



Course Catalog

2017 – 2018

Medical Education Program 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.

Program Objectives

- Practice with accountability, quality, and reliability in work with patients, families, communities, and other interprofessional healthcare providers.
- Practice with respect for human dignity and integrity in work with patients, families, communities and other interprofessional health care providers.
- Practice compassionate patient-centered care.
- Core Medical Knowledge: Demonstrate developing mastery of clinically relevant scientific knowledge of the structure and function of the body, mechanisms of disease, therapeutic interventions, disease prevention, health promotion, health disparities and cultural issues.
- Applied Knowledge: Demonstrate developing ability to support clinical reasoning with scientific knowledge in order to solve problems and prevent/diagnose/manage illness according to evidence-based principles and apply these to populations.
- Evaluation and Production: Demonstrate ability to identify knowledge gaps, efficiently acquire and utilize appropriate information sources to answer questions/resolve problems, and critically evaluate information and data.
- Patient Care: Demonstrate ability to draw upon essential information from the records, history, physical exam, and initial diagnostic evaluations to construct a plan of care or action for common conditions and disorders.
- Communication: Demonstrate progressive mastery of the ability to communicate respectfully, effectively, at the appropriate level of health literacy, and in a timely manner with patients, families, community members and other health professionals.
- Interprofessional and Systems-Base Medicine: Prioritize the practice of team-based interprofessional medicine so as to provide safe, timely, effective, efficient, equitable, patient-centered, population-based care.
- Incorporate contextual awareness of the larger health care systems, settings, and resources to provide optimal health care and advocate for patients.
- Demonstrate a progressive ability to use evidence-based approaches to determine the best mode of treatment for a patient.

Requirements for the M.D. Degree

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.

Candidates must:

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. pass the USMLE Step 1 examination within 3 attempts prior to December 15 of the third year of the medical curriculum,
11. pass the USMLE Step 2 CK examination within 3 attempts prior to December 15 of the fourth year of the medical curriculum,
12. pass the USMLE Step 2 CS examination within 3 attempts prior the date of graduation from the medical curriculum,
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.

Curricular Structure

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.

Years I and II (Pre-Clerkship Curriculum)

The foundational pre-clerkship curriculum is taught in ten sequential learning modules (eight organ system modules and two foundational modules) and three longitudinal modules (Clinical Skills, Language of Medicine, and Medicine, Behavior and Society). The longitudinal modules provide an opportunity for students to integrate and apply concepts from across the organ system modules into opportunities to develop skills in the clinic and an understanding of the integrated nature of human systems.

Years III-IV (Clerkship Curriculum)

Years 3 and 4 are designed as a continuum of two calendar years. At the end of year 2, students are divided into two cohorts, the larger cohort will participate in clerkships primarily in Cameron County and the other will participate in clerkships primarily in Hidalgo County. Continuity curricula include the Transitions curriculum, the Essentials of the Profession (EOP) curriculum, the clinical skills curriculum, and the basic sciences curriculum. Each Wednesday afternoon and the one-day inter-clerkship time are reserved for didactics/instruction that include clerkship/specialty specific learning, integrated interprofessional learning, essentials of the life cycle, enrichment activities such as guest speakers, advanced workshops, and the continuity curricula.

The Essentials of the Profession is the longitudinal continuation of the Medicine, Behavior, and Society (MBS) curriculum and will be integrated into the clerkships as case-based learning, covered during clerkship specific learning topics, and emphasized as experiential learning, asynchronous learning, and learning through Brunner's Scaffolding theory. Topics covered are essential to professional identity formation and the fundamentals to long term success in the profession.

The Transitions curriculum was developed to address times of anticipation and excitement and/or anxiety-provoking and stressful transitions such as the transition from year 2 to year 3, and year 4 to graduation. The curriculum also prepares learners for opportunities and threats, to address decrease in empathy and burnout by developing coping strategies, transitions skills, and lifelong learning habit. A four-week boot camp will culminate with preparation for residency. The Transitions curriculum was designed to help with graduating competent and compassionate physicians ready for residency and a long career in medicine.

There are seven required clerkships (Family Medicine, Internal Medicine, OB/GYN, Pediatrics, Psychiatry, Surgery, SCOPE) and three selectives in the Year III/IV continuum (Neurology, Emergency Medicine, Advanced Family Medicine).

Curriculum Schematic

Years I and II (Pre-Clerkship) and Years III-IV (Clerkship)

2017																																
12-Jun	19-Jun	26-Jun	3-Jul	10-Jul	17-Jul	24-Jul	31-Jul	7-Aug	14-Aug	21-Aug	28-Aug	4-Sep	11-Sep	18-Sep	25-Sep	2-Oct	9-Oct	16-Oct	23-Oct	30-Oct	6-Nov	13-Nov	20-Nov	27-Nov	4-Dec	11-Dec	18-Dec	25-Dec				
2020	MS1	Orientation 2016 for 2020 students					MBS 1	Molecules to Medicine, 9 Weeks							MBS 2	Attack & Defense, 9 Weeks					Break	A&D		Holiday Break								
2021	MS1	Orientation, FFS, 3 wks					MBS 1	Molecules to Medicine, 9 weeks							MBS 2	Attack & Defense, 9 weeks					Break	A&D		Holiday Break								
2020 MS2														Mind, Brain, & Behavior, 9 weeks							MBS 5	Endocrine & Female					Break	Reproduction, 7 weeks			Holiday Break	
2018																																
2020 MS3	SCOPE Curriculum Didactic Wednesdays (dW); 2d Inter-Block (x)	Internal Medicine, 8 weeks							Family Medicine, 4 weeks/ Elective, 4 weeks							OB/Gyn, 8 weeks							Holiday Break									
		Family Medicine, 4 weeks/ Elective, 4 weeks							OB/Gyn, 8 weeks							Pediatrics, 8 weeks																
		OB/Gyn, 8 weeks							Pediatrics, 8 weeks							Psychiatry, 8 weeks																
		Pediatrics, 8 weeks							Psychiatry, 8 weeks							Surgery, 8 weeks																
		Psychiatry, 8 weeks							Surgery, 8 weeks							Internal Medicine, 8 weeks																
		Surgery, 8 weeks							Internal Medicine, 8 weeks							Family Medicine, 4 weeks/ Elective, 4 weeks																
		dW	dW	dW	dW	dW	dW	dW	dW	x	dW	dW	dW	dW	dW	dW	dW	x	dW	dW	dW	dW								x	dW	dW
2019																																
2020	MS4	Neurology, 4 weeks or Emergency Medicine, 4 weeks					Emergency Medicine, 4 weeks or Neurology, 4 weeks					Advanced Family Medicine, 4 weeks; Sub-internship Inpatient, 4 weeks; Sub-internship Outpatient, 4 weeks; and Electives, 20 weeks																				
SCOPE Curriculum (Clinic Visits, 1/week); Monthly Workshops																																
2018																																
1-Jan	8-Jan	15-Jan	22-Jan	29-Jan	5-Feb	12-Feb	19-Feb	26-Feb	5-Mar	12-Mar	19-Mar	26-Mar	2-Apr	9-Apr	16-Apr	23-Apr	30-Apr	7-May	14-May	21-May	28-May	4-Jun	11-Jun	18-Jun	25-Jun	2-Jul						
MBS 3	Cardiovascular, 8 Weeks										Break	Respiratory, 4 Weeks					MBS 4	Renal & Male Reproduction, 5 Weeks					12 weeks									
MBS 3	Cardiovascular and Respiratory, 11 weeks										Break	CVR		MBS 4	Renal & Male Reproduction, 6 weeks					Remediation 5/21-6/15/18			12 weeks									
Digestive Health & Nutrition, 7 weeks							MBS 6	Musculoskeletal and Dermatology, 6 weeks					12 weeks between Y2 and Y3, Take USMLE Step 1																			
2019																																
Pediatrics, 8 weeks							Psychiatry, 8 weeks							Surgery, 8 weeks							Must Take and Pass USMLE Step 2 CK by Dec 15 & USMLE Step 2 CS by Graduation											
Psychiatry, 8 weeks							Surgery, 8 weeks							Internal Medicine, 8 weeks																		
Surgery, 8 weeks							Internal Medicine, 8 weeks							Family Medicine, 4 weeks/ Elective, 4 weeks																		
Internal Medicine, 8 weeks							Family Medicine, 4 weeks/ Elective, 4 weeks							OB/Gyn, 8 weeks																		
Family Medicine, 4 weeks/ Elective, 4 weeks							OB/Gyn, 8 weeks							Pediatrics, 8 weeks																		
OB/Gyn, 8 weeks							Pediatrics, 8 weeks							Psychiatry, 8 weeks																		
x	dW	dW	dW	dW	dW	dW	dW	x	dW	dW	dW	dW	dW	dW	x	dW	dW	dW	dW	dW								x	dW	dW	dW	dW
2020																																
Inpatient, 4 weeks; Outpatient, 4 weeks; and Electives, 20 weeks							10 Weeks of Arranged Vacation, Interview, and Study (Take USMLE Step 2 CK and USMLE Step 2 CS, Interviews)											Boot Camp, 4 Weeks				Break	MS4 May Graduation									

Course Catalog Effective June 2017

Course sequences, titles and contact hours are subject to change based on observation of the first years of instruction and related business and discussions carried out by the School of Medicine Central Curricular Authority Committee (CCAC).

Year One

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. Proposed 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. Proposed 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. Proposed 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. Proposed assessments include formative and summative activities and exams, oral presentations, and self-assessment.

Course Number and Title: **MEDI 8111-01 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. Proposed 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 8113-01 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 8115-01 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). Proposed assessments include discrete point formative and summative activities, written examinations, simulations, hypothesis driven physical examination performance, and observed structured clinical examination (OSCE) performance.

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 8500 Directed Study**

Semester Credit Hours: 1.0 – 12.0

Grading Mode: P/F

Description: Medical Students are engaged in individual or structured coursework, research or clinical activities under the supervision of the SOM faculty. Prerequisite: Enrolled in the School of Medicine with specific coursework and/or activity approved by the Associate Dean of Student Affairs and/or the Senior Associate Dean for Education and Academic Affairs.

Year Two

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. Proposed 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. Proposed 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. Proposed 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 8111-02 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. Proposed 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 8113-02 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,
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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 8115-02 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.

Year Three & Four

Course Number and Title: **MEDI 9105 Clinical Foundations**

Semester Credit Hours: 2.0

Grading Mode: P/F

Description: In Progress

Course Number and Title: **SURG 9110 Surgery Clerkship**

Semester Credit Hours: 8.0

Grading Mode: Letter Graded

Description: This eight-week course provides the medical students with the opportunity to apply previously-acquired knowledge of the human body, disease and disorders, and therapeutics to the surgical specialties. Through a series of inpatient surgical ward, operating room, clinic, and special care unit experiences, learners will interact with patients, surgeons, residents, and other health professionals to provide supervised care and treatment to surgical service patients. Outpatient surgical 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 Surgery.

Course Number and Title: **MEDI 9110 Internal Medicine Clerkship**

Semester Credit Hours: 8.0

Grading Mode: Letter Graded

Description: This eight-week course provides the medical students 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: Letter Graded

Description: This eight-week course provides the medical students 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, outpatient clinic, operating room, labor and delivery, 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: **PSYC 9110 Psychiatry Clerkship**

Semester Credit Hours: 8.0

Grading Mode: Letter Graded

Description: The UTRGV SOM psychiatry clerkship is designed to solidify the knowledge that medical students have acquired in the M1 and M2 modules. This course 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, a weekly lecture series by academic faculty, interviewing seminars taught by voluntary clinical faculty, and attendance at Grand Rounds. Students are informed about the specific clerkship requirements at the orientation offered at the start of each clerkship period. They receive a course syllabus, several study guide books and a psychopharmacology textbook. Students are expected to complete five cases on a case study site and to record cases seen by diagnostic category. Requirements include mandatory attendance at seminars, weekly case history presentations, and Emergency room experiences with residents/attending psychiatrists. The NBME Subject Exam in Psychiatry is a required component of the clerkship.

Course Number and Title: PEDI 9110 Pediatrics Clerkship

Semester Credit Hours: 8.0

Grading Mode: Letter Graded

Description: This eight-week course provides the medical students with detailed experiences in the care of children and adolescents. Through a series of inpatient ward experiences, Emergency Department, outpatient clinics, and experiences in the community, learners will interact with children and their families, physicians, residents, and other health professionals to provide supervised care and treatment for pediatric patients. Subspecialty experiences, consultations, didactic lectures, conferences, defined self-study, and assigned materials will further provide instruction and assessment for the learner to develop competencies in the care of children and adolescents.

Course Number and Title: FMED 9110 Family Medicine Clerkship

Semester Credit Hours: 4.0

Grading Mode: Letter Graded

Description: This course provides the medical students with the opportunity to integrate the

breadth of medical knowledge to Family Medicine settings. Through experiences including hospital, outpatient, community, home, school, nursing home, and physician offices, learners will interact with patients, physicians, residents, and other health professionals to provide supervised care and treatment to implement the bio-psycho-social model for the care of patients. Observation, supervised medical care in various settings, didactic lectures, conferences, defined self-study, and assigned materials will further provide instruction and assessment for the learner to develop competencies in the medical care of patients throughout all stages of their lives.

Course Number and Title: EMED 9110 Emergency Medicine Selective

Semester Credit Hours: 4.0

Grading Mode: Letter Graded

Description: This course provides the fourth-year medical students with the opportunity to integrate previously-acquired knowledge of the various medical specialties, and apply to the diagnosis and management of the acutely ill patient. Through Emergency Department and special care unit experiences, learners will interact with patients, physicians, residents, and other health professionals to provide assessment and treatment to acute care patients. Supervised patient care, didactic lectures, conferences, defined self-study, and assigned materials will further provide instruction and assessment for the learner to develop competencies in Emergency Medicine.

Course Number and Title: NEUR 9110 Neurology Clerkship

Semester Credit Hours: 4.0

Grading Mode: Letter Graded

Description: This course provides the fourth-year medical students with the opportunity to integrate previously-acquired knowledge of the function and disorders of the nervous system, and apply them to the diagnosis and management of patients with neurological conditions. Through inpatient ward, Emergency Department and special care unit experiences, consultations, and outpatient clinics, learners will interact with patients, physicians, residents,

and other health professionals to provide assessment and treatment for nervous system disorders. Supervised patient care, consultations, didactic lectures, conferences, defined self-study, and assigned materials will further provide instruction and assessment for the learner to develop competencies in Neurology.

Course Number and Title: **SCOPE (Longitudinal)**

Semester Credit Hours: In Progress

Grading Mode: In Progress

Description: This course is a longitudinal integrated continuity experience that begins in year 3 and continues until graduation as part of the 4-year Clinical Skills longitudinal curriculum. The curriculum is focused on continuity as a learning pedagogy and integrates modules and clerkships vertically and longitudinally to address clinical education. The Social Determinants of Health, Practice Management, Systems-based Medicine, Professional Identity Formation, and the Essentials of the Profession curriculum are the basis of the curriculum. All the SCOPE clinics are located in Hubs/Colonias where learners will interact with community members, interprofessional healthcare teams, clinicians, and patients that live in the area. All students will be supervised by UTRGV SOM physician faculty and will have opportunities to learn from the community, organizations, UTRGV College learners and faculty, as well as long-established community resource centers. Based on community needs assessments and in partnership with the “VALOR” community, the interprofessional healthcare aspects of the SCOPE curriculum will include activities such as: didactics, reflection exercises, experiential activities, simulation, time with community organizations, and workshops. A central component of interprofessional education is ongoing, real-time team-based healthcare with other professions including nursing, pharmacy, and social work.

Course Number and Title: **Advanced Family Medicine Selective**

Semester Credit Hours: In Progress

Grading Mode: In Progress

Description: This four-week course provides the medical students with the enhanced opportunity to integrate the breadth of medical knowledge to Family Medicine settings. Through experiences including hospital, outpatient, community settings, home, school, nursing home, and physician offices, learners will interact with patients, physicians, residents, and other health professionals to provide supervised care and treatment to implement the bio-psycho-social model for the care of patients. This will be a continuity of the third year clerkship where there is increased autonomy and increased chances to integrate what was learned from the year 3rd clerkships. In this selective, students also have the opportunity to participate in the Integrated Care Curriculum from the Family Medicine Residencies. Observation, supervised medical care in various settings, didactic lectures, conferences, defined self-study, and assigned materials will further provide instruction and assessment for the learner to develop competencies in the medical care of patients throughout all stages of their lives.

Sub-internships

Outpatient: The outpatient selective can be completed in any outpatient specialty with the approval of the assistant dean for medical education clerkships and the students' advisor/mentor. The four week selective gives students a better opportunity to learn outpatient care from a variety of disciplines such as, but not limited to, pediatrics, family, medicine, internal medicine, psychiatry, OB/GYN, and surgery.

Inpatient: The inpatient selective can be completed in any inpatient specialty with the approval of the assistant dean for medical education clerkship and the students' advisor/mentor. The four-week selective gives students a better opportunity to learn inpatient care from a variety of disciplines such as, but not limited to, pediatrics, family medicine, surgery and surgical subspecialties, internal medicine and subspecialties, psychiatry, OB/GYN, and surgery. Other options include Medical Intensive Care Unit, Surgical Intensive Care Unit, Stroke Unit, and Psychiatry Unit, Pediatric or neonatal intensive care unit.

Required Courses/Activities			
Mandatory Didactics	P/F	2	2.0
Elective Didactics	P/F	1	0.5
Elective Didactics	P/F	1	0.5
Elective Didactics	P/F	1	0.5
Electives	P/F	18	18.0
4 Week Selective - Inpatient	P/F	4	4.0
4 Week Selective - Outpatient	P/F	4	4.0
10 Weeks of Scheduled "Vacation" for Residency Applications/Interviewing	N/A	10	0.0
Total Weeks/Credit Hours for Year Four		41	

Other Electives / Selectives

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: PSYC 8801 Community Psychiatry Elective

Semester Credit Hours: 2.0

Grading Mode: P/F

Description: This elective is open to 1st, 2nd, 3rd, or 4th year medical students, as long they are in good standing with their institution. Students will participate in several community and clinical activities and have a designated faculty supervisor. They will participate in a hybrid online and in person curriculum that includes resident didactic sessions, online curriculum and exposure to local, regional and national guidelines and resources. Depending on interest, students may also participate in research and additional scholarship activities. Students will be expected to develop and present to peers and faculty on a relevant topic during their rotation. The course will be open to 2-3 students at a time; students may rotate for 2 weeks, 4 weeks or longer.

Sub-Internships

Course Number and Title: FMED 9501 Family Medicine Sub-Internship

Semester Credit Hours: 4.0

Grading Mode: P/F

Description: At the completion of the selective, 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; and 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: FMED 9503 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: IMED 9501 Internal Medicine, Sub-Internship

Semester Credit Hours: 6.0

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: PEDS 9501 Pediatrics Sub-Internship

Semester Credit Hours: 4.0

Grading Mode: P/F

Description: The goal of the General Pediatrics Selective 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: OBGY 9501 Sub-Internship in Obstetrics

Semester Credit Hours: 4.0

Grading Mode: P/F

Description: This selective 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 sub-internship 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: PSYC 9501 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. $\frac{3}{4}$ 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; and 9) the student will demonstrate an understanding of and responsiveness to the larger context and system of healthcare as it applies to psychiatric care.

