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Welcome to the UH College of Medicine

Welcome! On behalf of all the faculty and staff of the University of Houston College of Medicine, we welcome you! We are delighted to have you here and privileged to support your medical education journey. The UH College of Medicine provides a state-of-the-art, student-centric, rigorous medical school educational experience, which takes a progressive approach to your becoming a caring physician. Most importantly, we are committed to presenting the curriculum in a collegial and nurturing atmosphere.

The purpose of this Student Handbook is to ensure clear and consistent expectations among faculty, staff, and medical students; however, it does not constitute a contract between any student or applicant and the UH College of Medicine. Medical students at the College are subject to all applicable University of Houston policies as well as UH College of Medicine institutional and program policies while on or off campus during college-related curricular activities. The College of Medicine reserves the right to amend or add to these academic policies and regulations at any time without prior notice. In the College of Medicine, the Office of Medical Education and the Office Student Affairs develop and manage academic and student policies and procedures, as well as offer support for student success.

Office of Medical Education: The mission of the Office of Medical Education (OME) is to provide guidance and support for the medical education program through the design, delivery, and assessment of innovative curricula, educational technology, experiential learning, and academic policy.

- **Course support**: Course Coordinators are assigned to specific courses and clerkships to assist faculty and medical students with delivery of content and any issues that arise, including those related to eMedley.

- **eMedley**: eMedley is the web-based learning management system used at the UH College of Medicine for all courses and clerkships and is maintained by the OME. All schedules, course materials, and grades will be found in eMedley.

- **Medical Education Student Advisory Board (MESAB)**. Through medical student participation in the MESAB, OME will establish processes and procedures for timely, relevant, and regularly occurring medical student feedback on the medical education curriculum.

- **Faculty support**: As experienced medical educators and physicians, our faculty are here to guide you through the curriculum and can also be a great sounding board for questions regarding your career, courses, and how to achieve work-life balance.
Office of Student Affairs. The goal of the Office of Student Affairs is to ensure students feel supported and valued at every stage of their medical education. We promote and provide supportive resources to ensure students' health and well-being. Our students are considered in all major program decisions.

- **Career Counseling:** Career counseling meetings held each semester are designed to move you from a novice medical student to a well-informed fourth-year student, ready for residency. These meetings will help you examine your values and career goals, using the AAMC Careers in Medicine program.

- **Learning communities:** Learning communities are preassigned groups of students, designed to provide academic, social and peer support to one another. Students are encouraged to meet with their learning communities to study, socialize, and encourage each other throughout the program.

- **Learning community mentor:** You and your learning community will be assigned a mentor during the pre-clerkship phase. Learning community mentors are faculty members who are available to discuss any issues that may arise, academically or personally. They can direct you to resources or simply be a listening ear. Students will have a one-on-one meeting with their mentor during each semester of the pre-clerkship phase.

- **Specialty specific advisor:** You will choose an advisor during the core-clerkship phase. The advisor will help with decisions on specialty selection, fourth-year rotations, electives and the residency application.
UH College of Medicine Vision, Mission, and Values

The UH College of Medicine seeks to improve the overall health and health care of the population of Greater Houston and beyond by educating a diverse group of compassionate physicians; conducting interdisciplinary research; providing high-value care; and empowering patient populations.

**Mission.** The UH College of Medicine is accountable to society for improving the overall health and health care of the population of Greater Houston, Texas and beyond by:

- Educating a diverse group of physicians who will provide compassionate, high-value care to patients, families, and communities with a focus on primary care and other needed physician specialties.
- Conducting interdisciplinary research to find innovative solutions to problems in health and health care.
- Providing integrated, evidence-based, high-value care delivered to patients by interprofessional teams.
- Engaging, collaborating with, and empowering underserved patient populations and community partners to improve their health and health care.

**Vision.** By 2030, the UH College of Medicine will be recognized nationally for:

- Educating physicians who have a deep understanding of the social determinants of health, health disparities, and how to work with communities to improve their health and health care.
- Educating physicians who are experts in providing high-value health care, managing the health of patient populations, and continuously improving health care delivery.
- Graduating physicians who choose to practice primary care and other needed physician specialties in underserved (urban or rural) communities.
- Educating physicians from underrepresented groups in medicine; beginning with K-12 and college pre-medical to "pipeline" programs targeted to ethnically and socioeconomically diverse populations.
- Conducting high-impact, interdisciplinary research that contributes to improving health and health care, capitalizing on the breadth of talent and expertise present across our Tier 1 research university.
- Providing interprofessional team-based care to patients in surrounding underserved communities and beyond that is integrated, evidence-based, safe, and of measurable high value.
- Engaging, collaborating with, and empowering patient populations and community partners to achieve measurable improvements in health and health care.
- Contributing to measurable improvements in the health of the underserved populations in surrounding geographic communities that are currently socioeconomically disadvantaged and have significant health disparities.
**Values.** Values and related behaviors expected in our administrators, faculty, staff, and medical students are exemplified in our aspiration to RISE.

- **Respect,** as demonstrated by appreciative and active listening, a collegial manner, and constructive collaboration.

- **Integrity,** as demonstrated by being mindful and reflective about our behavior, honest and authentic in relationships, and evidence-based in our decisions; willing to hold oneself and others accountable to always strive for excellence.

- **Servant Leadership,** as demonstrated by compassion, humility, openness, and being supportive of the needs of others.

- **Equity,** reflected in our commitment to an inclusive and unbiased environment, in advocacy for our community, and in creating a safe space for dialogue.
Medical Student Health and Technical Standards

The UH College of Medicine is committed to providing equal educational access for qualified students with disabilities. All students enrolled in the College of Medicine must meet the abilities and skills in the five areas outlined below in order to fully participate in the curriculum (see UH College of Medicine policy, Technical Standards).

Student Health and Technical Standards. When an applicant accepts an offer to matriculate, he/she is required to attest that he/she can meet the University of Houston College of Medicine Technical Standards either with or without reasonable accommodations. Any student needing reasonable accommodations in order to meet the technical standards should contact the University of Houston Center for Students with Disabilities (CSD) office.

- **Observation and Communication:** Candidates must be able to accurately observe patients close up and at a distance to learn skills and to gather patient data. They also must possess functional use of the senses of smell, vision and somatic sensation. Candidates must be able to communicate effectively and efficiently with patients and other members of the health care team. This includes interpreting both verbal and non-verbal aspects of communication to establish therapeutic relationships with patients. Both oral and written communication skills are required, and candidates must be able to read and comprehend, and retain information in complex written materials. In addition, candidates must be able to record information accurately and clearly.

- **Psychomotor Skills:** Candidates must possess the capacity to learn and perform physical examinations and diagnostic maneuvers using tactile, auditory, and visual maneuvers. They must be able to respond to clinical situations in a timely manner and provide general and emergency care reasonably required of physicians.

- **Intellectual and Cognitive Abilities:** Candidates must be able to learn through a variety of modalities including, but not limited to, classroom instruction; small group, team and collaborative activities; individual study; preparation and presentation of reports; and simulations and use of computer technology. Candidates must be able to memorize, measure, calculate, reason, analyze, synthesize, and transmit information across modalities. They must recognize and draw conclusions about three-dimensional spatial relationships and logical sequential relationships among events.

- **Behavioral and Social Attributes:** Candidates must possess personal qualities of empathy, integrity, honesty, concern for others, good interpersonal skills, interest, and motivation. They must be able to relate effectively and sensitively to patients, conveying a sense of compassion and empathy. They must accept responsibility for learning, exercising good judgment, and promptly complete all responsibilities attendant to their curriculum and to the diagnosis and care of patients.
Overall, candidates must have the physical and emotional stamina and resilience to tolerate physically taxing workloads, function in a competent and professional manner under highly stressful situations, adapt to changing environments, display flexibility, and manage the uncertainty inherent in the care of patients and the health care team. Candidates must also be capable of regular, reliable and punctual attendance at learning activities and in the performance of their clinical responsibilities.
Immunization Guidelines

The UH College of Medicine follows the Association of American Medical Colleges (AAMC) immunization guidelines for medical students. AAMC states that all students should be immunized against a number of infectious diseases for their own safety as well as the safety of others. All UH College of Medicine students must be compliant with the school's immunization requirements prior to the first day of orientation or the first day of class in each semester. Noncompliance can result in removal from clinical duties and would be considered a professionalism issue. Students will be required to meet any additional immunization requests made by the clinics and hospitals where they will be having direct patient contact.

Required vaccines:

- **MMR (Measles, Mumps, Rubella)** - 2 (two) doses of MMR vaccine; or 2 (two) doses of Measles and 2 (two) doses of Mumps and 1 (one) dose of Rubella; or serologic proof of immunity for Measles, Mumps and Rubella.

- **Hepatitis B Vaccination** - 3 (three) doses of vaccine followed by a Quantitative Hepatitis B Surface Antibody (titer) preferably drawn 4-8 weeks after the 3rd dose. If the antibody test is negative, complete a second Hepatitis B series followed by a repeat titer. If Hepatitis B Surface is negative after a second series, additional testing including Hepatitis B Surface Antigen should be performed. See [https://www.cdc.gov/mmwr/pdf/rr/rr6210.pdf](https://www.cdc.gov/mmwr/pdf/rr/rr6210.pdf) for more information.

- **Tetanus-diphtheria-pertussis** - 1 (one) dose of adult Tdap. If last Tdap is more than 10 years old, provide date of last Td and Tdap. The Td/Tdap is required every 10 years.

- **Tuberculosis screening** - Result of TST (PPD) or 1 (one) IRA blood test are required regardless of prior BCG status. If you have a history of a positive TST (PPD) ≥ 10mm or IGRA please supply information regarding any evaluation and/or treatment. Your PPD/IGRA must be after May 1st of your first year of Medical School (M1 year). You will be required to retest every 12 months while at the College and testing may be required more often by clinical sites.

- **Varicella (Chicken Pox)** - 2 (two) doses of vaccine or a positive serology.

- **Influenza Vaccine** - 1 (one) dose annually each fall when it is available. Please provide proof of vaccine from the year before at the start of enrollment at UH College of Medicine. If you did not receive the vaccine the prior year and it is still available, you are highly encouraged to receive the vaccine.

- **COVID 19 Vaccine** - Full series highly recommended. This will be moved to required once final FDA approval is received.
Medical Student Code of Professional Conduct and Academic Honesty

Medical Student Honor Code

As a University of Houston College of Medicine medical student, I will uphold the dignity of the medical profession. I will, to the best of my ability, avoid actions which might result in harm to my patients. I will protect the dignity of my patients and the deceased and will protect their confidential information in accordance with the prevailing standards of medical practice. I will not lie, cheat, steal or be involved in any other unethical behavior in my capacity as a University of Houston College of Medicine medical student. I will enter into respectful, professional relationships with patients, colleagues, teachers, staff and other health care personnel reflective of the high standards and expectations of my profession. I will not violate this code nor tolerate violations by others and will report such violations to the appropriate authorities.

Medical professionals are expected, by patients and society at large, to possess certain attributes that include, but are not limited to:

1. Altruism, whereby they subordinate their own interests to take care of their patients.
2. High ethical and moral standards.
3. Honesty, integrity, trustworthiness, caring, compassion and respect in their interactions with patients, colleagues and others.
4. Accountability, not only for their own actions, but also for those of their colleagues, which is the basis for the autonomy of the profession.
5. Confidentiality concerning the patient and the patient’s records.

Under this honor code, medical students and faculty (“faculty”) at the College of Medicine share responsibility for maintaining and enforcing student discipline. The full cooperation of medical students and faculty in reporting all violations of the Code is imperative in order to accomplish its purpose.

The purpose of the Student Code of Professional Conduct and Academic Honesty (see UH College of Medicine policy, Code of Professional Conduct) is to define academic, professional and personal misconduct, and to determine appropriate sanctions if the Code is found to have been violated. Students are also held responsible for the policies that address general conduct on the University of Houston campus. Each student is required to sign a statement acknowledging that responsibility and accepting the Medical Student Honor Code.

Violations of the Code may be grounds for sanctions, up to and including dismissal, from the UH College of Medicine. See policy, Code of Professional Conduct for information about Code violations, sanctions, and procedures for determining and delivering sanctions.
**Social Media and Professionalism.** Medical students need to work within guidelines and regulations for appropriate social media use as related to confidentiality and privacy laws and agreements in the Student Code of Conduct and the *Health Insurance Portability and Accountability Act (HIPAA).* It is a violation of HIPAA to reveal patient/research participant information, to discuss patients/research participants in an identifiable manner, and to post photos related to patients/research subjects/clinics, including on social media. Additionally, it is a violation of the College of Medicine's professional standards to “friend/follow” patients/research participants. Students are strongly discouraged from posting items on social media which might impair their professional ability to form a therapeutic relationship with any patient, or to maintain a professional relationship with their medical colleagues and supervisors. (Think before you post!) Also, be aware that each clinical site may have individual policies by which you must abide. In addition, social networking sites can be "gamed" and abused, therefore it is important to protect yourself by reviewing UH points of caution for social media activity.
The UH College of Medicine Medical Education Program Philosophy guides all academic policies and procedures, which includes our focus on positive interactions among faculty, staff, and medical students. All faculty, staff, and medical students are required to understand, uphold, and adhere to the tenants for the Medical Education Program Philosophy and positive learning environment.

**Medical Education Program Philosophy.** Our purpose is to graduate competent professionals, and we believe student success is the result of full participation and cooperation between the academic program (i.e., policies, procedures, courses, faculty, and staff) and the student.

- **UH College of Medicine Academic Responsibilities**
  - Provide clear and fair standards for educational components and student success
  - Conduct critical ongoing evaluation of program policies and procedures
  - Provide an environment conducive to learning with honest and open communication
  - Know, support, and promote program philosophy, policies, and procedures
  - Display integrity and professionalism in attitudes, behaviors, and interactions (includes all UH College of Medicine values) and commit to contributing to a positive learning environment

- **Medical Student Academic Responsibilities**
  - Demonstrate self-responsibility, self-motivation, self-regulation, and effort in your learning
  - Continually assess own strengths, weaknesses, and barriers in learning and utilize resources for student success
  - Communicate honestly and openly any issues both prior to major events or failures and after, especially when prior notice is not impossible
  - Know and follow program philosophy, policies, and procedures
  - Display integrity and professionalism in attitudes, behaviors, and interactions (which include all UH College of Medicine values) and commit to contributing to a positive learning environment

**Positive Learning Environment.** Effective learning is fostered in an environment of mutual trust, respect, confidence and acceptance. The UH College of Medicine is committed to maintaining an environment where there is mutual respect between students and teachers, and between peers. Behavior that is abusive or mistreats students or others in the learning environment is prohibited (see UH College of Medicine policy, Policy regarding Student Mistreatment for complete policy and process).

- **Student mistreatment, harassment and discrimination.** Such behaviors include, but are not limited to, the following: physical punishment or physical threats; disregard for student’s safety; repeated
episodes of psychological punishment of a student by a superior (e.g., public humiliation, threats and intimidation, removal of privileges); grading used to punish a student rather than evaluate objective performance; assigning tasks for punishment rather than to evaluate objective performance; requiring the performance of personal services; taking credit for another's work; and intentional neglect or intentional lack of communication. Discrimination or harassment includes, but is not limited to, the following: sexual harassment; discrimination based on race, color, national origin, religion, age, sex or gender; sexual orientation, gender identity and expression; disability; genetic information; or veteran's status.

- **Reporting Violations.** A student who feels that he/she has been subject to mistreatment should report such behavior in a timely fashion in any or all the following ways (see policy for complete description):
  
  o Contact and discuss the situation with the Site Director/Primary Preceptor, Course/Clerkship Director, the Associate Dean for Student Affairs, the Associate Dean for Medical Education, and/or any other faculty or staff.
  
  o Submit a mistreatment report (anonymously or not) [here](#).
  
  o List any issues relating to courses or clerkships on evaluations.
Program Professional Attributes and Competency Domains

The UH College of Medicine seeks to provide a learning environment that is conducive to the ongoing development of explicit and appropriate professional behaviors and attitudes in its medical students, faculty, and staff at all locations. The professional attributes and competency domains for the UH College of Medicine are listed below.

Responsibilities to Patient
- Patient confidentiality and boundaries
- Patient-centered care
- Empathy and compassion
- Advocacy and altruism
- Humility
- Sensitivity and responsiveness to diversity

Responsibilities to Profession
- Maintenance of professional competence with continuous improvement through life-long learning
- Identification and management of conflicts of interest and maintenance of ethical and legal principles
- Creation, use, and application of scientific knowledge and application to patient care
- Promotion of well-being and self-care for patients, colleagues, and one’s self

Responsibilities to Health care System, Community, and Society
- Improve access to care
- Provide value-based care
- Function as member of health care team

Responsibilities to Self
- Self-awareness and reflection
- Mindfulness
- Resilience
- Self-care
The UH College of Medicine medical education program has 3 curricular phases: Pre-Clerkship (18 months), Core Clerkship (11 months), and Advanced Clerkship (15 months). Medical students are automatically registered for courses and clerkships each semester. Students in an incoming class cohort attend all UH College of Medicine courses in the same order. Academic standards for successful completion of each course or clerkship are included in the course/clerkship syllabus. Modifications may be made when the College of Medicine deems changes are necessary. Course/clerkship syllabi can be found in eMedley.

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<td>• Four immersion rotations (4 weeks each for surgery, internal medicine, pediatrics, obstetrics/gynecology)</td>
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<td>• Longitudinal ambulatory experience (24 weeks to include family medicine and psychiatry)</td>
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<td>• Additional built-in learning sessions (4 hours per week for case-based study, simulation experiences, and core biomedical content review)</td>
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<td><strong>Advancement</strong></td>
<td>• USMLE Step 1 examination</td>
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</tbody>
</table>

The UH College of Medicine complies with UH policy in protecting student information in accordance with Family Educational Rights and Privacy Act (FERPA) as well as other relevant federal and state laws, and accreditation regulations (see UH College of Medicine policy, Access to Student Files).
Program Objectives & Societal Problems

To ensure medical students obtain all entry-level competences for residency as outlined by the AAMC, the UH College of Medicine has established the following Medical Education Program Objectives (MEPOs) and Societal Problems (in compliance with LCME Standard 7.5) around which the curriculum will focus. The MEPOs and Societal Problems addressed by courses and clerkships will be identified in the course/clerkship syllabus, materials, and activities.

Medical Education Program Objectives (MEPOs). The MEPOs cover patient care, medical knowledge, professionalism, practice-based learning and improvement, interpersonal and communication skills, systems-based practice, interprofessional practice, and personal and professional development.

- **Patient Care**: Students shall provide patient-centered care that is compassionate, appropriate, & effective for the treatment of health problems & the promotion of health, as they:
  - Perform essential medical, diagnostic, & surgical procedures.
  - Gather essential & accurate information about patients & their conditions through history-taking, physical examination, & the use of laboratory data, imaging, & other tests.
  - Organize & prioritize responsibilities to provide care that is safe, effective, & efficient.
  - Interpret laboratory data, imaging studies, & other tests required for evidence-based patient care.
  - Make informed decisions about diagnostic & therapeutic interventions based on patient information & preferences, up-to-date scientific evidence, & clinical judgment.
  - Develop & propose patient management plans.
  - Counsel & educate patients & their families to empower them to participate in their care & enable shared decision making.
  - Propose appropriate referral of patients including ensuring continuity of care throughout transitions between providers or settings & following up on patient progress & outcomes.
  - Describe health care services to patients, families, & communities aimed at preventing health problems or maintaining health.

- **Knowledge for Practice**: Students shall demonstrate knowledge of established & evolving biomedical, clinical, epidemiological & social-behavioral sciences, as well as the application of this knowledge to patient care, as they:
  - Demonstrate an analytic approach to clinical situations.
  - Apply scientific principles fundamental to health care for patients & populations.
  - Apply principles of clinical sciences to diagnostic & therapeutic decision-making, & clinical problem-solving.
Apply principles of epidemiological sciences to the identification of health problems, risk factors, treatment strategies, resources, & disease prevention/health promotion efforts for patients & populations.

Apply principles of social-behavioral sciences to provision of patient care, including assessment of the impact of psychosocial & cultural influences on health & well-being, disease, care-seeking, care-compliance, & barriers to & attitudes toward care.

Understand the importance of the many factors that influence health, disease & disability in the population.

Contribute to the creation, dissemination, application, & translation of new health care knowledge & practices.

**Professionalism:** Students shall demonstrate a commitment to carrying out professional responsibilities & an adherence to ethical principles, as they:

- Demonstrate compassion, integrity, & respect for others.
- Demonstrate responsiveness to patient needs that supersedes self-interest.
- Demonstrate respect for patient privacy & autonomy.
- Demonstrate accountability to patients, society, & the profession.
- Demonstrate sensitivity & responsiveness to a diverse patient population, including but not limited to diversity in gender, age, culture, race, religion, disabilities, & sexual orientation.
- Demonstrate a commitment to ethical principles pertaining to provision or withholding of care, confidentiality, informed consent, & business practices, including compliance with relevant laws, policies, & regulations.

**Interpersonal & Communication Skills:** Students shall demonstrate interpersonal & communication skills that result in the effective exchange of information & collaboration with patients, their families, & health professionals, as they:

- Listen to & communicate effectively with patients, families, & the public, as appropriate, across a broad range of socioeconomic & cultural backgrounds.
- Listen to & communicate effectively with colleagues, other health professionals, health related agencies, & community partners.
- Work effectively with others as a member or leader of a health care team or other professional group.
- Maintain comprehensive, timely medical records.
- Communicate with sensitivity, honesty, & compassion.
- Demonstrate insight & understanding about emotions & human responses to emotions that allow one to develop & manage interpersonal interactions.

- **Systems Based Practice:** Students shall demonstrate an awareness of & responsiveness to the larger context & system of health care, as well as the ability to call effectively on other resources in the system to provide optimal health care, as they:
  - Work effectively in various health care delivery & community-based settings & systems.
  - Coordinate patient care within the health care system relevant to one's clinical specialty.
  - Incorporate considerations of cost awareness & risk-benefit analysis in patient &/or population-based care.
  - Advocate for quality patient care & optimal patient care systems in collaboration with community partners.
  - Participate in identifying system errors & implementing potential systems solutions for the purpose of maximizing patient safety.
  - Perform administrative & practice management responsibilities commensurate with one's role, abilities, & qualifications.

- **Interprofessional Collaboration:** Students shall demonstrate the ability to engage in an interprofessional team in a manner that optimizes safe, effective patient- & population-centered care, as they:
  - Work with other health professionals to establish & maintain a climate of mutual respect, dignity, diversity, ethical integrity, & trust.
  - Use the knowledge of one's own role & the roles of other health professionals & community partners to appropriately assess & address the health care needs of the patients & populations served.
  - Communicate with other health professionals in a responsive & responsible manner that supports the maintenance of health & the treatment of disease in individual patients & populations.
  - Participate in different team roles to establish, develop, & continuously enhance interprofessional teams to provide patient & population-centered care that is safe, timely, efficient, effective, & equitable.
• **Personal & Professional Development:** Students shall demonstrate the qualities required to sustain lifelong personal & professional growth, as they:

  o Develop the ability to use self-awareness of knowledge, skills, & emotional limitations to engage in appropriate help-seeking behaviors.

  o Demonstrate healthy coping mechanisms to respond to stress.

  o Manage conflict between personal & professional responsibilities.

  o Practice flexibility & maturity in adjusting to change with the capacity to alter one's behavior.

  o Demonstrate trustworthiness that makes colleagues feel secure when one is responsible for the care of patients.

  o Provide leadership skills that enhance team functioning, the learning environment, community engagement, &/or the health care delivery system.

  o Demonstrate self-confidence that puts patients, families, & members of the health care team at ease.

  o Recognize that ambiguity is part of clinical health care & respond by utilizing appropriate resources in dealing with uncertainty.

**Societal Problems:** To be responsive to common societal issues that impact health care access and delivery, medical education programs are required to choose specific societal problems and embed them within the medical education curriculum. The five (5) high-priority societal problems chosen by UH College of Medicine as commonly related to the surrounding community include the following:

1. Prevention of obesity and treatment of obesity and its sequelae

2. Substance abuse and addiction including opioid abuse, alcohol abuse, and tobacco abuse

3. Adverse childhood experiences

4. Depression and its impact on chronic disease

5. Access to care
Phase 1. Pre-clerkship Curriculum (18 months)

All pre-clerkship curricular activities, except for patient care activities in PPP and LPC, are generally scheduled and conducted Monday through Friday during business hours at the UH campus. Weekly schedules differ and include 22-24 hours of mandatory course time as well as three half-days of unscheduled time to complete independent learning and self-study (see UH College of Medicine Policy, Preclerkship Scheduled Time). Medical students are solely responsible for securing their own transportation for all UH College of Medicine curricular activities, including to and from patient care activities.

Pre-clerkship Courses. The UH College of Medicine Pre-Clerkship Curriculum includes four pillars of knowledge and experience (see UH College of Medicine Policy, Curricular Guidelines PreClerkship):

- **Biomedical Sciences (BMS) courses.** BMS courses integrate content of different domains within and across biomedical science courses and take an organ-system based approach to teaching anatomy, embryology, histology, physiology, pathophysiology, and mechanisms underlying symptoms, diagnoses, causes, and therapeutic treatments of commonly encountered or serious health-compromising/life threatening diseases.

- **Physicians, Patients, and Populations (PPP) course.** Throughout the Pre-Clerkship Curriculum, PPP experiences develop physician-patient knowledge and competencies related to clinical skills as well as to topics such as communication, professionalism, medical ethics, social determinants, health disparities, evidence-based medicine, clinical reasoning and decision-making, population health, health informatics, quality improvement and patient safety, scientific methodology, and health systems and policy.

- **Longitudinal Primary Care (LPC) course.** Throughout the Pre-Clerkship Curriculum, LPC experiences are designed to apply PPP knowledge and competencies in real-world settings through two types of experiences: Continuity Clinic (CC), which is long-term placement in an ambulatory clinical setting and Household-centered Care (HCC), which is long-term placement in an interprofessional (IP) team visiting residents of a household with complex health issues.

- **Clinical Focus Sessions (CFS).** Interspersed throughout the Pre-Clerkship Curriculum are six 1-week intersessions, each dedicated to a different interdisciplinary focus topic related to the UH College of Medicine’s social mission and societal problems to integrate biomedical science concepts with important clinical and population-oriented aspects of health and health care.

Medical Student Responsibilities in Pre-Clerkship Courses. Medical students have the responsibility to:

- Be punctual and arrive prepared for all course or patient care activities.
- Complete any pre-work and review course content/materials and complete pre-work for the day's topic(s) prior to attending course activities.
- Pay attention, take notes, and ask questions during course activities.
• Complete any post-work and review course content/materials for day's course topic(s) **after** attending course activities.

• Set up a weekly schedule for when and where to complete pre-work/post-work and review content/material within and across courses.

• Continually assess and reassess strengths and weaknesses for learning different content and materials and find and access resources that could help.

• **Complete all course and clerkship evaluations** to provide constructive feedback for the program, including positive elements.

**Advancement to Phase 2: Core Clerkship.** Students are eligible to advance to Phase 2 upon successful completion of:

• **The National Board of Medical Examiners Comprehensive Basic Science Examination (CBSE):** Two weeks will be dedicated to CBSE review and testing (spring break may be utilized as an additional two weeks for studying if needed, to be determined on an individual basis by the Office of Student Affairs).

• **Transition to Clerkships (T2C) Course:** This course reinforces both the oral presentation and clinical skills needed in hands-on care of patients throughout the remainder of the Core and Advanced Clerkship Curricula.
Pre-Clerkship Course Requirements

The UH College of Medicine faculty award passing grades only to those students who have demonstrated mastery of the course material and shown behavior and conduct consistent with professional standards and suitable for the practice of medicine. These practices further ensure the academic integrity of the medical education program. As such, faculty shall be clear as to the expectations for each course and how passing grades will be earned. Course requirements specific to each course will be clearly displayed in the course syllabus.

**Course Requirements**: Final grades for UH College of Medicine pre-clerkship courses will be “Pass” or “Fail” based on fulfilling course requirements with no persistent or egregious issues. Course requirements include: (1) Course Assessments – both Summative and Formal Formative, and (2) Professionalism – both attendance and conduct. (see chart below and [UH College of Medicine policy, Grading Criteria in Pre-clerkship Courses](#)).

<table>
<thead>
<tr>
<th>Course Assessments*</th>
<th>Description</th>
<th>Determination of “Pass”</th>
<th>Remediation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summative Assessments</strong></td>
<td>Exams</td>
<td>Performance grade</td>
<td>Remediation re-test</td>
</tr>
<tr>
<td>Examinations for performance grades</td>
<td></td>
<td>- MUST PASS cumulative final summative with score ≥ 70% <strong>AND</strong></td>
<td></td>
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<td></td>
<td></td>
<td>- MUST PASS combination of all summative exams with score ≥ 70% (weight of each delineated in syllabus)</td>
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<td></td>
<td>Examples:</td>
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<tr>
<td></td>
<td>Exams</td>
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<tr>
<td></td>
<td>• OSCE (XX% of course grade)</td>
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<td>• Written exam (MCQ) (XX% of course grade)</td>
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<tr>
<td></td>
<td>Required assessments</td>
<td>Performance feedback</td>
<td>Remediation activities</td>
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<tr>
<td>Required assignments</td>
<td>Examples:</td>
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<tr>
<td></td>
<td>Exams:</td>
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<td></td>
<td>• Quiz</td>
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<td></td>
<td>• Simulation lab/clinical skills sessions</td>
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<td>• SP checklist</td>
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<td></td>
<td>• Scholarly project activities</td>
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<tr>
<td><strong>Formal Formative Assessments</strong></td>
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<tr>
<td>Required assignments for “formal formative feedback” ratings: “ME” (meets expectations), “BL” (borderline), or “DN” (does not meet expectations)</td>
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<tr>
<td><strong>Professionalism</strong>*</td>
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</tbody>
</table>

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*Students who receive “DN” in any summative or formal formative assessment will be required to complete remediation activities.

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### Student Attendance

Students must know and adhere to the UH College of Medicine Attendance Policy ([see UH College of Medicine policy, Attendance and Absence Policy](#)), which includes showing up on time for course activities, submitting an Absence Report Form and emailing the Course/Clerkship Director as soon as students know that they will miss course activities.

### Student Conduct

Students must know and adhere to the UH College of Medicine Code of Conduct ([see UH College of Medicine policy, Code of Professional Conduct](#)), and the University of Houston code of conduct.

*Students must pass requirements for both summative and formal formative assessments to pass the course.*

**All quantitative grades will be reported to the hundredth decimal point. A score of 0.01–0.49 will be rounded down to the nearest whole number; a score of 0.50–0.99 will be rounded up to the nearest whole number for the purpose of determining the cut-off score for pass or fail.**

***Because of the integral nature of professionalism to all coursework and medical practice, students may fail a course due to persistent or egregious professionalism issues despite passing requirements for both summative and formal formative assessments.*
Pre-Clerkship Advancement and Appeal Process

Students are expected to complete the medical education program curriculum within four (4) years of the initial date of matriculation. The curriculum may be extended due to: 1) a leave of absence, or 2) academic difficulty requiring repetition of an academic year as per this policy. In any case, Years 1 and 2 of the curriculum MUST BE completed within three (3) years, and the entire curriculum MUST BE completed within six (6) years inclusive of leaves of absence. Students who do not meet these requirements will be dismissed from the medical education program. Progress of students through the pre-clerkship curriculum will be reviewed by the Student Performance and Advancement Committee (SPAC) at the end of each course and at the end of the academic year in the context of course work, student's professionalism, evidence of progressive improvement, and personal circumstances (see UH College of Medicine policies, Student Advancement Policy and Appeal, Pre-clerkship | Grading Policies (SPAC)).

**Promotion.** Students are expected to proceed through the curriculum with satisfactory progress; therefore, no formal notice of promotion is sent to students who show satisfactory performance.

**Unsatisfactory Performance.** Students with unsatisfactory academic progress or for whom there are concerns regarding professionalism will be notified by the Office of Student Affairs in writing to meet with the SPAC. The SPAC may place any student with unsatisfactory performance on a remedial course, repetition of a year, or dismissal.

**Unsatisfactory Academic Results and Subsequent Probable SPAC Actions.** The chart below shows probable actions related to unsatisfactory academic progress through the Pre-Clerkship Curriculum (see full details in UH College of Medicine policies Student Advancement Policy and Appeal, Pre-clerkship | Grading Policies (SPAC) | Academic Standing Policy).
<table>
<thead>
<tr>
<th>Pre-Clerkship Phases</th>
<th>Recommended Action by SPAC</th>
<th>Standing*</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Semester</strong></td>
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<tr>
<td>Fail Clinical Anatomy and Human Development</td>
<td>May remediate at end of fall semester</td>
<td>Academic watch</td>
</tr>
<tr>
<td><strong>OR Scientific Foundations of Medicine OR</strong></td>
<td></td>
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</tr>
<tr>
<td>Physicians, Patients, and Populations (PPP)</td>
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<tr>
<td>Fail Clinical Anatomy and Human Development AND Scientific Foundations of Medicine</td>
<td>Restart the year or dismissal</td>
<td>Academic warning</td>
</tr>
<tr>
<td>Fail PPP AND Clinical Anatomy <strong>OR</strong> Fail PPP AND Scientific Foundations of Medicine</td>
<td>Remediation, restart of the year, or dismissal</td>
<td>Academic warning</td>
</tr>
<tr>
<td><strong>Beyond First Semester</strong></td>
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<td></td>
</tr>
<tr>
<td>Fail one (1) or two (2) courses within a semester</td>
<td>Remediation (only able to remediate 2 courses in a year)</td>
<td>Academic watch</td>
</tr>
<tr>
<td>Fail three (3) courses within semester</td>
<td>Repeat of year or dismissal</td>
<td>Academic warning</td>
</tr>
<tr>
<td><strong>Year</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fail two (2) semester courses across the year</td>
<td>Remediation, repeat of year or dismissal</td>
<td>Academic warning</td>
</tr>
<tr>
<td>Fail three (3) semester course across year</td>
<td>Repeat of year or dismissal</td>
<td>Academic warning</td>
</tr>
<tr>
<td>Fail CBSE</td>
<td>Delay of clinical phase until passed</td>
<td>Academic watch</td>
</tr>
</tbody>
</table>

*Once on academic watch (after a successful remediation of a course), another course failure will result in academic warning, which will result in another remediation attempt, repeating a year, or dismissal. Once on academic warning, another failure will result in either repeating a year or dismissal.

**Appeal Process.** A student may appeal the decision of the SPAC based on a claim that due process of SPAC policies and procedures was not followed. The appeal process is described in Student Advancement Policy and Appeal, Pre-clerkship and Grading Policies (SPAC). Unless suspended for a justifiable reason, the student shall remain on the class roster and may pursue appropriate course work until the appeal is resolved.
Clinical activities during the clerkship curricula have varied schedules, locations, and travel distance (the vast majority are off-site). Daily schedules will vary by rotation site with some requiring evening, overnight, weekend, and/or on-call hours. Medical students are solely responsible for securing their own transportation to all UH College of Medicine curricular activities, including to and from clinical sites.

**Core Clerkship Curriculum (11 months).** The Core Clerkship curriculum provides patient encounters in all major disciplines (i.e., surgery, internal medicine, pediatrics, obstetrics/gynecology, family medicine, and psychiatry) through the following:

- **Longitudinal Integrated Clerkship (LIC):** The LIC consists of concentrated experiences in hospital-based inpatient settings as well as longitudinal, primarily ambulatory, experiences. LIC experiences include the following:
  - *Four immersion rotations (4 weeks each):* Surgery, internal medicine, pediatrics, and obstetrics/gynecology.
  - *Longitudinal ambulatory experience (24 weeks):* This portion of the LIC may also include encounters in surgery, internal medicine, pediatrics, obstetrics/gynecology plus additional encounters in family medicine and psychiatry.
  - *Additional built-in learning sessions (4 hours per week):* The learning sessions include: (a) case-based conferences to reaffirm the fundamental principles of evaluation and management of common clinical problems in the basic specialties; (b) simulation experiences; and (c) Core Biomedical Content (CBC) sessions dedicated to biomedical science content.

- **Longitudinal Primary Care (LPC):** For the Core Clerkship, LPC experiences focus on patient interaction, diagnosis, and treatment in Continuity Clinic and Household-centered Care.

**Advancement to Phase 3: Advanced Clerkship.** Advancement includes successful completion of:

- **USMLE Step 1 examination:** Six weeks will be dedicated to individual study and testing (with up to an additional 8 weeks allowed – this may require loss of break times during the next curriculum phase of the program).

**Advanced Clerkship Curriculum (15 months).** The Advanced Clerkship Curriculum allows students to pursue advanced clinical activities as well as individual interests. In addition, medical students will be allowed to spend up to eight (8) weeks interviewing for residency positions.
• **Required Advanced Rotations:**
  
  o Intensive Care Unit (4-week rotation): Students may choose medical, surgical, neurological, pediatric, or newborn;
  
  o Sub-internship (4-week rotation): Students may choose either medicine, surgery, pediatrics, obstetrics/gynecology, psychiatry, neurology, or family medicine;
  
  o Emergency Medicine (4-week rotation); and
  
  o Rural Health (4-week rotation)

• **Elective Experiences:** Students will work with their advisors to determine their electives. Students will be encouraged to:
  
  o Spend up to 12 weeks in one area to develop a scholarly concentration (such as primary care, community health, population health, global health, health informatics, health care administration, quality improvement, patient safety, health policy, or biomedical ethics), and
  
  o Complete a scholarly project (such as original research, systematic review of the medical literature, quality improvement initiative, community engagement and partnership project to improve community health).

• **Longitudinal Primary Care (LPC):** In the Advanced Clerkship Curriculum, LPC experiences focus on patient interaction, diagnosis, and treatment in Continuity Clinic and Household-centered Care.

**Advancement to Graduation.** Advancement includes successful completion of:

• **USMLE Step 2 CK examination:** The passing of the USMLE Step 2 CK will be required prior to graduation.

• **Transition to Residency (T2R) course:** The T2R course provides intensive review and learning activities to ensure that each student possesses the UH College Of Medicine competencies, which include the [AAMC Core Entrustable Professional Activities](#), necessary to successfully perform as a first-year resident in their chosen specialty.
Program Clerkship Experiences

Clinical experiences are important for student application of knowledge and skills and acquisition of professional behaviors and standards.

**Clinical Assignments.** The UH College of Medicine places students at community teaching sites away from the medical school campus, in order to provide students with a relevant, comprehensive and high-quality medical education, and to educate them to care for diverse patient populations, to work in diverse settings, and to interact with different groups of students. ([see UH College of Medicine Policy, Clinical Assignments](#)). Clinical sites for the Longitudinal Primary Care (LPC) course and core clerkships may be within a 30-mile radius of the UH College of Medicine. Clinical sites for Advanced Clerkship may be further. Housing for advanced clerkships outside of a 75-mile radius will be provided by UH College of Medicine. Students are responsible for arranging their own travel to and from sites. Be aware that public transportation may not be an option. The process for assignment to clinical sites will include a consideration of student preferences ([see UH College of Medicine Policy, Clinical Assignments regarding process for assigning sites](#)). Students with a documented disability that impairs their transportation abilities must make this fact known to the Associate Dean of Student Affairs and the LPC or relevant clerkship director prior to scheduling of site assignments.

**Clinical Supervision.** Medical student education and training necessarily includes meaningful involvement in patient care that ensures patient and student safety and is at the appropriate level of responsibility for each individual student. Medical students are never permitted to be the sole provider of care and must be supervised at all times by licensed providers practicing within their scope of practice ([see UH College of Medicine policy, Clinical Supervision](#)). When a student is being supervised by a resident, fellow, or other health care professional who is providing care with their own supervising physician (e.g., physician assistant), it is the responsibility of the supervising physician to ensure that the resident or other health care professional is prepared and aware of how to teach and supervise a student appropriately. The amount of direct supervision and observation required in each patient encounter will vary based on (1) the clinical situation, (2) the student’s experience, skill, and maturity, (3) the specific rotation, and (4) the student’s progress through the medical education program curriculum. Each clerkship syllabus and orientation will outline student responsibility at the assigned clinical setting and will give explicit instructions for reporting situations of inappropriate level of responsibility or supervision.

**Clinical Duty Hours.** To ensure safe and professional learning and clinical environments for all students, residents/ fellows, health care providers, and patients, the UH College of Medicine has adopted the duty hour regulations ([see UH College of Medicine Policy, Clinical Duty Hours](#)) followed by the Graduate Medical Education programs co-sponsored by UH College of Medicine and Hospital Corporation of America Houston Healthcare (HCA Houston Healthcare). These regulations comply with the Accreditation Council of Graduate Medical Education (ACGME) [Clinical Experience and Education](#).
**Reporting Violations.** Students should report violations of Clinical Supervision protocols and/or Clinical Duty Hours in any or all of the following ways:

- Contact and discuss the situation with the Site Director/Primary Preceptor, Course/Clerkship Director, the Associate Dean for Student Affairs, the Associate Dean for Medical Education, and/or any other faculty or staff.
- Submit a mistreatment report (anonymously or not) [here](#).
- List any issues on the end-of-clerkship evaluation.
Program Assessment Types

The UH College of Medicine provides a variety of assessments to ensure students are on track in gaining the knowledge, skills, and behaviors necessary for success as a medical provider.

**Formal Formative Assessment.** Formal formative assessments are required assignments throughout the course to provide students formal formative feedback for quality of performance while learning (see UH College of Medicine policy, Grading Criteria in Preclerkship Courses). Formal formative assignments may include case-based learning (CBL), problem-based learning (PBL), team-based learning (TBL), small group, lab activity, homework, multiple choice or short answer quiz, standardized patient checklist, simulation lab, student presentation, student project, or any combination of the above. Formal formative feedback may be categorically or numerically scored with designated minimums for “meets expectations,” “borderline,” or “does not meet expectations”. This feedback will be consistently applied and documented for all students within courses at least once by mid-course (see UH College of Medicine policy, Timely Grade Reporting). Students who receive a “Does not meet expectations” rating must make an appointment with the Course Director within three school days to identify student deficits in learning and to determine appropriate remediation activities and Student Affairs referrals.

**Summative Assessment.** Summative assessments are required critical assessments/exams to demonstrate students’ mastery of content (see UH College of Medicine policy, Grading Criteria in Preclerkship Courses). Summative assessments can be nationally mandated or College of Medicine-generated multiple-choice exams (MCQs), short-answer questions, essay questions, Observed Structured Clinical Exams (OSCEs), laboratory practicals, or a combination. Students will earn performance grades (points or percentages) on summative assessments. All quantitative grades will be reported to the hundredth decimal point. A score of 0.01-0.49 will be rounded down to the nearest whole number; a score of 0.50-0.99 will be rounded up to the nearest whole number for the purpose of determining the cut-off score for pass or fail.

**Narrative Assessment.** Narrative assessments are written statements related to student cognitive and non-cognitive performance in areas such as collaboration, interpersonal skills, oral and written communication skills, professionalism, and contribution to sessions (see UH College of Medicine policy, Narrative Assessment). Narrative assessments will be provided as a component of either formative or summative evaluations in courses and clerkships whenever the teacher/learner interaction permits this form of assessment. It can be incorporated into and is valuable for student feedback.
<table>
<thead>
<tr>
<th>Terms</th>
<th>Definitions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative assessment</td>
<td>Required and graded critical assessments or exams to show mastery of content</td>
</tr>
<tr>
<td>Objective structured clinical examination (OSCE)</td>
<td>OSCEs are performance-based assessments that test areas like communication skills, physical examination techniques, professionalism, and real-time clinical reasoning in a fair and standardized manner</td>
</tr>
<tr>
<td>Performance grade</td>
<td>Points or percentages earned for summative assessments</td>
</tr>
<tr>
<td>Formal formative assessments</td>
<td>Required assignments to provide uniform individual student feedback for quality of performance while learning</td>
</tr>
<tr>
<td>Feedback for formal formative assessment</td>
<td>Feedback may be categorically or numerically scored with designated minimums for, and provision of, one of the following feedback categories: “Meets expectations,” “Borderline,” or “Does not meet expectations”</td>
</tr>
<tr>
<td>Informal formative feedback</td>
<td>Informal opportunities for formative assessment (i.e., not required or graded) such as on-the-spot feedback, ungraded preparatory work, or individual self-assessments throughout courses, but these will not be considered formal formative feedback nor considered in the final course grade of “Pass” or “Fail”</td>
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<tr>
<td>Remediation</td>
<td>Assessment of student deficits and suggested activities for correction of deficits</td>
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<tr>
<td>Narrative assessment</td>
<td>Written comments from faculty that assess student performance and achievement in meeting the objectives of a course or clerkship</td>
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Program Summative Exam Policies and Procedures

Summative assessments can be nationally mandated or College of Medicine-generated multiple-choice exams (MCQs), short-answer questions, essay questions, Observed Structured Clinical Exams (OSCEs), laboratory practicals, or a combination. Read full details of the UH College of Medicine policy, Summative Examination/Assessment Procedures.

Exam Information and Instructions. The eMedley calendar will show exam dates and types (i.e., written exam, OSCE, etc.), times, and locations for each UH College of Medicine course.

- Electronic exams will use a web-based format on a personal computer using a secure browser – either eMedley, the ExamN browser, or the NBME portal. Medical students will be instructed on the access and use of eMedley at the UH College of Medicine Student Orientation, and all medical student laptops will be certified for compatibility prior to the first exam.

- Medical students must have their Cougar Card ID badges with them to be admitted to and remain in testing areas. No food or drink or personal items are allowed in the testing room.

- All exams are proctored, but not necessarily by the UH College of Medicine Course or Clerkship Directors. Medical students must comply with test proctor directions.

- A medical student who arrives late may be allowed to take the examination at that time (with no extra time allowed) provided that no other student has already completed the exam.

- Medical students arriving after the examination has been completed by a student, will have to contact the Office of Medical Education to request a make-up exam (not guaranteed).

Personal Laptop Usage During Exams. You will use your personal laptop for most exams. When doing so, medical students are not allowed to run programs capable of recording exam content. Prior to exam launch, medical students using personal laptops must exit any instant messaging, webcam, screen/image capture programs or cloud services such as Dropbox. Secure Browsers will detect if an examinee is running an application on their computer capable of recording exam content. Any incidents or irregularities with computer programs may constitute a violation of the Student Code of Conduct resulting in disciplinary proceedings including failing of the course and possible dismissal. If a student has problems with her/his personal computer during an examination, there will be loaner laptops available.
**No Reproduction or Distributions of Exam Items or Content.** Medical students are not to reproduce ANY exam items verbally, in writing, or electronically. Examples include, but are not limited to, talking with fellow students about exam questions and specifically which answer choice was correct; telling the next set of students what the OSCE scenario is prior to their performing the OSCE; motioning to your lab partner the procedures they should conduct next; transcribing test questions and saving them in a document to provide for other students; posting questions about exam items on Facebook or any other type of social media outlet; or emailing questions about exam items to fellow students or faculty. Any reproduction or distribution of exam items will constitute a violation of the Student Code of Conduct and will result in disciplinary proceedings and possibly dismissal.

**Exam Feedback.** Exam grades and pass-fail status will be posted in eMedley. Information on the exact questions and answers students missed is not available for medical students in any course or clerkship. Instead, medical students will be given feedback (if available) in formats such as, but not limited to, exam reports, rubrics, or written notes.

**No Exam Reviews.** Post-exam reviews related to exam questions and answers are not conducted during class time in any UH College of Medicine course or clerkship. Medical students interested in going over the concepts/types of questions they missed based on an exam feedback report can make an appointment with the Course or Clerkship Director (other faculty, including your advisors, will not discuss exam material in courses they do not direct).
Program Monitoring of Medical Student Performance

The UH College of Medicine is committed to providing formal formative feedback at least by mid-course/clerkship and the timely reporting of grades (see UH College of Medicine Policy, Timely Grade Reporting).

**Mid-Course/Clerkship Feedback.** It is the responsibility of the Course/Clerkship Director to embed opportunities for students to receive formal formative feedback at least by mid-course/clerkship if not throughout the course/clerkship. Formal formative feedback should be set up as required formative assignments with uniform feedback on quality of performance while learning (see UH College of Medicine policy, Grading criteria in Pre-clerkship Courses), prior to summative examinations. Students will get formal formative feedback in terms of:

- **“meets expectations,”** in which students should let the Course/Clerkship Director know if they have any questions/comments;

- **“borderline,”** in which it is recommended that students make an appointment with Course/Clerkship Director to determine any learning deficiencies; or

- **“does not meet expectations,”** in which it is required that students make an appointment with the Course/Clerkship Director within three (3) school days to determine learning deficiencies, remediation plans, and Student Affairs referrals for supplemental support for academic success.

The Office of Medical Education and Office of Student Affairs, including Learning Community Mentors, will monitor student formal formative feedback and summative grades in real time.

**Posting of Final Grades.** Final grades for all UH College of Medicine courses and clerkships must be submitted within four (4) weeks after the completion of the course or clerkship to the Office of Medical Education. Official grades will be submitted to and maintained by the University of Houston Office of the University Registrar (OUR) for inclusion on the student’s official transcript and made available to students electronically through PeopleSoft.

**Student Monitoring of Her/His Progress.** The UH College of Medicine is dedicated to student success; however, it is ultimately the responsibility of the student to monitor her/his own progress in the curriculum and to be proactive if issues arise. Students should reach out to instructors, Learning Community Mentors, and the Director of Academic Support to explore available resources to address issues in a timely manner.

**Challenging Grades.** The Course or Clerkship Director is the primary authority with respect to a student’s proficiency and final grade in that course/clerkship. A student who believes that his or her final grade reflects a mistake or a capricious, arbitrary, or prejudiced academic evaluation should follow the appeal process for challenging grades (see UH College of Medicine Policy, Challenging Student Grades).
• A student’s first course of action should always be to informally resolve any concerns with the Course or Clerkship Director(s) within five (5) business days of the academic concern.

• Students not satisfied after attempting such resolution, may file a formal written appeal that describes the rationale for the grievance in detail and proposes a resolution with the Associate Dean for Medical Education (ADME) within ten (10) academic business days.

• After filing a written appeal, the aggrieved student must meet with the Associate Dean for Education or designee to ensure factual accuracy of the basis for appeal within five (5) days. The ADME will make a decision within five (5) days of that meeting and inform the student.

• If after being notified of the ADME’s decision, the student feels that the College of Medicine did not properly follow its established procedures, then an additional written appeal related to procedural issues only may be forwarded to the UH College of Medicine Dean within ten (10) business days after receiving the ADME’s final decision. This step exhausts the student’s appeal options, as the Dean’s decision is final.
Academic Support

**Office of Academic Support**: Medical school is a life changing experience. The journey is exciting and rewarding but it can be long, daunting and challenging. First year medical students must adapt their learning style, which requires a new toolbox of strategies for mastery-focused demands. Some students have difficulty coping with the demands and rigor of the medical education curriculum. The UH College of Medicine’s Office of Academic Support offers a variety of resources and student-centered services to ease the transition to medical school through learning strategies, time management and organization techniques, concept mapping and stress control, board preparation and balancing priorities while in medical school. In addition, the Office of Academic Support offers tutorials on exam-taking skills to enable medical students to improve their performance by frequent review and content analysis. Students may also be referred to additional University support services as needed.
Study Strategies

Effective studying involves habits, attitudes, and motivation as well as strategies. Studying involves the interaction of the ability, background knowledge, and motivation of the medical student; the nature of the course, its content, materials, task requirements, and faculty expectations; and the students' perception of the course and its requirements. Medical students are frequently required to go beyond comprehension. You will be called on to apply what you have read, set a routine, study at the same time and at the same place. The place should be free of distractions, although if you work better with background music, that should not be considered a distraction. Break large tasks into smaller, more manageable ones. Instead of tackling a whole chapter, break it up into ten-page sections. Reading smaller segments of the chapter in focused study are better than long periods interrupted by internal and external distractions. Gradually build up to more pages. Start with the easiest and most enjoyable task on your study plan to build a sense of accomplishment. Use rewards such as a 15-minute break for every 90 minutes of studying.

Prepare for class (though expected to prepare for class, medical students have the freedom to identify resources that meet their learning needs).

- Do assigned reading
- Generate questions to ask in class
- Pay attention to diagrams, concepts, and pathways
- Outline main ideas; take fewer notes
- Adapt strategy based on content and previous knowledge

Monitor performance (requires students to become accountable for their performance in areas beyond medical knowledge; methods to test themselves about pathways and concepts, rather than recall facts, suggesting the use of deep learning approaches).

- Pay attention to understanding in lecture
- Track ability to answer questions in class
- Concept maps to integrate material
- Self-assess understanding

Engagement (approaches such as asking questions and collaborating with peers).

- Discuss material with peers
- Study with others
- Ask questions in class
**Efficiency** (to become more efficient, given the overwhelming amount of material to master; students are encouraged to adopt strategies to improve study efficiency).

- Use questions to focus reading
- Focus on main concepts
- Take notes strategically
- Set time limit for daily study

**Study Planning** (promotes self-regulated learning and accountability).

- Maintain a regular study schedule/routine, review material frequently
- Select specific study environments
- Avoid distractions
- Track time management strategies and how much time tasks take
Accommodations

Disability is defined by the Americans with Disabilities Act of 1990 as “a physical or mental impairment that substantially limits one or more major life activities.” An individual may also qualify as disabled if he/she has had an impairment in the past or is seen as disabled based on a personal or group standard or norm. Such impairments may include physical, sensory, and cognitive or intellectual impairments. Mental disorders (also known as psychiatric or psychosocial disability) and various types of chronic disease may also be considered qualifying disabilities. A disability may occur during a person’s lifetime or may be present from birth. Disability can be permanent or short-term.

The University of Houston System (“System”) adheres to the mandates of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and the ADA Amendments Act of 2008, as applicable. It is the policy of the System that all students who have a disability are afforded equal academic opportunities in compliance with federal and state laws. The System, in keeping with its values and goals, provides reasonable academic adjustments/auxiliary aids to students with disabilities that are currently manifested.

Definitions

**Student with a Disability:**

A student who 1) has a physical or mental impairment which substantially limits one or more major life activities, 2) has a “record of” such impairment, or 3) is regarded as having such an impairment.

**Major Life Activity:**

As defined in ADA Amendments Act of 2008 include functions, such as caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, working, eating, sleeping, standing, lifting, bending, reading, concentrating, thinking, and communicating, or the operation of a major bodily function (including, but not limited to, functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions).

**Learning, Attentional Disabilities:**

Acceptable clinical documentation for learning disabilities (LD) and attentional disabilities (e.g., attention-deficit hyperactivity disorder [ADHD]) includes a comprehensive diagnostic interview/consultation and neuropsychological or psycho-educational evaluation plan, which typically should be completed within three to five years of entering University of Houston College of Medicine. The three- to five-year currency requirement may be waived upon application and in appropriate circumstances. (See the Guidelines for Documentation of LD and Attentional Disabilities related to ADHD, on the Center for Students with DisABILITIES [CSD] website; [https://uh.edu/csd](https://uh.edu/csd)).
**Other/Non-learning Disabilities:**

Acceptable documentation for other types of disabilities (e.g., medical, psychological, etc.), either permanent or temporary, includes report from the appropriately licensed individual describing the nature of the disability, suggested accommodation(s), and requested accommodation(s). (See the Guidelines for Documentation of Medical and Psychological Disabilities, CSD website; [https://uh.edu/csd](https://uh.edu/csd)). In all cases, CSD reserves the right to request additional diagnostic information and assessment when, in its opinion, such additional information is needed to indicate the need for accommodations in the academic or clinical settings of UH College Of Medicine.

**Substantial Limitation:**

An impairment or restriction whereby a student cannot perform one or more Major Life Activities, or is hindered as to the condition, manner or duration under which a student can perform one or more Major Life Activities as compared to the average student in the general performance of the affected activity.

**Reasonable Academic Adjustments:**

Reasonable academic adjustments are modifications to academic requirements that are necessary to ensure that such requirements do not discriminate or have the effects of discriminating, based on handicap, against a qualified handicapped applicant or student. Academic requirements that are essential to the instruction being pursued by such student or to any directly related licensing requirement will not be regarded as discriminatory. Modifications may include changes in the length of time permitted for the completion of degree requirements, substitution of specific courses required for the completion of degree requirements, and adaptation of the way specific courses are conducted.

**Reasonable Auxiliary Aids:**

Reasonable auxiliary aids may include, but are not limited to, taped texts, interpreters, or other effective methods of making orally delivered materials available to students with hearing impairments, readers in libraries for students with visual impairments, classroom equipment adapted for use by students with manual impairments, and other similar services and actions.

**Disability Services:**

The UH College Of Medicine seeks to provide equal access to its programs, services, and activities for all medical students. All candidates for admission, promotion, and graduation must be able to perform specific essential functions and possess characteristics including certain minimum physical and cognitive abilities, as well as sufficient mental and emotional stability to assure that candidates can complete the entire course of study and participate fully in all aspects of medical training. The abilities that medical students must possess are defined in the Technical Standards: Essential Abilities and Characteristics Required for Completion of the MD Degree (“Technical Standards”) administrative policy. The Technical Standards is made available to all prospective, admitted and current students via the UH College Of Medicine website and course-specific technical standards published in the syllabi. Students with a disability must meet these technical standards, with or without accommodation. It is the responsibility of an admitted or continuing
student with a disability, or a student who develops a disability, and who needs an accommodation to notify the CSD of the disability and provide documentation of the general nature and extent of the disability and the functional limitations to be accommodated.

Medical students with a documented disability and students seeking to request accommodations are required to meet with the CSD. The CSD will work closely with eligible students, the Office of Academic Support (OAS), and the UH College Of Medicine to plan for approved reasonable and effective accommodations, academic adjustments, and/or auxiliary aids that do not compromise the integrity of the Technical Standards. The Director of Academic Support, serves as the liaison between the College Of Medicine and the CSD.

**Seeking Accommodations for a Disability:**

A student with a disability who wants to request academic adjustments/auxiliary aids must first contact the University’s Center for Students with DisABILITIES (CSD) to schedule a meeting with the office. Only students who schedule and meet with a representative of the office will be considered for academic adjustments/auxiliary aids. The meeting may be in person or virtual. The CSD office will establish a student file. The CSD seeks to determine disability accommodations through an interactive process involving disability services professionals and the Academic Accommodations Evaluation Committee (AAEC). The AAEC members have professional expertise in relevant areas (e.g., learning disorders, sensory disorders, special education, etc.).

In initiating the accommodation process, the student must submit current clinical documentation (20 pages or less) through the CSD website that supports the request for accommodation(s). Include the most recent accommodation form from other institutions, if applicable. Schedule an intake orientation appointment by calling 713-743-5400, after documentation has been uploaded.

The student is responsible for any costs necessary to provide the appropriate documentation from the professional. All requests for accommodations, whether for testing or other accommodation, will be reviewed by the CSD and the AAEC. The UH College Of Medicine is not obligated to provide any accommodations (testing or otherwise) prior to formal approval of the requested accommodations. As such, pending approval from CSD, students may be subject to all University of Houston and the College of Medicine policies regarding academic performance and promotion, or student conduct policies. Students should therefore submit all documentation in a timely manner to ensure that CSD review and AAEC approval can be made within a reasonable time frame. Accommodations are not provided retroactively, so students are encouraged to request accommodations as soon as they know or suspect a disability. Last-minute submission of documentation may result in delays in consideration of requested accommodations and support services. Requests should be made a minimum of five (5) days in advance. Please refer to the CSD website for additional information regarding documentation.

**Implementing Accommodations:**

After receiving approved accommodations, the student will request an accommodation notification letter. It is the student’s responsibility to contact the Director of Academic Support, to provide a copy of this letter and to schedule a meeting to discuss UH College Of Medicine’s policy for the administration of accommodations. The Director of Academic Support will follow up with students to ensure that approved accommodations are being implemented and to coordinate logistics of administration of any exams in which accommodations will be used. In many cases, students eligible for examination accommodations can
take their exams with accommodations at the class exam site when feasible. In other instances, students may receive accommodations in a location to be specified by the Office of Medical Education. The UH College of Medicine may require additional assessment or evaluation in consultation with the CSD to confirm if the student is able to meet College of Medicine’s technical standards. While presumably the use of accommodations in the identified activity will enable the student to better demonstrate his/her knowledge or other skills, accommodations are not a guarantee of improved performance, or of successfully meeting required performance standards. In addition, the Director of Academic Support and the CSD assist students with future accommodations requests, including certification, licensing, and board exams, which are made directly to the agency that administers the exam, such as the National Board of Medical Examiners. Students should be aware that being granted testing accommodations for UH College of Medicine exams does not imply that similar accommodations will be granted by the NBME for USMLE Step 1 and Step 2. Students must follow the specific process for requesting such accommodations as described online [here](https://www.usmle.org). Students are urged to begin this application to the USMLE for accommodations at least six (6) months in advance of taking an examination.

**Confidentiality and Record Keeping:**

The UH College of Medicine is committed to ensuring a supportive environment for students with disabilities by providing the opportunity for full participation in the UH College of Medicine community. UH College of Medicine complies with federal and state law prohibiting discrimination against any applicant or enrolled student based on disability, in accordance with its obligations under Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and the ADA Amendments Act of 2008.

Documentation is treated as confidential and kept separate from the academic record. Generally, no documentation is released by CSD without the student’s informed and written consent. In certain situations, disclosure of selected information about the student’s condition(s) to the Director of Academic Support, or the UH College of Medicine Office of Medical Education may be necessary to fulfill the required accommodations or services. Such disclosure would be agreed upon first between CSD and the student.

Documentation is protected under the Family Education Rights and Privacy Act (FERPA; [https://studentprivacy.ed.gov](https://studentprivacy.ed.gov)), and will only be released from the student’s file in one of the following circumstances:

- With written permission from the student in the case of a court order
- For purposes of legitimate educational interest. In certain situations, disclosure of selected information about the student’s condition(s) to the Director of Academic Support or the Office of Medical Education may be necessary to fulfill the required accommodations or services. Such disclosure would be agreed upon first between CSD and the student.
- Documentation is destroyed five years after the date of the last attendance.
Clinical settings:

As medical school training may include a variety of settings – classroom to clinical – accommodations granted through CSD may not be appropriate for all settings, the Director of Academic Support, in collaboration with the Office of Medical Education, may review with the student, as needed, accommodations for each class or setting as the student progresses through the medical school curriculum, to avoid compromising or altering fundamentally the essential components of a particular course or program. The goal of any accommodation within the demands of medical education is to develop the appropriate level of independence necessary for the practice of medicine. Further, the unique nature of the medical school curriculum places different demands upon students with disabilities at different times during their course of study. Therefore, it is necessary to regularly review any accommodation and make modifications as needed.
Medical Student Attendance Policy

As a member of the UH College of Medicine, you are required to attend and participate in all collegial curricular learning activities (see UH College of Medicine Policy, Attendance and Absence Policy), which will include laboratory, clinical exercises both simulated and real, large and small group activities, team-based learning, case-based learning, integrated case discussions, patient encounters, and invited (guest) speaker presentations. These interactive experiences will positively impact your learning as well as that of your fellow classmates.

**Tracking Attendance.** Student attendance will be recorded by UH College of Medicine for all curricular activities. It is the responsibility of students to ensure that their attendance is accurately recorded. Records for student attendance may be used by UH College of Medicine for the following: determination of professionalism, awards and accolades, student ability to obtain necessary course material or clerkship knowledge or competencies, or any processes or practices deemed appropriate by the UH College of Medicine. Students with a chronic or recurring medical condition or other circumstances may contact the Office of Student Affairs to document their condition or situation and needs in a preemptive manner.

**Absence Report Form.** Students must submit an online Absence Report Form along with any corresponding documentation for the absence within 24 hours of any absence or as soon as they know they will be absent. Students must also communicate with the contact person listed on the course or clerkship syllabus if the absence occurs on the day of a summative exam or patient care duties PRIOR to the exam or patient duties if possible.

**Approved Absences.** The Office of Medical Education reviews all absence report forms and determines approval based upon valid criteria. Approved absences may include illness or accident, personal or family emergency, death or critical illness of an immediate family member, or certain other unexpected circumstances that keep students from attending a UH College of Medicine scheduled curricular activity. Other approved absences may include Religious Holidays (however, this policy does not apply to patient care), presentation at a local or national medical/science meeting, interviewing for residency (M4 year only), legal proceedings, and health care appointments.

**Tardiness.** Students are expected to arrive to UH College of Medicine course activities on time. Students should notify the UH College of Medicine Course or Clerkship Director of their estimated arrival time as soon as possible if tardiness is anticipated. Chronic tardiness is not acceptable.

**Attendance and Professionalism Issues.** Failure to submit an absence report form, having unapproved absences, and/or repeated tardiness will be considered a breach of professionalism, which will be reported to the Learning Community Mentors and the Associate Dean for Student Affairs. Reoccurring issues may
be referred to the Student Performance and Advancement Committee (see UH College of Medicine policy, Grading Policies (SPAC)).

**Makeup Coursework.** Whether an absence is approved or not approved, there are no “official” make-up sessions or “re-teaching” of previously delivered materials. The student is responsible for all material covered during any missed class activity.

**Makeup Summative Examinations.** A student must have an approved absence by the Office of Medical Education to makeup a summative examination—i.e. mid-term, final course examination, OSCE, NBME, or other computer-based examination (see UH College of Medicine policy, Missed Examination Policy). In general, a make-up summative examination will be granted only for illness or emergency. If a student is unable to take a summative examination at the scheduled time, he/she must notify the Office of Medical Education (OME), as soon as possible AND submit the online Absence Report Form. When OME approves an absence for a make-up summative evaluation, OME will work with course and clerkship directors to schedule an appropriate makeup summative examination.
Medical Student Options for Leave of Absence and Withdrawal

Leave of Absence for Medical or Personal Reasons. Students are expected to proceed through the University of Houston College of Medicine's curriculum to graduation, in a continuous, uninterrupted fashion. However, a student may temporarily separate from the curriculum via an approved Leave of Absence for academic, personal, military, or other reasons. The University of Houston College of Medicine Student Promotion and Advancement policy, which is in alignment with accreditation standards, requires that a student complete the medical education program curriculum within a six-year time frame which includes any leaves of absence. (see Leave of Absence Policy)

- Leave of absence requires approval of the Associate Dean for Student Affairs, Admissions and Outreach or the Student Promotion and Advancement Committee.

- Upon completion of a leave of absence, the student must request readmission to the academic program in writing. The Associate Dean for Student Affairs, Admissions and Outreach or Student Performance and Advancement Committee (see Leave of Absence Policy) will determine whether readmission after completion of the leave of absence is approved and the terms and conditions of readmission.

Active Duty Withdrawal. Class attendance is expected of all students. UH College of Medicine complies with federal and state law regarding students who are called to active duty. Medical students who are called to active military service may be excused from attending classes or engaging in other required activities, including examinations, if the military service is of a reasonably brief duration. The student will be responsible for arranging the completion of any missed work (see Attendance Policy and Missed Examination Policy). Longer leaves would require a leave of absence (see Leave of Absence policy).
Medical Student Dress Code

Medical students are representatives of the UH College of Medicine, which is a professional school, and as such, medical students are expected to display an appropriate level of judgment about personal hygiene, grooming, and dress. Students must maintain an appearance that demonstrates respect and meets professional standards (see Student Dress Code Policy for details and further definitions).

In General. Keep good personal hygiene habits. Please keep any perfume/cologne or strongly scented soap use to a minimum as some faculty, staff, fellow students, and patients can be very sensitive or allergic to these. Jewelry should be minimal.

Cougar Card (ID Badge). The Cougar Card is the official campus identification and access card. For medical students, your Cougar Card is necessary for identification and to gain access to elevators and UH College of Medicine facilities and may also be used for classroom attendance and identification for proctored exams.

Classroom-Based Activities. Casual attire is permitted during regularly scheduled classroom activities as taught by UH College of Medicine faculty. Business casual clothing is required for attendance at guest speaker events including academic and community members.

Anatomy Lab. Long white lab coats must always be worn in the Anatomy Lab. These coats are designated for Anatomy spaces only and should not be taken out of the lab except to be washed at home. Do not store your lab coat in your UH College of Medicine locker. Scrubs are required under a student’s long white coat. Scrubs may be any color and purchased from the UH Bookstore or other scrub vendor. Shoes must be closed-toe with low heels. Athletic shoes are permitted.

Longitudinal Primary Care, Continuity Clinic. Business professional attire, closed-toe shoes, white coats with sewn on UH College of Medicine patch, UH name tag and visible Cougar Card are always required for Continuity Clinic. Scrubs are not allowed unless they are routinely worn by the preceptor and you have his/her permission. If scrubs are worn, they must be approved by your preceptor. Do not wear scrubs that have been worn in the Anatomy Lab.

Longitudinal Primary Care, Household Centered Care. Business casual attire is appropriate for Household Centered Care. Do not wear your white coat. Your Cougar Card must always be visible. Jewelry should be kept to a minimum. Keep cologne, perfume, or scented soap use to a minimum as some persons may be very sensitive or allergic to these.
**Simulation Lab.** Closed-toed flat or low-heel shoes are always required in the Simulation Lab. During PETA or standardized patient experience, UH College of Medicine scrubs (not the scrubs used for Anatomy) or Business Casual Attire is required. During OSCEs, Business Professional Attire is required.

**Clinical Rotations and Longitudinal Integrated Clerkships.** Medical students must abide by the dress code for the hospital or clinic for which they are working. If a dress code is not available, professional business attire, closed-toe shoes, white coats with UH College of Medicine patch, UH name tag and visible Cougar Card are to be worn. Please keep any perfume/cologne or strongly scented soap use to a minimum as some patients can be very sensitive or allergic to these. Keep good personal hygiene habits, including neatly trimmed and clean fingernails (no nail polish or artificial nails), in all clinical settings. Hair that is long enough to touch a patient when you lean over to examine them should be kept in a ponytail or secured in some way as to not make contact with the patient. Jewelry should be minimal. Avoid jewelry such as large hoop earrings or dangling necklaces/bracelets when working with children, as they may grab them.
Program Technology

Personal Laptops. All incoming medical students will receive a specification list prior to UH College of Medicine Student Orientation with requirements for a personal laptop computer to be obtained/purchased by the medical student and used for UH College of Medicine curricular activities, including examinations. Medical students will use their laptops daily to access UH College of Medicine course and program information and to send/receive UH College of Medicine communications. It is the responsibility of the medical student to ensure her/his computer equipment is always in good working order.

UH Email – Official Form of Communication. UH email is the official mode of communication on the UH College of Medicine campus. Medical students will be assigned a university exchange email address (e.g., xxxx@cougarnet.uh.edu) prior to the UH College of Medicine student orientation. All students must have a working university email address, must use it for university-related business (use of personal email addresses is not acceptable), and check it daily to maintain current information for UH College of Medicine and course information. Because changes to the UH College of Medicine schedule may occur on short notice, medical students are strongly encouraged to check their university emails multiple times per day and prior to coming to class.

eMedley. eMedley is a cloud-based learning management system used to schedule, host, and track UH College of Medicine curricular activities and content. Information about eMedley will be distributed at the UH College of Medicine Student Orientation. The College of Medicine requires that all medical students become familiar with the eMedley technical requirements, features, and other information needed to have a successful online learning experience. Medical students will use eMedley to access calendar, schedules, syllabi, retrieve course content and materials, see assignments and grades, and take quizzes and examinations. Questions, comments, or concerns about the use of eMedley should be directed to the Director of Education Technology in the Office of Medical Education.

Use of Electronic Devices During Course or Clerkship Activities. Computers and similar devices (e.g., notebooks, iPads, smartphones, etc.) may be used for course or clerkship activities (as determined by the Course Director, Clerkship Director, or Preceptor). It is unprofessional and disruptive to use computers or electronic devices for non-course related activities, including but not limited to Web surfing, playing games, texting, instant messaging, and social media. Cell phones should be placed on “silent” mode during all course and clerkship activities. If medical students
anticipate the need to take a call during course or clerkship activities, let the instructor or preceptor know prior to the start of curricular activities.

**Cougar Card.** The [Cougar Card](#) is the official campus identification and access card. The Cougar Card integrates a number of functions for daily usage on campus, including the ability to print documents, buy snacks at the campus convenience stores, vending machines, purchase meals, gain access to academic or administrative buildings and rooms, athletic events, special events, both on-and off-campus residential housing and the recreation and wellness center. For medical students, your Cougar Card is necessary to gain access to elevators and UH College of Medicine facilities and may also be used for classroom attendance and identification for proctored exams.

- **Medical students are required to have and visibly wear their Cougar Card on their person at all times during any medical education program activity either attached to shirt collars or on a lanyard.**

- If you misplace your Cougar Card, immediately deactivate it by logging on to [AccessUH](#) and select the Cougar Card Online icon. You can get a replacement Cougar Card for $20 at the [Cougar Card Office](#).

- It is the student’s responsibility to update your Cougar Card if you have a name change. You may update your personal information in PeopleSoft, and there is no replacement fee if you exchange.
Medical Student Resources

UH Campus. Become familiar with the state-of-the-art university campus and take advantage of all the benefits the fourth largest city in the nation has to offer. The UH College of Medicine is currently located on the SE corner of campus in the Health 2 Building (Campus Map).

University Information Technology (UIT Help). UIT Help services are available for medical students for any IT issues, including computing, account, support, phone, data network, or video issues.

UH Libraries. The University of Houston has several libraries on campus, including the Health Sciences Library, which serves the UH College of Medicine and other health programs and is located in the Health 2 Building, where the UH College of Medicine is currently located.

Parking & Transportation. Students have options for parking on campus as well as use of several METRO bus routes and a light rail line. METRO Van Pool services also are available for students who would like to get to know other commuters on the way to school. To park on campus (Parking Map), you’ll need to obtain a UH parking permit from Parking & Transportation Services. Students can register for parking through their Parking Self-Service account via AccessUH. If you have questions, please call: 713-743-1097.

Bookstore. The UH Bookstore is your campus provider of required course textbooks, school supplies, Cougar Spirit merchandise and much more. As UH College of Medicine students, you will find your course materials and books listed here, whether you buy them from the bookstore or not.

Copy Center. The University Copy Center is a full service copying, printing and shipping store. It offers specialty services at two locations near the UH campus. Additionally, a copy machine for students is located in the Medical Student Quiet Room.
Food and Food Services. UH has on-campus dining halls, on-campus restaurants, and a great selection of rotating food trucks that visit campus every weekday (Dine on Campus website).

Vending. Vending services are provided by the Coca-Cola Bottling Company, Canteen Vending, and Lone Star Ice cream. UH provides high quality and convenient beverage, snack and ice cream vending services to the UH community.

Children's Learning Centers. UH has exemplary early childhood education for the children of faculty, staff, and students at the University of Houston, by offering a model program tailored to ensure the quality of a child's daily experiences while building a foundation for future learning.

Medical Student Kitchen/Lounge Area. Located on the 9th floor of the Health 2 Building; medical students have a dedicated kitchen/lounge area equipped with multiple refrigerators, microwaves, a toaster oven and TVs, as well as foosball and ping pong tables.

Medical Student Quiet Study Room. Located on the 9th floor of the Health 2 Building; medical students have a dedicated quiet/study spaced equipped with outlets and USB ports.

Medical Student Lockers. Located on the 9th floor of the Health 2 Building; medical students will be assigned a locker by the Office of Student Affairs.
Medical Student Health and Wellness

Health and wellness are central to medical school success and we prioritize the health and wellness of our medical students.

**UH College of Medicine.** Components of the medical education program curriculum will help students learn how to be resilient, protect their mental health and prevent burnout. In addition, health and wellness activities will be available throughout the medical education program, especially with Learning Communities. Medical students interested in developing their own wellness initiatives can reach out to the Office of Student Affairs for support. Furthermore, the University of Houston has a plethora of health and wellness support programs and activities, including those listed below.

**UH Arts.** UH is a great place to indulge the senses with a performance or an art exhibit. Stages on campus host dance, musical and theatrical performances throughout the year. The Blaffer Art Museum at the University of Houston rotates beautiful and thought-provoking art exhibitions. Our diverse student body lends unique flavors to both creative works and campus surroundings. The sculptures that adorn the outdoor parks, plazas and buildings make the UH campus a feast for the eyes and a wonderful place to relax with friends and family.

**UH Wellness.** UH Wellness offers outreach and educational programs for the campus and community. It also provides referral information and resources on a wide range of health topics including stress management, alcohol, drugs, and sexual health. The department cosponsors large-scale prevention campaigns including Alcohol Awareness Month, the Texans' War on Drugs, Red Ribbon Week, Safer Sex Awareness Week, Eating Disorders Awareness Day, the Great American Smokeout, and the Safe Spring Break Campaign. The department also involves student peer educators in the development and implementation of service-learning projects.

**Campus Recreation.** Campus Recreation provides sports, fitness, recreation, and other wellness related activities on campus for students, alumni, faculty, and staff. Participation in Campus Recreation activities provides an outlet for students, faculty, and staff to clear their mind, stay in shape, and recharge their spirit. There are many activities to choose from including Intramural Sports, sport clubs, group exercise classes, outdoor adventure activities, personal training and physical assessments, and aquatics and safety activities. The Campus Recreation and Wellness Center (CRWC) is located in the building next door to Health 2 Building with world class exercise equipment, multiple pools, basketball courts, and much more.
**UH Specialty Support Programs**

- **The Center for Students with Disabilities (CSD).** The CSD provides accommodations and support services to UH students who have any type of health impairment, physical limitation, psychiatric disorder or learning disability.

- **The LGBTQ Resource Center.** The LGBTQ Resource Center at the University of Houston seeks to create an environment of inclusion and acceptance for all LGBTQ students, staff and faculty.

- **The Women and Gender Resource Center.** The Women and Gender Resource Center offers a comfortable place where faculty, staff and students can seek information, obtain confidential referrals, and discuss issues of concern.

- **Veteran Services (VS).** VS address the needs and concerns of military and veteran students through a variety of programs, services, and resources.

- **Urban Experience Program (UEP).** UEP is designed to address the needs of the underrepresented student population and the changing dynamics of the American workforce.

- **Learning Support Services (LSS).** LSS offers learning strategies counseling and workshops, tutoring, and collaborative programs to promote successful academic performance.
Medical Student Health Care

Medical Student Health Insurance. All medical students are required to choose, obtain, and pay for annual health insurance (see University of Houston College of Medicine Policy, Student Medical Care). A school-sponsored Student Injury and Sickness Insurance Plan is provided through Academic Health Plans and information on specific policies is available in the Office of Student Affairs. Faculty members do not have access to student medical records and cannot give medical advice to students or act as their health care provider.

Student Disability Insurance: Disability Insurance is provided to all students through Med Plus Advantage, which is sponsored by the American Medical Association (AMA). Along with the disability income schedule of benefits, there are six (6) sessions of a Student Assistance Program. These sessions are in addition to the sessions you have available through CAPS. Legal services are also included in the Med Plus Advantage Program. Details on these benefits are available through the Office of Student Affairs.

UH Student Health Center: The Student Health Center which is located in the Health 2 Building, offers the convenience of on-campus health care provided by a qualified and caring staff with board-certified physicians to all UH students. The health center includes General Medical Clinic (with or without an appointment), Specialty Clinics (including Orthopedics, Psychiatry, Women’s Clinic, and Men’s Clinic, by appointment only); and Immunization Clinic (immunizations, Tuberculosis Testing and Immunological Titers are available by appointment only). Students with the UH System Insurance carrier, Academic Health Plans, can use the UH Student Health Center at no cost, whereas students who have other insurance must pay a fee and seek reimbursement from their insurance provider. The providers in the Student Health Center are not affiliated with UH College of Medicine and there are no students that rotate in this clinic (see UH College of Medicine Policy, Student Medical Care). Student educational records, including medical information within educational records, are protected as private under the Family Educational Rights and Privacy Act (FERPA). Student health care records, including records at the UH Student Health Center, are protected as private under the Health Insurance Portability and Accountability Act (HIPAA).

University Speech, Language, and Hearing Clinic: The University Speech, Language, and Hearing Clinic is a United Way Agency that offers services to infants, children, and adults with speech, language, and/or hearing impairments. These services included testing and treatment. The clinic also offers assistance with the fitting and sales of hearing aids. Services are provided on a sliding scale fee.

University Eye Institute (UEI): The UEI offers ophthalmic services that range from comprehensive vision examinations, to the medical and surgical management of eye disorders. Patients are seen by highly trained optometrists and ophthalmologists, with expertise in every area of eye care.

UH Psychological Research and Services Center (PRSC). The UH-PRSC offers psychological services to University of Houston staff and students, as well as to the general public for a sliding scale fee. The PRSC is
a full-service outpatient psychology clinic for common emotional and behavioral concerns, following the most current evidence-based trends in the health care fields. In addition, services within specialty clinics and research programs are offered.

**Counseling and Psychological Services (CAPS).** CAPS offers a dynamic array of services – everything from traditional individual and couples counseling to workshops, group therapy, and Single Session Therapy (SST) – to find the solution that best meets your needs.

**Student Outreach and Support (SOS).** SOS is committed to the success and well-being of all students in the UH community. In collaboration with the campus, community, and health care partners, SOS works to help identify, support and refer students who may be experiencing complex personal difficulty such as a mental health related crisis or distress that may impact their academic, personal and/or social ability.
Needlesticks, other types of “sharps injuries,” and bodily fluid splashes can be both frightening and worrisome because of the potential for exposure to dangerous infectious disease agents, such as HIV and hepatitis. Students should always take these injuries seriously and seek immediate treatment for them (see UH College of Medicine policy, Blood Borne Pathogen Infection).

**Prevention.** As a medical student, you need to be aware that you will be required to participate in the care of patients with various communicable and infectious diseases including hepatitis, HIV, and acquired immune deficiency syndrome (AIDS). The UH College of Medicine will provide education and training regarding appropriate methods to prevent the transmission of communicable diseases, including blood borne pathogens, consistent with the CDC guidelines for standard precautions. Standard precautions are used for all patient care, which are based on a risk assessment and make use of common-sense practices and personal protective equipment use that protect health care providers from infection and prevent the spread of infection from patient to patient. *Students are required to use standard precautions (and additional precautions as appropriate) when engaging in the clinical care of patients.*

**Exposure.** ALWAYS follow the clinical or hospital site infectious disease procedures where you are working. Because less than 2 hours to time of 1st dose of medication is optimal to the effectiveness of post-exposure prophylaxis, proper management and reporting should begin immediately. *Remember, the speed at which the incident is reported and treatment obtained can directly affect the outcome of the exposure.* If exposed, medical students are required to comply with University of Houston Environmental Health and Life Safety UH Biological Safety Manual, which mandates the following:

- Medical students who are potentially exposed to a blood borne pathogen are required to seek medical attention as soon as possible after the event. Do not delay treatment until after completing a shift or a surgery.

- Potentially exposed students are required to report the potential exposure event to a blood borne pathogen within 24 hours of the incident to the UH Environmental Health & Life Safety and to complete the UH Student/Visitor Accident Report Form.

- Potentially exposed students are required to follow post-exposure testing and treatment. This information, including testing of the source patient, is outlined in University of Houston Environmental Health and Life Safety UH Biological Safety Manual and reviewed annually with students.

**Steps in the Event of Exposure**

- **Step 1.** Immediately clean needle sticks and affected areas by washing the skin with soap and water. Splashes to the nose, mouth or skin should be irrigated with large amounts of water. Splashes to the eyes should be irrigated with large amounts of water or saline.
• **Step 2.** At the clinic you are in, request that the exposure be addressed promptly according to their protocol for employees. If you are at a site that is not equipped to do initial testing/treatment, go to the nearest Emergency Room and request that they perform “initial post-exposure treatment.” File the visit with your insurance.

• **Step 3.** Regardless of what facility conducted the initial post-exposure treatment, report the incident as soon as possible to your preceptor, the UH College of Medicine Course or Clerkship Director, and the Office of Student Affairs. You must also report the incident to the UH Environmental Health & Life Safety at (713) 743-5858 and complete the UH Student/Visitor Accident Report Form within 24 hours.

• **Step 4.** Follow post-exposure testing and treatment protocols as directed by UH Environmental Health & Life Safety and your treating provider.
Criminal Background Check

All students at UH College of Medicine are required to complete requested criminal background checks prior to starting medical school and throughout the clinical experiences. This will be at the student’s expense. Students will also be required to submit to a drug screening when it is required by a clinical site.

If a student is found to have a criminal background history, it could cause an offer of admission to be rescinded or lead to disciplinary measures if a current student. A student is required to report an arrest within five (5) days of the occurrence whether prior to matriculation or during the time they are a student at the College of Medicine. If a subsequent background check reveals an unreported incident, it could be considered a professionalism issue and cause the student to face a conduct hearing.

Drug screening results will be sent directly to the facility that requests them.

Please see the full policy on criminal background check and drug screening on the Student Affairs website.
Campus Safety

The University of Houston Department of Public Safety is a multiservice organization whose mission is to ensure the safety and security of persons and property on the campus.

FOR EMERGENCIES CALL 911 or 713-743-3333

For all non-emergency purposes call 713-743-0600

Police Services: The Police Bureau has a fully functional Security Unit which works in conjunction with commissioned police officers, to enhance overall safety of the campus. As UHDPS police officers patrol the campus, the University's Security Unit is also on the lookout for suspicious activities or emergency situations. In addition to traditional police services, the department offers crime prevention workshops, on-campus escorts, and assistance with starting disabled vehicles.

- Emergency Call Boxes and telephones are located throughout the university to provide citizens with direct immediate access to the services of their police officers.
- Security Walking Escort to locations beginning and ending on campus. If you feel that you need a Security Officer to walk with you for your safety, please call 713-743-3333.

Title IX: Title IX of the Education Amendments of 1972 protects people from sex and gender discrimination and harassment, including sexual misconduct, in educational programs and activities. The UH System is committed to providing an environment free from discrimination of any kind, including discrimination and harassment on the basis of sex and gender. The University provides a variety of resources to students, faculty and staff to address concerns related to sex and gender discrimination that may negatively impact a student’s educational progress. Title IX policies, resources and reporting are found here: https://www.uh.edu/equal-opportunity/title-ix-sexual-misconduct/.

Parking Enforcement. Parking and Transportation Services is concerned with orderly traffic flow and equitable parking conditions on campus. To park on the University of Houston property you must have a permit, unless you park at meters, visitor lots, or the University Hilton Hotel garage. Purchasing a permit does not guarantee a parking place but allows you to park if space is available.

Fire and Life Safety. The Fire Marshal's Office supports Fire & Life Safety through fire and injury prevention, emergency planning, and emergency plan response.
Environmental Health and Safety. The Environmental Health and Safety Bureau directs Environmental Health & Safety efforts at reducing and managing hazards at the university through its programs in Biological Safety, Environmental Protection, Occupational Safety, Chemical Safety, and Radiation Safety.

Emergency Management. The Emergency Management Bureau coordinates and facilitates effective emergency management through campus disaster preparedness, mitigation, and response and recovery activities to minimize the impacts of emergencies on the campus community, facilities, and environment.
Medical Student Organizations

Medical Student Government and Organizations. UH College of Medicine’s student government and organizations are led by the medical students with guidance from the Office of Student Affairs and consistent with University policies. The College of Medicine Office of Student Affairs and the University of Houston Center for Student Involvement offer support for College of Medicine student run organizations. Additional information can be found at https://www.uh.edu/csi/ about existing organizations that are open to UH College of Medicine students.

The Office of Student Affairs will be holding class meetings throughout the year with topics ranging from Careers in Medicine, budgeting, preparing for Step exams, and an array of other subjects. The White Coat Ceremony, Match Day and Commencement/Convocation is also administered by the Office of Student Affairs. As we move forward during your academic progression, we will update you on Alpha Omega Alpha (AOA) and the Gold Humanism Honor Society.

Acknowledgement. All UH College of Medicine students will be required to acknowledge receipt of this handbook in writing and to accept the responsibility of abiding by the policies and processes described within the handbook. They must also acknowledge that as a student of the University of Houston, they accept the responsibility to conform to all University of Houston rules and regulations (see Student Code of Conduct for UH).