P/F

Description: The Endocrine & 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.

Course Number and Title: MEDI 8515 Digestive Health and Nutrition
Semester Credit Hours: 7.0
Grading Mode: P/F

Description: 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.

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 Independent Study for USMLE STEP 1**

Semester Credit Hours: 0-12

Grading Mode: P/F

Description: Medical students are required to take the Step 1 exam prior to starting 3rd year clerkships. During the end of the second year of medical school, students will focus on studying for the USMLE Step 1 Examination. This course will allow the students access to and support of the medical school faculty, facilities and resources from both on campus and off campus. Students will develop an individualized and independent study plan with oversight by faculty. Progress will be assessed by taking the Comprehensive Basic Science Exam prior to sitting for the USMLE Step 1 Exam.

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.

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 life-cycle. 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.

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.

Fouth Year Course Descriptions

Course Number and Title: XXXXX Clinical Boot Camp
Semester Credit Hours: 3.0
Grading Mode: P/F
Description: In Progress.
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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: INTM 9315 Emergency Medicine
Semester Credit Hours: 4.0
Grading Mode: Honors/High Pass/Pass/Fail
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: PSYH 9315 Neurology Selective
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.

Electives

Course Number and Title: FMED 9310 Clinical Pharmacology in Family Medicine

Semester Credit Hours: 4.0

Grading Mode: P/F

Description: 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 patient-care setting with a focus on primary care.

Course Number and Title: FMED 9532 Family Medicine, Sports Medicine

Semester Credit Hours: 4.0

Grading Mode: P/F

Description: 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.

Course Number and Title: FMED 9535 Family Medicine Sub-Internship

Semester Credit Hours: 4.0

Grading Mode: P/F

Description: 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.

Course Number and Title: INTM 9515 IMED Office of Nephrology

Semester Credit Hours: 4.0

Grading Mode: P/F

Description: 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.

Course Number and Title: INTM 9517 IMED Office of Cardiology

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 9519 IMED Office of Gastroenterology

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.

Course Number and Title: INTM 9525 IMED, Endocrinology Elective

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 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.

Course Number and Title: INTM 9527 IMED Office of 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.

Course Number and Title: INTM 9535 Independent Study in Palliative Medicine, Ethics and Geriatric Medicine

Semester Credit Hours: 4.0-8.0

Grading Mode: P/F

Description: 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.

Course Number and Title: INTM 9537 Internal Medicine Sub-Internship

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 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.

Course Number and Title: MEDI 8127 Special Studies Elective

Semester Credit Hours: 1.0 – 12.0

Grading Mode: P/F

Description: This course will enhance fund of knowledge of Medical Students. Students will engage in individual or specific coursework, research or clinical activities under the supervision of the SOM faculty. Prerequisite: Enrolled in the School of Medicine.

Course Number and Title: **MEDI 8331 First Steps in Global Health**
Semester Credit Hours: **2.0**
Grading Mode: **P/F**

Description: The purpose of this elective is to introduce Global Health. Global Health that is rooted in the concepts of health equity, collaboration, and multidisciplinary practice, with simultaneous foci on patient, populations and cross-cultural interactions both locally and transnational. This elective will utilize reflective and trans-formative learning to challenge personal worldviews that include cognitive, social and emotional elements; small groups will be core of the educational experience during the face-to-face educational time with a series of online self-directed learning modules. This elective will serve as an introduction to Global Health and will be a requirement for any experiential learning in Global and Border Health locally and abroad. Topics include:

1. Ethics and human rights: history of physicians in human rights protection and abuses
2. Income and gender inequality and health
3. Water, nutrition, and food security
4. Maternal-child health
5. Violence, migration and health
6. Western versus eastern healthcare models
7. Culturally competent community-based care and research
8. Community empowerment and participation

Course Number and Title: **MEDI 8500 Directed Study**
Semester Credit Hours: **1.0 – 12.0**
Grading Mode: **P/F**

Description: Medial 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 9131 Careers in Medicine Elective**
Semester Credit Hours: **4.0**
Grading Mode: **P/F**

Description: 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.

Course Number and Title: **MEDI 9331 Selected Research Project**
Semester Credit Hours: **4.0**
Grading Mode: **P/F**

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.

Course Number and Title: **MEDI 9333 Community Service Learning (CSL) Project**

Semester Credit Hours: **4.0**

Grading Mode: **P/F**

Description: 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. **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.** 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.

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
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: 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 8801 Environmental Hazards & Health Initiatives in the Bateyes of the Dominican Republic (14 days)

Semester Credit Hours: 1.0
Grading Mode: P/F

Description: This course will be offered as a Problem-Based Service Learning and cultural experience in which students will work with peers and faculty from the Universidad Central del Este in San Pedro de Macorís, Dominican Republic and the community in the surrounding bateyes. Bateyes are underserved, severely impoverished communities that lack some of the most basic services and have very little resources. They were originally formed for male Haitian sugar cane cutters seeking work when the sugar industry was thriving. Over time, the industry declined but the communities remained and are now populated by Haitian and Dominican families. Students will learn about numerous environmental hazards that affect human health and how these challenges are addressed locally in these severely impoverished areas. Under the guidance of an Universidad Central del Este Epidemiologist and Preventive and Community Medicine Specialist and UTRGV School of Medicine Pediatric Environmental Health expert, students will have the opportunity to work with their peers to administer surveys to community members, perform environmental hazards assessments in dwellings and neighborhoods, design education programs/campaigns, learn from and provide education to community members in the health effects associated with exposure to the identified and potential environmental hazards, and work as a team toward sustainable solutions for these hazards. Students will have the opportunity to participate in training of local community champions who will continue to teach about environmental hazards, health effects, and mitigation. Students will create a Photovoice project and presentation to be shared with peers and faculty. We will work to identify successful methods to increase knowledge and decrease exposure to environmental hazards in order to improve human health. This course will initially be open to 2 students in the summer between the first and second medical school year, with the option to increase to 6 students as the course becomes well established. This course will not be offered as a clinical elective, but will focus on public health education and interventions.

Course Number and Title: PEDI 9315 Student Life

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.

Course Number and Title: PEDI 9500 Community Engaged Lifestyle Medicine

Semester Credit Hours: 4.0

Grading Mode: P/F

Description: The Rio Grande Valley is home to a vibrant and unique Hispanic-American culture and also experiences epidemic proportions of chronic disease (diabetes, obesity, cancer, and cardiovascular disease). Chronic disease, morbidity, and mortality are profoundly influenced by lifestyle. Lifestyle modification, which includes optimization of nutrition, physical activity, and stress management, necessitates a tailored, patient-engaged approach that builds health literacy and coordinates care. Such approaches are especially needed in the Valley's diverse and low-income communities, which experience higher risk and morbidity from chronic disease, but are often least likely to receive beneficial preventive, lifestyle-oriented services. Culturally-adapted, community-engaged approaches are essential to successfully engage diverse populations, which often experience increased risk of diabetes and other lifestyle-based risk factors.

The UTRGV Preventive Medicine (PM) Program operates a variety of community projects, clinical service activities, and research founded on the paradigm of Community-Engaged Lifestyle Medicine (CELM). The program's goal is to build community networks for lifestyle management and optimization, addressing the social determinants of health and building health equity, by partnering with community health workers and groups. The Program is also focused on tracking outcomes to identify "best practices" for health improvement. Partners working with the PM program are numerous and span the field of women's health, local school districts, free clinics, tobacco and diabetes prevention coalitions, academic departments within the School of Medicine and UTRGV, local media, and community health worker groups. An example of a clinical activity conducted by the PM program includes the Diabetes Lifestyle Medicine Consult, an integrated (same-day) one-hour appointment, conducted by the Preventive Medicine physician and interdisciplinary team, for high-risk, uncontrolled diabetic patients, which includes a comprehensive assessment of the patient's health risk, motivational and interactive counseling/education, and development / administration of a tailored Health Action Plan (HAP).

The elective is open to 1st, 3rd, or 4th year UTRGV SOM medical students who are in good standing and 4th year students from other institutions applying through the Visiting Student Application Service (VSAS). Students will work with PM faculty to identify a discrete project or task within the program that complements their background, goals, and interests. Based on student level and interest, opportunities exist to conduct / participate in research, interact with and serve community/patient populations, participate in/observe home visits and/or lifestyle consults, and contribute to program planning and implementation. Students will also participate in didactic sessions and self-study, e.g., via the American College of Lifestyle Medicine and Texas Health Steps resources to become familiar with evidence-based approaches to building exercise, nutrition, stress management and health literacy. Students will also learn key concepts of cultural resilience, community engagement and patient-centered care. 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 2-3 students at a time; students may rotate for up to 8 weeks.

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 8801 Community Psychiatry Elective**

Semester Credit Hours: 2.0

Grading Mode: P/F

Description: This elective is open to First, Second, Third and Fourth-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 2-3 students at a time; students may rotate for 2 weeks, 4 weeks or longer. 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: **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: 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 selective.

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).

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.

Assessment of Curriculum

The University of Texas Rio Grande Valley (UTRGV) School of Medicine (SOM) Central Curricular Authority Committee (CCAC) has identified specific learning objectives and outcomes for each instructional module, clerkship, and course. These learning objectives and outcomes are mapped to the UTRGV SOM educational program outcomes (EPOs) which are in turn mapped to the school's competencies. Formative methods of assessment are incorporated throughout each module, clerkship and course using various approaches appropriate to each learning environment. In addition, there are one or more summative assessments during each module, clerkship, and course.

The CCAC compiles student performance data from examinations, Comprehensive Basic Science Exams (CBSE), USMLE STEP 1 and STEP 2 CK and CS results, NBME subject exam results, and faculty and student evaluations and uses this information to evaluate the curriculum. The CCAC reviews the learning objectives and measures student performance on the outcomes on an annual basis and uses this information to improve the curriculum. Beginning in 2020, the CCAC will also review the data from the AAMC Graduation Questionnaire, a

questionnaire for all graduating MD students in the United States, and use these results to evaluate specific areas of the curriculum as well as the students' overall education learning experience.

The following indicators will be used to determine the effectiveness of the UTRGV SOM curriculum:

- Results of USMLE and other national examinations
- Student scores on institutionally prepared exams
- Student scores on NBME Customized Assessment (CAS) Exams
- Student scores on NBME Subject Exams
- Performance-based assessments of clinical skills (OSCEs)
- Results from the AAMC School Graduation Questionnaire (beginning in 2020)
- Student evaluations of modules and clerkships
- Student promotion and graduation rates
- National Residency Match Program (NRMP) results
- Specialty Choice of graduates
- Assessment of residency performance of graduates
- Licensure rates of graduates
- Specialty certification rates
- Practice locations of graduates

Abbreviations

The following are a list of abbreviations used in the School of Medicine M.D. Program *Student Catalog*:

AAMC	Association of American Medical Colleges
AMCAS	American Medical College Application Service
COA	Cost of Attendance
ERAS	Electronic Residency Application Service
FAFSA	Free Application for Federal Student Aid
FERPA	Family Educational Rights and Privacy Act
LCME	Liaison Committee on Medical Education
MCAT	Medical College Admission Test
MSEPC	Medical School Evaluation and Promotions Committee
NBME	National Board of Medical Examiners
NRMP	National Residency Matching Program
OSCE	Objective Structured Clinical Examination
SOM	School of Medicine
TMDAS	Texas Medical & Dental Schools Application Service
UTRGV	University of Texas Rio Grande Valley
USMLE	United States Medical Licensing Examination



*Office of SOM Enrollment Services
Last Overall Update: 7/27/2018
Course Offerings Current as of: 10/19/2018*