

U N I V E R S I T Y of  
**HOUSTON**

---

COLLEGE OF MEDICINE

**Student Handbook**  
Academic Year 2020-2021

## Table of Contents

<b>TABLE OF CONTENTS</b> .....	<b>2</b>
<b>WELCOME TO THE UH COLLEGE OF MEDICINE</b> .....	<b>5</b>
WELCOME! .....	5
OFFICE OF MEDICAL EDUCATION .....	5
OFFICE OF STUDENT AFFAIRS .....	5
<b>UH COLLEGE OF MEDICINE VISION, MISSION, AND VALUES</b> .....	<b>6</b>
MISSION .....	6
VISION .....	6
VALUES .....	6
<b>MEDICAL STUDENT HEALTH AND TECHNICAL STANDARDS</b> .....	<b>7</b>
STUDENT HEALTH AND TECHNICAL STANDARDS .....	7
<b>MEDICAL STUDENT CODE OF PROFESSIONAL CONDUCT AND ACADEMIC HONESTY</b> .....	<b>8</b>
SOCIAL MEDIA AND PROFESSIONALISM .....	8
<b>PROGRAM PHILOSOPHY &amp; POSITIVE LEARNING ENVIRONMENT</b> .....	<b>9</b>
MEDICAL EDUCATION PROGRAM PHILOSOPHY .....	9
POSITIVE LEARNING ENVIRONMENT .....	9
<b>PROGRAM PROFESSIONAL ATTRIBUTES AND COMPETENCY DOMAINS</b> .....	<b>10</b>
<b>PROGRAM CURRICULUM AT-A-GLANCE</b> .....	<b>11</b>
<b>PROGRAM OBJECTIVES &amp; SOCIETAL PROBLEMS</b> .....	<b>12</b>
MEDICAL EDUCATION PROGRAM OBJECTIVES (MEPOs) .....	12
SOCIETAL PROBLEMS .....	14
<b>PHASE 1: PRE-CLERKSHIP CURRICULUM (18 MONTHS)</b> .....	<b>15</b>
PRE-CLERKSHIP COURSES .....	15
MEDICAL STUDENT RESPONSIBILITIES IN PRE-CLERKSHIP COURSES .....	15
ADVANCEMENT TO PHASE 2: CORE CLERKSHIP .....	15
<b>PRE-CLERKSHIP COURSE REQUIREMENTS</b> .....	<b>16</b>
COURSE REQUIREMENTS .....	16
<b>PRE-CLERKSHIP ADVANCEMENT AND APPEAL PROCESS</b> .....	<b>17</b>
PROMOTION .....	17
UNSATISFACTORY PERFORMANCE .....	17
UNSATISFACTORY ACADEMIC RESULTS AND SUBSEQUENT PROBABLE SPAC ACTIONS .....	17
APPEAL PROCESS .....	17
<b>ACADEMIC SUPPORT</b> .....	<b>18</b>
OFFICE OF ACADEMIC SUPPORT .....	18
<b>PHASE 2: CORE CLERKSHIP CURRICULUM &amp; PHASE 3: ADVANCED CLERKSHIP CURRICULUM</b> .....	<b>19</b>
CORE CLERKSHIP CURRICULUM (11 MONTHS) .....	19
ADVANCEMENT TO PHASE 3: ADVANCED CLERKSHIP .....	19
ADVANCED CLERKSHIP CURRICULUM (15 MONTHS) .....	19
ADVANCEMENT TO GRADUATION .....	19
<b>PROGRAM CLERKSHIP EXPERIENCES</b> .....	<b>20</b>
CLINICAL ASSIGNMENTS .....	20
CLINICAL SUPERVISION .....	20
CLINICAL DUTY HOURS .....	20
REPORTING VIOLATIONS .....	20
<b>PROGRAM ASSESSMENT TYPES</b> .....	<b>21</b>
FORMAL FORMATIVE ASSESSMENT .....	21
SUMMATIVE ASSESSMENT .....	21
NARRATIVE ASSESSMENT .....	21
<b>PROGRAM SUMMATIVE EXAM POLICIES AND PROCEDURES</b> .....	<b>22</b>
EXAM INFORMATION AND INSTRUCTIONS .....	22
PERSONAL LAPTOP USAGE DURING EXAMS .....	22

NO REPRODUCTION OR DISTRIBUTIONS OF EXAM ITEMS OR CONTENT .....	22
EXAM FEEDBACK.....	22
NO EXAM REVIEWS .....	22
<b>PROGRAM MONITORING OF MEDICAL STUDENT PERFORMANCE.....</b>	<b>23</b>
MID-COURSE/CLERKSHIP FEEDBACK .....	23
POSTING OF FINAL GRADES .....	23
STUDENT MONITORING OF HER/HIS PROGRESS .....	23
CHALLENGING GRADES.....	23
<b>MEDICAL STUDENT ATTENDANCE POLICY .....</b>	<b>24</b>
TRACKING ATTENDANCE .....	24
ABSENCE REPORT FORM.....	24
APPROVED ABSENCES .....	24
TARDINESS .....	24
ATTENDANCE AND PROFESSIONALISM ISSUES.....	24
MAKE-UP COURSEWORK .....	24
MAKE-UP SUMMATIVE EXAMINATIONS .....	24
<b>MEDICAL STUDENT OPTIONS FOR LEAVE OF ABSENCE AND WITHDRAWAL .....</b>	<b>25</b>
LEAVE OF ABSENCE FOR MEDICAL OR PERSONAL REASONS .....	25
ACTIVE DUTY WITHDRAWAL .....	25
<b>MEDICAL STUDENT DRESS CODE.....</b>	<b>26</b>
IN GENERAL .....	26
COUGAR CARD (ID BADGE) .....	26
CLASSROOM-BASED ACTIVITIES .....	26
ANATOMY LAB .....	26
LONGITUDINAL PRIMARY CARE, CONTINUITY CLINIC.....	26
LONGITUDINAL PRIMARY CARE, HOUSEHOLD CENTERED CARE .....	26
SIMULATION LAB .....	26
CLINICAL ROTATIONS AND LONGITUDINAL INTEGRATED CLERKSHIPS.....	26
<b>PROGRAM TECHNOLOGY .....</b>	<b>27</b>
PERSONAL LAPTOPS.....	27
UH EMAIL – OFFICIAL FORM OF COMMUNICATION .....	27
eMEDLEY .....	27
USE OF ELECTRONIC DEVICES DURING COURSE OR CLERKSHIP ACTIVITIES .....	27
COUGAR CARD .....	27
<b>MEDICAL STUDENT RESOURCES.....</b>	<b>28</b>
UH CAMPUS.....	28
UNIVERSITY INFORMATION TECHNOLOGY (UIT HELP).....	28
UH LIBRARIES .....	28
PARKING & TRANSPORTATION.....	28
BOOKSTORE.....	28
COPY CENTER.....	28
FOOD AND FOOD SERVICES .....	28
VENDING .....	28
CHILDREN’S LEARNING CENTERS .....	28
MEDICAL STUDENT KITCHEN/LOUNGE AREA .....	28
MEDICAL STUDENT QUIET STUDY ROOM .....	28
MEDICAL STUDENT LOCKERS .....	28
<b>MEDICAL STUDENT HEALTH AND WELLNESS.....</b>	<b>29</b>
UH COLLEGE OF MEDICINE .....	29
UH ARTS .....	29
UH WELLNESS .....	29
CAMPUS RECREATION.....	29
UH SPECIALTY SUPPORT PROGRAMS.....	29

<b>MEDICAL STUDENT HEALTH CARE</b> .....	<b>30</b>
MEDICAL STUDENT HEALTH INSURANCE .....	30
STUDENT DISABILITY INSURANCE .....	30
UH STUDENT HEALTH CENTER .....	30
UNIVERSITY SPEECH, LANGUAGE, AND HEARING CLINIC .....	30
UNIVERSITY EYE INSTITUTE (UEI) .....	30
UH PSYCHOLOGICAL RESEARCH AND SERVICES CENTER (PRSC) .....	30
COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS).....	30
STUDENT OUTREACH AND SUPPORT (SOS) .....	30
<b>NEEDLESTICKS AND OTHER BLOODBORNE PATHOGEN EXPOSURES</b> .....	<b>31</b>
PREVENTION .....	31
EXPOSURE .....	31
STEPS IN THE EVENT OF EXPOSURE.....	31
<b>CAMPUS SAFETY</b> .....	<b>32</b>
POLICE SERVICES.....	32
TITLE IX .....	32
PARKING ENFORCEMENT .....	32
FIRE AND LIFE SAFETY .....	32
ENVIRONMENTAL HEALTH AND SAFETY .....	32
EMERGENCY MANAGEMENT .....	32
COUGAR CARD .....	32
<b>MEDICAL STUDENT ORGANIZATIONS</b> .....	<b>33</b>
MEDICAL STUDENT GOVERNMENT AND ORGANIZATIONS .....	33
<b>ACKNOWLEDGEMENT</b> .....	<b>33</b>

## 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 to becoming a physician. The UH College of Medicine will provide 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. Medical students in the UH College of Medicine are subject to all UH and UH College of Medicine institutional and program policies while on or off campus during UH College of Medicine curricular activities. The UH College of Medicine reserves the right to amend or add to these academic policies and regulations at any time, provided that such changes or additions are intended to improve the quality of education and are introduced in a fair and deliberate manner. In the UH College of Medicine, the offices of Medical Education and Student Affairs develop and manage academic and student policies and procedures as well as offer support for medical 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 and 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 in 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 on 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 — and our students are considered in all major program decisions.

- **Career Counseling:** Career counseling meetings 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 healthcare 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 ethnically and socioeconomically diverse “pipeline” programs.
- 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.

- **R**espect, as demonstrated by appreciative and active listening, a collegial manner, and constructive collaboration
- **I**ntegrity, as demonstrated by being mindful and reflective about our behavior; honest and authentic in relationships; evidence-based in our decisions and willing to hold oneself and others accountable to always strive for excellence
- **S**ervant Leadership, as demonstrated by compassion, humility, openness, and being supportive of the needs of others
- **E**quity, 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 UH College of Medicine must meet the abilities and skills in the four areas outlined below in order to fully participate in the curriculum. ([See UHCOM policy, 10-05 Technical Standards.](#))

**Student Health and Technical Standards** At the time 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. Candidates 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, comprehend, and retain information in complex written materials. Candidates must also 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 the general and emergency care 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 corresponding to their curriculum and 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.

## 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 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. **Maintaining confidentiality** concerning the patient and the patient's records.

Students at the University of Houston College of Medicine live under this honor code. Under the Student Honor Code, medical students and UHCOM faculty (faculty) 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** is to define academic, professional, and personal misconduct and determine appropriate sanctions if found to have been violated. ([See UHCOM policy 03-06 Code of Conduct](#))

Students are also held responsible for the policies that address general conduct on the University of Houston campus. Each student will sign a statement acknowledging that responsibility and accepting the Student Honor Code.

Violations of the Code may be grounds for sanctions, including dismissal from the UH College of Medicine. [See policy 03-06 Code of Conduct](#) for all information about 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 \(HIPAA\)](#). When using social media, do not reveal patient/research participant information; do not discuss patients/research participants in an identifiable manner; do not post photos related to patients/research subjects/clinics; do not “friend/follow” patients/research participants; and avoid venting online. (Always think about what you are posting before you do so!) Also, be aware that each clinical site may have individual policies by which you must abide. In addition, social networking sites can be abused, so it is important to protect yourself by reviewing UH [points of caution](#) for social media activity.



## Program Philosophy & Positive Learning Environment

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 UH College of Medicine 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 that student success is the result of full participation and cooperation between the academic program (e.g., 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 strengths, weaknesses, and barriers in learning and utilize resources for student success.
  - Communicate honestly and openly any issues *prior to* major events or failures.
  - 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. Unacceptable behaviors and discrimination will not be tolerated ([see UHCOM policy 03-06 Student Mistreatment](#)).

- **Unacceptable Behavior 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 for 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 the object of inappropriate behavior should report such behavior in a timely fashion 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).
  - List any issues on course or clerkship evaluations.

## Program Professional Attributes and Competency Domains

A medical school ensures that the learning environment of its medical education program 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
- Identifying and managing conflict of interest and maintenance of ethical and legal principles
- Creation, use, and application of scientific knowledge and application to patient care
- Promote well-being and self-care for patients, colleagues, and one's self

### Responsibilities to Health Care System, Community, and Society

- Improving access to care
- Providing value-based care
- Functioning as member of health care team

### Responsibilities to Self

- Self-awareness and reflection
- Mindfulness
- Resilience
- Self-caring

## Program Curriculum At-A-Glance

The UH College of Medicine medical education program has three 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. All students in an incoming class cohort will 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 UH College of Medicine deems changes are necessary to improve instruction or to conform to accreditation regulations. Course/clerkship syllabi can be found in eMedley.

Curriculum	Pre-Clerkship (Aug. 2020 – March 2022)			
	Semester 1, Fall	Semester 2, Spring	Semester 3, Fall	Semester 4, Spring
<b>BMS</b>	<ul style="list-style-type: none"> <li>• Clinical Anatomy and Human Development</li> <li>• Scientific Foundations of Medicine</li> </ul>	<ul style="list-style-type: none"> <li>• Integumentary System</li> <li>• Hematologic and Lymphatic Systems</li> <li>• Nervous System</li> <li>• Musculoskeletal System</li> <li>• Gastrointestinal System and Nutrition</li> </ul>	<ul style="list-style-type: none"> <li>• Cardiovascular and Respiratory Systems</li> <li>• Renal and Urinary Systems</li> <li>• Reproductive and Endocrine Systems</li> </ul>	<ul style="list-style-type: none"> <li>• Behavioral Medicine</li> </ul>
<b>PPP</b>	<ul style="list-style-type: none"> <li>• PPP 1</li> </ul>	<ul style="list-style-type: none"> <li>• PPP 2</li> </ul>	<ul style="list-style-type: none"> <li>• PPP 3</li> </ul>	<ul style="list-style-type: none"> <li>• PPP 4</li> </ul>
<b>LPC</b>	<ul style="list-style-type: none"> <li>• CC and HCC</li> </ul>	<ul style="list-style-type: none"> <li>• CC and HCC</li> </ul>	<ul style="list-style-type: none"> <li>• CC and HCC</li> </ul>	<ul style="list-style-type: none"> <li>• CC and HCC</li> </ul>
<b>CFS</b>	<ul style="list-style-type: none"> <li>• CFS 1</li> <li>• CFS 2</li> </ul>	<ul style="list-style-type: none"> <li>• CFS 3</li> </ul>	<ul style="list-style-type: none"> <li>• CFS 4</li> <li>• CFS 5</li> </ul>	<ul style="list-style-type: none"> <li>• CFS 6</li> </ul>
<b>Advancement to Core Clerkship</b>				<ul style="list-style-type: none"> <li>• Pass CBSE</li> <li>• Complete Transition to Clerkship Course</li> </ul>

Curriculum	Core Clerkship (Mar. 2022 – Jan. 2023)	Advanced Clerkship (Feb. 2023 – Mar. 2024)
<b>Required Experiences</b>	<b>Longitudinal Integrated Clerkship (LIC)</b> <ul style="list-style-type: none"> <li>• Four immersion rotations (4 weeks each for surgery, internal medicine, pediatrics, obstetrics/gynecology)</li> <li>• Longitudinal ambulatory experience (24 weeks to include family medicine and psychiatry)</li> <li>• Additional built-in learning sessions (4 hours per week for case-based study, simulation experiences, and core biomedical content review)</li> </ul>	<b>Advanced Rotations</b> <ul style="list-style-type: none"> <li>• Intensive Care Unit (4-week rotation): Choice of either medical, surgical, neurological, pediatric, or newborn</li> <li>• Sub-internship (4-week rotation): Choice of either medicine, surgery, pediatrics, obstetrics/gynecology, psychiatry, neurology, or family medicine</li> <li>• Emergency Medicine (4-week rotation)</li> <li>• Rural Health (4-week rotation)</li> </ul>
<b>Elective Courses (or just Electives)</b>	<ul style="list-style-type: none"> <li>• Can discuss with your faculty advisor</li> </ul>	<ul style="list-style-type: none"> <li>• Minimum of 24 weeks of electives to include any combination of clinical, educational, and research activities</li> <li>• Encouraged to spend up to 12 weeks developing a scholarly concentration and project</li> </ul>
<b>LPC</b>	<ul style="list-style-type: none"> <li>• CC and HCC</li> </ul>	<ul style="list-style-type: none"> <li>• CC and HCC</li> </ul>
<b>Advancement</b>	<ul style="list-style-type: none"> <li>• USMLE Step 1 examination</li> </ul>	<ul style="list-style-type: none"> <li>• Pass USMLE Step 2 CK/CS examinations</li> <li>• Complete Transition to Residency Course</li> </ul>

The UH College of Medicine follows UH practices for student information access in accordance with [Family Educational Rights and Privacy Act \(FERPA\)](#) and other relevant state, federal, and accreditation regulations. ([See UHCOM policy 11-05 Student Records Access](#))

## Program Objectives & Societal Problems

To ensure medical students obtain the [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 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:** Provide patient-centered care that is compassionate, appropriate, and effective for the treatment of health problems and the promotion of health.

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

**Knowledge for Practice:** Demonstrate knowledge of established and evolving biomedical, clinical, epidemiological, and social-behavioral sciences, as well as the application of this knowledge to patient care.

- Demonstrate an analytic approach to clinical situations.
- Apply scientific principles fundamental to health care for patients and populations.
- Apply principles of clinical sciences to diagnostic and therapeutic decision-making, and clinical problem-solving.
- Apply principles of epidemiological sciences to the identification of health problems, risk factors, treatment strategies, resources, and disease prevention/health promotion efforts for patients and populations.
- Apply principles of social-behavioral sciences to provision of patient care, including assessment of the impact of psychosocial and cultural influences on health and well-being, disease, care-seeking, care compliance, and barriers to and attitudes toward care.
- Understand the importance of the many factors that influence health, disease, and disability in the population.
- Contribute to the creation, dissemination, application, and translation of new health care knowledge and practices.

**Professionalism:** Demonstrate a commitment to carrying out professional responsibilities and an adherence to ethical principles.

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

**Practice Based Learning & Improvement:** Demonstrate the ability to investigate and evaluate one's care of patients, to appraise and assimilate scientific evidence, and to continuously improve patient care based on constant self-evaluation and life-long learning.

- Identify strengths, deficiencies, and limits in one's knowledge and expertise.
- Set learning and improvement goals.
- Identify and perform learning activities that address one's gaps in knowledge, skills, and/or attitudes.
- Systematically analyze practice using quality improvement methods and propose changes with the goal of practice improvement.
- Incorporate external feedback into academic and clinical performance.
- Locate, appraise, and assimilate evidence from scientific studies related to patients' health problems.
- Use information technology to optimize learning.
- Participate in the education of patients, families, learners, and other health professionals.
- Obtain and utilize information about individual patients, populations of patients, or communities to improve care.
- Continually identify, analyze, and implement new knowledge, guidelines, standards, technologies, products, or services that have been demonstrated to improve outcomes.

**Interpersonal & Communication Skills:** Demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and health professionals.

- Listen to and communicate effectively with patients, families, and the public, as appropriate, across a broad range of socioeconomic and cultural backgrounds.
- Listen to and communicate effectively with colleagues, other health professionals, health related agencies, and 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, and compassion.
- Demonstrate insight and understanding about emotions and human responses to emotions that allow one to develop and manage interpersonal interactions.

**Systems Based Practice:** Demonstrate an awareness of and responsiveness to the larger context and system of health care, as well as the ability to call effectively on other resources in the system to provide optimal health care.

- Work effectively in various health care delivery and community-based settings and systems
- Coordinate patient care within the health care system relevant to one's clinical specialty.
- Incorporate considerations of cost awareness and risk-benefit analysis in patient and/or population-based care.
- Advocate for quality patient care and optimal patient care systems in collaboration with community partners.
- Participate in identifying system errors and implementing potential systems solutions for the purpose of maximizing patient safety.
- Perform administrative and practice management responsibilities commensurate with one's role, abilities, and qualifications.

**Interprofessional Collaboration:** Demonstrate the ability to engage in an inter-professional team in a manner that optimizes safe, effective patient- and population-centered care.

- Work with other health professionals to establish and maintain a climate of mutual respect, dignity, diversity, ethical integrity, and trust.
- Use the knowledge of one's own role and the roles of other health professionals and community partners to appropriately assess and address the health care needs of the patients and populations served.
- Communicate with other health professionals in a responsive and responsible manner that supports the maintenance of health and the treatment of disease in individual patients and populations.
- Participate in different team roles to establish, develop, and continuously enhance inter-professional teams to provide patient- and population-centered care that is safe, timely, efficient, effective, and equitable.

**Personal & Professional Development:** Demonstrate the qualities required to sustain lifelong personal and professional growth.

- Develop the ability to use self-awareness of knowledge, skills, and emotional limitations to engage in appropriate help-seeking behaviors.
- Demonstrate healthy coping mechanisms to respond to stress.
- Manage conflict between personal and professional responsibilities.
- Practice flexibility and maturity in adjusting to change with the capacity to alter one's behavior.
- Demonstrate trustworthiness that makes colleagues feel secure when one is responsible for the care of patients.
- Provide leadership skills that enhance team functioning, the learning environment, community engagement, and/or the health care delivery system.
- Demonstrate self-confidence that puts patients, families, and members of the health care team at ease.
- Recognize that ambiguity is part of clinical health care and 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 scheduled and conducted Monday through Friday during normal business hours at the UH campus. Weekly schedules differ and include 22-24 hours of mandatory course time and three half-days of unscheduled time to complete independent learning and self study ([See UHCOM policy 06-03 Pre-Clerk Time](#)) Medical students are solely responsible for securing 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 [UHCOM policy, 08-01 Curr Guidelines PreCl](#))

- **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 one-week intersessions, each dedicated to a different interdisciplinary focus topic related to the UHCOM 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 should always:

- 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 include positive elements and constructive feedback.

**Advancement to Phase 2: Core Clerkship** Advancement includes 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 have an obligation to the students, the college, and the larger society to set standards of achievement and 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. As such, faculty have the responsibility to ensure students are 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, including: (1) course assessments – both summative and formal formative – and (2) course professionalism – both attendance and conduct – with no persistent or egregious issues, (See chart below and [UHCOM policy 06-03 Pre-Clerk Grading.](#))

Course Assessments*	Description	Determination of “Pass”	Remediation
<b>Summative Assessments</b> Individual assessments for performance grades (quantitative**)	<u>Exams</u> <i>Examples:</i> <ul style="list-style-type: none"> <li>• OSCE</li> <li>• Written exam (multiple choice and short answer)</li> </ul>	<u>Performance grade</u> <ul style="list-style-type: none"> <li>• MUST PASS cumulative assessment <math>\geq 70\%</math></li> <li>• All other assessments <math>\geq 70\%</math></li> </ul>	<u>Remediation re-test</u> <ul style="list-style-type: none"> <li>• Take and pass comparable cumulative assessment scheduled by the Office of Medical Education</li> </ul>
<b>Formal Formative Assessments</b> Individual assessments for formal feedback in terms of “Meets expectations,” “Borderline,” or “Does not meet expectations” (qualitative)	<u>Required assignments</u> <i>Examples:</i> <ul style="list-style-type: none"> <li>• Quiz</li> <li>• Simulation lab</li> <li>• SP checklist</li> <li>• Scholarly project</li> </ul>	<u>Performance feedback</u> <ul style="list-style-type: none"> <li>• No more than X “Does not meet expectations” ratings without remediation activities</li> </ul>	<u>Remediation activities</u> <ul style="list-style-type: none"> <li>• Each “Does not meet expectations” rating will result in a meeting with the Course/Clerkship Director to identify deficits and determine appropriate remediation activities and Student Affairs referrals.</li> </ul>
<b>Professionalism***</b>			
<b>Student Attendance</b> Students must know and adhere to the UH College of Medicine Attendance Policy ( <a href="#">UHCOM policy 12-04 Attendance Policy</a> ), which includes showing up on time for course activities and submitting an Absence Report Form and emailing the Course/Clerkship Director as soon as students know that they will miss course activities.			
<b>Student Conduct</b> Students must know and adhere to the UH College of Medicine Code of Conduct ( <a href="#">UHCOM policy 03-06 Code of Conduct</a> ), 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.

\*\*\*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 will be expected to complete the medical education program curriculum within four (4) years of the initial date of matriculation. Although 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 to Years 1 and 2 of the curriculum MUST BE completed within three (3) years, and/or the entire curriculum MUST BE completed within six (6) years inclusive of leaves of absence; otherwise, students 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 coursework, student's professionalism, evidence of progressive improvement, and personal circumstances. (See [UHCOM policies 09-09 Student Advance Appeal and 09-09 SPAC Policy](#).)

**Promotion** Students with satisfactory progress will proceed through the curriculum with no formal notice of promotion.

**Unsatisfactory Performance** Students with unsatisfactory academic progress or concerns regarding professionalism will be notified by the Office of Student Affairs in writing to meet with the SPAC. The SPAC may place a student 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 [UHCOM policies 09-09 Student Advance Appeal](#); [09-09 SPAC Policy](#) and [Academic Standing Policy](#).)

Pre-Clerkship Phases	Recommended Action by SPAC	Standing*
<b>First Semester</b>		
Fail Clinical Anatomy and Human Development <u>OR</u> Scientific Foundations of Medicine <u>OR</u> Physicians, Patients, and Populations (PPP)	May remediate at end of fall semester	Academic watch
Fail Clinical Anatomy and Human Development <u>AND</u> Scientific Foundations of Medicine	Restart the year or dismissal	Academic warning
Fail PPP <u>AND</u> Clinical Anatomy <u>OR</u> Fail PPP <u>AND</u> Scientific Foundations of Medicine	Remediation, restart of the year, or dismissal	Academic warning
<b>Beyond First Semester</b>		
Fail one (1) or two (2) courses within a semester	Remediation (only able to remediate 2 courses in a year)	Academic watch
Fail three (3) courses within semester	Repeat of year or dismissal	Academic warning
<b>Year</b>		
Fail two (2) semester courses across the year	Remediation, repeat of year, or dismissal	Academic warning
Fail three (3) semester courses across the year	Repeat of year or dismissal	Academic warning
Fail CBSE	Delay of clinical phase until passed	Academic watch

\*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 [UHCOM policies 09-09 Student Advance Appeal](#) and [09-09 SPAC Policy](#). Unless suspended for some justifiable reason, the student shall remain on the class roll and may pursue appropriate coursework until the appeal is resolved.

## 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, which requires a new toolbox of strategies for mastery-focused demands. Not all students cope successfully with the demands and rigor of the medical education curriculum. Coupled with learning challenges, given that some of the challenges are attributable to lifelong habits and deficits, most students have the intellect to succeed with appropriate and effective learning support. The UH College of Medicine's [Office of Academic Support](#) offers a variety of resources and quality student-centered services to ease the transition to medical education, including learning strategies, time management and organization techniques, concept mapping and stress control, board preparation, and balancing priorities while in medical school. In addition, exam-taking skills tutorials are provided to enable medical students to improve their performance by frequent review and content analysis; referral is made to other University support services as needed.

## Phase 2: Core Clerkship Curriculum & Phase 3: Advanced Clerkship Curriculum

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 on-call hours. Medical students are solely responsible for securing transportation for 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 from all major disciplines (i.e., surgery, internal medicine, pediatrics, obstetrics/gynecology, family medicine, and psychiatry) through the following:

- **Longitudinal Integrated Clerkship (LIC):** Throughout the Core Clerkship, medical students will participate in the LIC in which learning occurs within concentrated experiences in both hospital-based inpatient settings and 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):* 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):* Time divided among (a) case-based conferences to reaffirm the fundamental principles of evaluation and management of common clinical problems in these 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 a 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:** Intensive Care Unit (4-week rotation); Students may choose medical, surgical, neurological, pediatric, or newborn; Sub-internship (4-week rotation): Students may choose either medicine, surgery, pediatrics, obstetrics/gynecology, psychiatry, neurology, or family medicine; Emergency Medicine (4-week rotation); Rural Health (4-week rotation).
- **Elective Experiences:** Students will work with their advisors to determine their electives. Students will be encouraged to spend up to 12 weeks 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 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/CS examinations:** The passing of the USMLE Step 2 CK and Step 2 CS 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 UHCOM 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** To provide students with a relevant, comprehensive, and high-quality medical education, to educate them to care for diverse patient populations and work in diverse settings, and to interact with different groups of students, the UH College of Medicine places students at community teaching sites away from the medical school campus (See [UHCOM Policy 10-09 Clinical Assignments](#).) Clinical sites for the Longitudinal Primary Care (LPC) course and core clerkships can be within a 30-mile radius of the UH College of Medicine, and those for Advanced Clerkship will be farther (Housing for advanced clerkships outside of a 75-mile radius will be provided by UH College of Medicine). Students are responsible for arranging travel to and from sites, and public transportation may not be an option. The process for assignment to clinical sites will include student preferences. (See [UHCOM Policy 10-09 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** Meaningful involvement in patient care that ensures patient and student safety and is at the appropriate level of responsibility for each individual student is critical to student education and training. 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 [UHCOM policy 09-03 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 the clinical situation; the student's experience, skill, and maturity; the specific rotation; and 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 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 ([UHCOM Policy 08-08 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 for Clinical Supervision 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).
- List any issues on the end-of-clerkship evaluation.

## Program Assessment Types

The UH College of Medicine has varied assessment types to ensure students are on track to learning 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 student formal formative feedback for quality of performance while learning. (See [UHCOM policy 06-03 Pre-Clerk Grading](#).) Formal formative assignments can 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. Formal formative feedback can be categorically or numerically scored with designated minimums for “Meets expectations,” “Borderline,” or “Does not meet expectations” and will be consistently applied and documented for all students within courses at least once and by mid-course (See [UHCOM policy 09-07 Timely Grade Feedback](#).) 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 and graded critical assessments/exams to demonstrate students’ mastery of content (See [UHCOM policy 06-03 Pre-Clerk Grading](#).) 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 [UHCOM policy 09-05 Narrative Assessments](#).) 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.

Terms	Definitions
<b>Summative assessment</b>	Required and graded critical assessments or exams to show mastery of content
<b>Objective structured clinical examination (OSCE)</b>	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.
<b>Performance grade</b>	Points or percentages earned for summative assessments
<b>Formal formative assessments</b>	Required assignments to provide uniform individual student feedback for quality of performance while learning
<b>Feedback for formal formative assessment</b>	Feedback may be categorical or numerically scored with designated minimums for, and provision of, one of the following feedback categories: “Meets expectations,” “Borderline,” or “Does not meet expectations.”
<b>Informal formative feedback</b>	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.”
<b>Remediation</b>	Assessment of student deficits and suggested activities for correction of deficits
<b>Narrative assessment</b>	Written comments from faculty that assess student performance and achievement in meeting the objectives of a course or clerkship

## 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 [UHCOM Examination Procedures policy](#).

**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 exam browser, or the NBME portal. Medical students will be instructed on 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 should not be running a program 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 irregulars with computer programs will constitute a violation of the Student Code of Conduct and will result in disciplinary proceedings, including failing of the course and possibly 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 the provision of formal formative feedback at least by mid-course/clerkship and the timely reporting of grades (See [UHCOM Policy 09-07 Timely Grade Feedback](#).)

**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, prior to summative examinations. (See [UHCOM policy 06-03 Pre-Clerk Grading](#).) Students will get formal formative feedback in terms of “*Meets expectations*,” in which students should let the Course/Clerkship Director know if you have any questions/comments; “*Borderline*,” in which students should make an appointment with Course/Clerkship Director to determine any learning deficiencies; or “*Does not meet expectations*,” in which students must 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. Both 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 to make them 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 Success 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 [UHCOM Policy 10-03 Challenging Grades](#).)

- A student’s first attempt 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 propose 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, and 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, wherein the Dean’s decision is final.

## Medical Student Attendance Policy

As a member of the UH College of Medicine, you are required to attend and participate in all UH College of Medicine curricular learning activities, 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. (See [UHCOM Policy 12-04 Attendance Policy](#).) These interactive experiences will positively impact your learning as well as the learning 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 and 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 approves or does not approve them. Approved absences may include illness or accident, personal or family emergency, death or critical illness of an immediate family member, or any other unexpected circumstances that keep students from attending a UH College of Medicine scheduled curricular activity. Other approved absences may include [religious holidays](#) (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 (and 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 [UHCOM policy 09-09 SPAC Policy](#).)

**Make-up 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.

**Make-up Summative Examinations** A student must have an approved absence by the Office of Medical Education to make up a summative examination — i.e. mid-term, final course examination, OSCE, NBME, or other computer-based examination. (See [UHCOM policy 12-04 Missed Exam 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 make-up 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 Performance 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 [UHCOM Leave of Absence Policy](#).)

- Leave of absence requires approval of the Associate Dean for Student Affairs, Admissions and Outreach or the Student Performance and Advancement Committee ,
- Upon completion of the 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 will determine whether readmission after completion of leave of absence is approved and the terms and conditions of readmission. (See [UHCOM Leave of Absence Policy](#).)

**Active Duty Withdrawal** Class attendance is expected of all students. UH College of Medicine 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 to complete any missed work (see Attendance Policy and Missed Examination Policy). Longer leaves would require a leave of absence. (See [UHCOM 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 [UHCOM Student Dress Code Policy](#).)

**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.

- **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.**

**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 all guest speakers, including academics 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 unless 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 close toed with low heels. Athletic shoes are permitted.

**Longitudinal Primary Care, Continuity Clinic** Professional business attire, closed toe shoes, white coats with sewn on UH College of Medicine patch, UH name tag, and visible Cougar Card are always required. 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 UH College of Medicine-approved unless otherwise specified by your preceptor. Do not wear those worn in the Anatomy Lab.

**Longitudinal Primary Care, Household Centered Care** Business casual attire is appropriate. 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** Close toed flat or low-heel shoes are always required. 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. Should no dress code be 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 things 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 Exchange email address (e.g., xxxx@central.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 can have 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 that the UH College of Medicine uses 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 UH 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. Medical students in the clerkship phases of the curriculum will use eMedley to log patient encounters and hours worked in clinical rotations. Questions, comments, or concerns about the use of eMedley should be directed to 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 (determination made by Course Director, Clerkship Director, or Preceptor). To use your computer for non-course related activities including but not limited to, Web surfing, playing games, texting, instant messaging, and social media, is unprofessional and distracting. Cell phones should be placed on “silent” mode during 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 and 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 their Cougar Card if they have a name change. They may update their personal information in PeopleSoft, and there is no replacement fee if you exchange.

## Medical Student Resources

**UH Campus** While you're here, get familiar with the state-of-the-art 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 southeast corner of campus in Health 2 ([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 Health 2, 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 on the UH campus.

**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 ([Meal Plans](#), [On-Campus Dining](#), [Food Trucks](#), [Nutrition](#)).

**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 9<sup>th</sup> floor of Health 2 building, medical students have a dedicated kitchen/lounge area equipped with multiple refrigerators, microwaves, and TVs, as well as foosball and ping pong tables.

**Medical Student Quiet Study Room** Located on the 9<sup>th</sup> floor of Health 2, medical students have a dedicated quiet/study space equipped with outlets and USB ports.

**Medical Student Lockers** Located on the 9<sup>th</sup> floor of Health 2, 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 our emphasis on medical student health and wellness is pervasive.

**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. MD 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.

**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 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 addresses 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 [UHCOM Policy 12-05 Student Medical](#).) 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 are six 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 Student Affairs Office.

**UH Student Health Center** The [Student Health Center](#), which is located in the Health 2, offers 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 a [General Medical Clinic](#) (with or without an appointment); [Specialty Clinics](#) (including Orthopedics, Psychiatry, Women's Clinic, and Men's Clinic, by appointment only); and an [Immunization Clinic](#) (immunizations, Tuberculosis testing and immunological titers, available by appointment only). Students with the University of Houston System Insurance carrier, Academic Health Plans, can use the University of Houston 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 [UHCOM Policy 12-05 Student Medical](#).) Medical student use of the Student Health Center and health information is private and protected by [Family Educational Rights and Privacy Act \(FERPA\)](#) and [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 and Other Bloodborne Pathogen Exposures

Needlesticks, other types of “sharp 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 [UHCMO policy 12-08 Bloodborne Pathogen.](#))

**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 bloodborne 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. Less than two hours from the 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 bloodborne 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 to a bloodborne 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 needlesticks 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, then 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.

## 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](#) Escorts may be requested 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, including sexual misconduct, in educational programs and activities at institutions that receive Federal financial assistance. The University of Houston System is committed to providing an environment free from discrimination on the basis of sex and gender. The University provides many 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 and 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 and 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.

**Cougar Card** The [Cougar Card](#) is the official campus identification and access card. 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](#).

- *Never share or loan your Cougar Card to others, and do not allow access to others.*



## Medical Student Organizations

**Medical Student Government and Organizations** UH College of Medicine's student government and organizations will be created by the medical students with guidance from the Office of Student Affairs and consistent with University policies. The UH College of Medicine Office of Student Affairs supports these organizations as well as the UH Office of Student Affairs.

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 asked to acknowledge receipt of this handbook in writing and accept the responsibility of abiding by the policies and processes described within the handbook. They will 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. The UH Code of Student Conduct can be found [here](#).