2026 Student Handbook

Tilman J. Fertitta Family College of Medicine

UNIVERSITY OF HOUSTON

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Welcome to Tilman J. Fertitta Family College of Medicine

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

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

Office of Medical Education:

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

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

- **Learning Management Systems:** Canvas and MedHub are the web-based learning management systems in use at the Fertitta College of Medicine. They are maintained by the Educational Technology staff in the OME. Canvas is used primarily for the pre-clerkship courses containing course materials, calendars and grades. MedHub is used primarily for scheduling, rotations, time and case logging, uploading required documentation, and preceptor evaluations.

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

- **Faculty Support**: As experienced medical educators and physicians, our faculty are here to guide you through the curriculum and can also be a great sounding board for questions regarding your career, courses and how to achieve work-life balance.

Office of Student Affairs:

The goal of the Office of Student Affairs is to ensure students feel supported and valued at every stage of their medical education. We promote and provide supportive resources to ensure students' health and well-being. Our students are considered in all major program decisions.

- **Cougar CiM:** Cougar CiM (Careers in Medicine) career counseling is a longitudinal program, beginning in orientation that is designed to develop you from a novice medical student to a well-informed fourth-year student, ready for residency. The meetings and workshops will help you examine your values and career goals, using the Association of American Medical Colleges (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 professor:** You and your learning community will be assigned a professor during the pre-clerkship phase. Learning community professors 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 professor 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.

Fertitta College of Medicine Mission and Vision

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

Mission:

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

- Educating a 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 patient populations and community partners to improve their health and health care.

Vision:

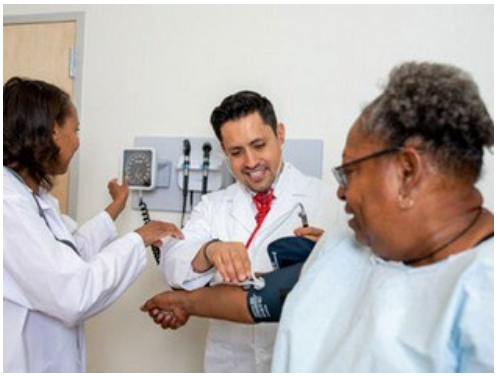
- The Tilman J. Fertitta College of Medicine will be recognized nationally for educating physicians who have a deep understanding of the non-medical determinants of health and health disparities, know how to work with communities to improve their health and health care, and are experts in providing high value health care, managing the health of patient populations, and continuously improving health care delivery. We seek to graduate physicians who choose to practice primary care and other needed physician specialties in underserved (urban or rural) communities. We want to be exemplars of educating physicians, beginning with K-12 and college premedical pathway programs. We want to be known for 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 One research university. We aspire to be outstanding in providing inter-professional team-based care to patients in surrounding communities and beyond that is integrated, evidence-based, safe and of measurable high value.

  Additionally, we want to be recognized for contributing to measurable improvements in the health of the populations in surrounding geographic communities to improve health outcomes and access to care.

Medical Student Health and Technical Standards

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

Student Health and Technical Standards: At the time an applicant accepts an offer to matriculate, they are required to attest that they can meet the Tilman J. Fertitta Family 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 Justin Dart, Jr. Student Accessibility Center.**



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

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

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

- **Behavioral and Social Attributes:** Candidates must possess personal qualities of empathy, integrity, honesty, concern for others, good interpersonal skills, interest and motivation. They must be able to relate effectively and sensitively to patients, conveying a sense of compassion and empathy. They must accept responsibility for learning, exercising good judgment, and promptly complete all responsibilities attendant to their curriculum and to the diagnosis and care of patients.

Overall, candidates must have the physical and emotional stamina and resilience to tolerate physically taxing workloads, function in a competent and professional manner under highly stressful situations, adapt to changing environments, display flexibility and manage the uncertainty inherent in the care of patients and the health care team. Candidates must also be capable of regular, reliable and punctual attendance at learning activities and in the performance of their clinical responsibilities.

Immunization Guidelines

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

Required Vaccines:

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

- **Hepatitis B Vaccination** - 3 doses of Engerix-B, PreHevbrio, Recombivax HB or Twinrix vaccines or 2 doses of Heplisav-B vaccine followed. All options must be followed by a **Quantitative Hepatitis B Surface Antibody test** drawn 4-8 weeks after last vaccine dose. A test titer >10mIU/mL is positive for immunity. If the test result is negative, CDC guidance recommends that HCP receive one or more additional doses of Hepatitis B vaccine up to completion of a second series, followed by a repeat titer test 4-8 weeks after the last vaccine dose. If a single additional vaccine dose does not elicit a positive test result, administer additional vaccine doses to complete the second series using the schedule approved for the primary series of a given product. If the Hepatitis B Surface Antibody test is negative (<10 mIU/mL) after receipt of 2 complete vaccine series, a "non-responder" status is assigned. See **http://dx.doi.org/10.15585/mmwr.rr6701a1** for additional information.

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

- **Tuberculosis screening** - Two kinds of tests are used to determine if a person has been infected with TB bacteria: the TB skin test (TST) and the TB blood test (IGRA). Results of the last two TSTs or one IGRA blood test are required **regardless** of prior BCG status. If the TST method is used, record the dates and results of two 1-step annual TSTs over the last two years, or of one 2-step TST protocol (two TSTs performed with the second TST placed at least 1 week after the first TST read date). In either series, the second TST must have been placed within the past 12 months prior to clinical duties, and must have been performed in the U.S. If you have a history of a positive TST (PPD) >10mm or a positive IGR blood test, please supply information regarding any evaluation and/or treatment.
  *Your most recent PPD/IGRA must be after **May 1** of your incoming year of Medical School (M1 year). You will be required to retest every 12 months while at the Tilman J. Fertitta Family College of Medicine and testing may be required more often by clinical sites.

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

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

- **Meningococcal Vaccine** - 1 (one) dose

- **COVID 19 Vaccine** - Highly recommended full series and 1 dose of updated (2026-2027 Formula) vaccine if previously vaccinated with any COVID-19 Vaccine.

Medical Student Code of Professional Conduct and Academic Honesty

Medical Student Honor Code:

As a Tilman J. Fertitta Family 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 Tilman J. Fertitta Family College of Medicine medical student. I will enter into respectful, professional relationships with patients, colleagues, teachers, staff and other health care personnel reflective of the high standards and expectations of my profession. I will not violate this Code nor tolerate violations by others and will report such violations to the appropriate authorities.

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

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

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

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

Violations of the Code may be grounds for sanctions, up to and including dismissal, from the Fertitta College of Medicine. **See policy, Code of Professional Conduct** for information about Code violations, sanctions, and procedures for determining and delivering sanctions.

Social Media and Professionalism:

Medical students need to work within guidelines and regulations for appropriate social media use as related to confidentiality and privacy laws and agreements in the Student Code of Conduct and the **Health Insurance Portability and Accountability Act (HIPAA)**. It is a violation of HIPAA to reveal patient/research participant information, to discuss patients/research participants in an identifiable manner, and to post photos related to patients/research, subjects/clinics, including on social media. Additionally, it is a violation of the College of Medicine's professional standards to "friend/follow" patients/research participants. Students are strongly discouraged from posting items on social media which might impair their professional ability to form a therapeutic relationship with any patient, or to maintain a professional relationship with their medical colleagues and supervisors. (Think before you post!) Also, be aware that each clinical site may have individual policies by which you must abide. In addition, social networking sites can be "gamed" and abused, therefore it is important to protect yourself by reviewing UH **points of caution** for social media activity.

Program Philosophy and Positive Learning Environment

The Fertitta College of Medicine Medical Education Program Philosophy guides all academic policies and procedures, which includes our focus on positive interactions among faculty, staff and medical students. All faculty, staff, and medical students are required to understand, uphold and adhere to the tenets for the Medical Education Program Philosophy and positive learning environment.

Medical Education Program Philosophy:

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

- **Fertitta 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 Fertitta College of Medicine values) and commit to contributing to a positive learning environment

- **Medical Student Academic Responsibilities**
  - Demonstrate self-responsibility, self-motivation, self-regulation and effort in your learning
  - Continually assess own strengths, weaknesses and barriers in learning and utilize resources for student success
  - Communicate honestly and openly any issues, both prior to major events or failures and after, especially when prior notice is not possible
  - Know and follow program philosophy, policies and procedures
  - Display integrity and professionalism in attitudes, behaviors, 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 Fertitta College of Medicine is committed to maintaining an environment where there is mutual respect between students and teachers and between peers. Behavior that is abusive or mistreats students or others in the learning environment is prohibited (**see Fertitta College of Medicine policy, Policy regarding Student Mistreatment for complete policy and process**). We also strive to ensure excellence by identifying and managing conflicts of interest (**see Conflict of Interest In Education Policy**).

A conflict of interest may occur when a faculty or staff member has a relationship with a student which has the potential to compromise the objectivity, judgment, or decision-making in matters related to medical education. A conflict of interest may be present if a student has a relationship with a student or their family such as a social or family relationships, a business or financial relationship, or provided healthcare to the student or their immediate family. Conflicts of interest may also exist if a faulty member serves as the student's academic coach, advisor, or learning community professor. Students, faculty, and staff are expected to bring potential conflicts of interest to the attention of the

appropriate leadership to determine the appropriate management strategies.

- **Student mistreatment, harassment and discrimination.** Such behaviors include, but are not limited to, the following: physical punishment or physical threats; disregard for student's safety; repeated episodes of psychological punishment of a student by a superior (e.g., public humiliation, threats and intimidation, removal of privileges); grading used to punish a student rather than objectively evaluate performance; assigning tasks for punishment rather than to objectively evaluate performance; requiring the performance of personal services; taking credit for 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. For additional information please review the **anti- discrimination policy**.
- **Reporting Violations.** A student who feels that they have been subject to mistreatment should report such behavior in a timely fashion in any or all the following ways (**see policy for complete description**):
    - Contact and discuss the situation with the Site Director/Primary Preceptor, Course/Clerkship Director, the Assistant Dean for Student Affairs, the Associate Dean for Medical Education, and/or any other faculty or staff.
    - We strongly encourage our community members to notify Equal Opportunity Services (EOS) if they feel that they or another member of the UH community has been discriminated against on the basis of a protected class [race, color, national origin, religion, age (40+), sex (including pregnancy), sexual orientation, gender identity, gender expression, disability, genetic information, or veteran status]. Submit a discrimination and sexual misconduct report **here**. Submit a report anonymously **here**.
    - Submit a mistreatment report (anonymously or not) **here**.
    - List any issues relating to courses or clerkships on evaluations.

Program Professional Attributes and Competency Domains

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

Responsibilities to Patient

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

Responsibilities to Profession

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

Responsibilities to Health Care System, Community and Society

- Improve access to care
- Provide value-based care
- Function as a member of the healthcare team

Responsibilities to Self

- Self-awareness and
- reflection Mindfulness
- Resilience
- Self-care

Program Curriculum At-A-Glance

The Fertitta 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. Students in an incoming class cohort attend all Fertitta College of Medicine courses in the same order. Academic standards for successful completion of each course or clerkship are included in the course/clerkship syllabus. Modifications may be made when the College of Medicine deems changes are necessary. Clerkship syllabi can be found in **MedHub**.

CURRICULUM	PRE-CLERKSHIP			
	SEMESTER 1 FALL	SEMESTER 2 SPRING	SEMESTER 3 FALL	SEMESTER 4 SPRING
BMS	• Clinical Anatomy and Human Development • Scientific Foundations of Medicine	• Integumentary System • Hematologic and Lymphatic Systems • Nervous System • Musculoskeletal System • Gastrointestinal System and Nutrition	• CBSE • Cardiovascular and Respiratory Systems • Renal and Urinary Systems • Reproductive and Endocrine Systems	• Behavioral Medicine
PPP	• PPP 1	• PPP 2	• PPP 3	• PPP 4
LPC	• LPC IA	• LPC IB	• LPC IIA	• LPC IIB
HCC	• HCC IA	• HCC IB	• HCC IIA	• HCC IIB
CFS	• CFS 1 • CFS 2			
Advancement to Core Clerkship				• Take CBSE • Complete Transition to Clerkship Course

CURRICULUM	CORE CLERKSHIP	ADVANCED CLERKSHIPS AND ELECTIVES

Required Experiences	The Fertitta Family College of medicine core clerkship provides patient encounters from the six core clinical disciplines – surgery, internal medicine, pediatrics, obstetrics-gynecology, family medicine and psychiatry.
	
	Longitudinal Integrated Clerkship
	• Throughout some of the core clerkship, Fertitta Family College of Medicine students will participate in the Longitudinal Integrated Clerkship (LIC), which is based on a hybrid-rotation model that exposes students to various fields of medicine, simultaneously, for enhanced learning and retention of knowledge. In this model, learning occurs within concentrated experiences in two hospital-based inpatient settings of internal medicine, surgery. In addition, students will learn across longitudinal, primary ambulatory, experiences to allow continuity of patient contact and care, assessment and supervision, and clinical and cultural engagement.
	
	• LIC experience include:
	  ○ Two inpatient immersions (4 weeks each)
	  Surgery, internal medicine
	
	  ○ Longitudinal ambulatory experience (10 weeks per F.I.S.)
	  Will include encounters in surgery, internal medicine, and family medicine
	
	  ○ Block experiences include (6 weeks each):
	  Pediatrics, Obstetrics and Gynecology, Psychiatry
	
	• Additional weekly educational sessions (8 hours per week)
	Sessions will include case-based conferences to reaffirm the fundamental principles of evaluation and management of common clinical problems, patient simulations and core biomedical content.
		Required Advanced Clerkships and Selectives
		• Intensive Care Unit (4-week rotation): Choice of medical, surgical, pediatric, or newborn
		
		• Sub-internship (4-week rotation): Choice of medicine, surgery, pediatrics, obstetrics/gynecology, psychiatry, or family medicine
		
		• Emergency Medicine (4-week rotation)
		
		• Rural Health (4-week rotation)

Electives	• Discuss with your faculty advisor	• Minimum of 24 weeks of electives consisting of clinical, educational, and research activities

LPC		• Continuity Clinic
HCC	• HCC Activities	• HCC Activities
Advancement	• USMLE Step 1 Examination CBSE score of 68 or better is required to take the USMLE Step 1 exam. Students are required to attempt the USMLE Step 1 exam before advancing to the Advanced Clerkships and Electives.	• Pass USMLE Step 2 CK Examination • Complete Transition to Residency Course • Apply for residency match

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

Program Objectives and Societal Problems

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

Medical Education Program Objectives (MEPOs): The MEPOs cover professionalism, patient care & procedural skills, medical knowledge, problem-based learning and improvement, interpersonal communication skills, and systems-based practice.

Patient Care & Procedural Skills*:* Demonstrates compassionate, effective, holistic, evidence-informed, equitable, and patient centered care.

- PCPS1. Identifies patient and caregiver needs and preferences with consideration of their backgrounds.

  Phase 1 - Recognizes social drivers of health and contextual factors that impact care.

  Phase 2 - Describes social drivers of health and contextual factors that impact care.

  Phase 3 - Identifies patient and caregiver needs and preferences with consideration of their backgrounds.

- PCPS2. Gathers relevant patient histories from multiple data sources, as necessary.

  Phase 1 - Obtains a relevant patient history for common clinical encounters.
  Phase 2 - Gathers relevant patient histories from multiple data sources, as necessary.
  Phase 3 - Gathers relevant patient histories from multiple data sources, as necessary.

- PCPS3. Performs relevant physical examinations using appropriate techniques and tools.

  Phase 1 - Performs a complete physical exam.
  Phase 2 - Performs relevant physical examinations using appropriate techniques and tools.
  Phase 3 - Performs relevant physical examinations using appropriate techniques and tools.

- PCPS4. Identifies patients in need of urgent or emergent care, seeks assistance, and recommends initial evaluation and management.

  Phase 1 - Recognizes abnormal vital signs and completes ACLS certification.

  Phase 2 - Identifies patients requiring urgent or emergent care and seeks assistance appropriately.

  Phase 3 - Identifies patients in need of urgent or emergent care, seeks assistance, and recommends initial evaluation and management.

- PCPS5. Creates and prioritizes differential diagnoses.

  Phase 1 - Describes a broad differential diagnosis for common conditions.
  Phase 2 - Gathers information to support a broad differential diagnosis for common conditions.
  Phase 3 - Creates and prioritizes differential diagnoses.

- PCPS6. Proposes hypothesis-driven diagnostic testing and interprets results.

  Phase 1 - Recognizes common diagnostic tests and lab results.
  Phase 2 - Interprets normal and abnormal diagnostic data for common conditions.
  Phase 3 - Proposes hypothesis-driven diagnostic testing and interprets results.

- PCPS7. Formulates evidence-based management plans for commonly encountered clinical conditions across the continuum of care with guidance.

  Phase 1 – N/A, start in Phase 2
  Phase 2 - Formulates basic treatment options for common conditions.
  Phase 3 - Formulates evidence-based management plans for commonly encountered clinical conditions across the continuum of care with guidance.

- PCPS8. Demonstrates basic procedural techniques appropriate to level of training.

  Phase 1 - Performs basic ambulatory procedural skills under supervision in simulated encounters.

  Phase 2 - Performs common inpatient, outpatient, and ambulatory procedures under supervision in simulated settings.

  Phase 3 - Demonstrates basic procedural techniques appropriate to level of training.

- PCPS9. Recommends health promotion and disease prevention for patient care plans.

  Phase 1 - Identifies risk factors for common conditions.
  Phase 2 - Identifies opportunities to promote health in common clinical scenarios.
  Phase 3 - Recommends health promotion and disease prevention for patient care plans.

- PCPS10. Presents patient cases to healthcare team members, including pertinent history, physical exam findings, diagnostic data, and assessment and plan, in a clear, organized manner that supports effective clinical decision-making.

  Phase 1 - Presents basic history and physical exam findings to health care team members.

  Phase 2 - Presents patient cases to healthcare team members, including history, physical exam, diagnostic findings and a basic plan.

  Phase 3 - Presents patient cases to healthcare team members, including pertinent history, physical exam findings, diagnostic data, and assessment and plan, in a clear, organized manner that supports effective clinical decision-making.

***Medical Knowledge**:* Applies and integrates foundational knowledge to improve health care for patients and populations.

- MK1. Demonstrates and applies knowledge of foundational sciences (basic, clinical, social, and health systems sciences), and humanities needed for clinical practice.

  Phase 1 - Identifies and describes key concepts in foundational sciences relevant to clinical practice.

  Phase 2 - Applies foundational scientific knowledge with supervision to clinical cases and

patient care.

Phase 3 - Demonstrates and applies knowledge of foundational sciences (basic, clinical, social, and health systems sciences), and humanities needed for clinical practice.

- MK2. Demonstrates knowledge of basic principles of biomedical, clinical, and translational research and how such research is conducted, evaluated, and applied to patient care.

  Phase 1 - Defines and compares different research designs and their applicability to patient care.

  Phase 2 - Formulates searchable questions, interprets findings, and assesses their clinical implications.

  Phase 3 - Demonstrates knowledge of basic principles of biomedical, clinical, and translational research and how such research is conducted, evaluated and applied to patient care.

Practice Based Learning and Improvement*:* Integrates feedback, evidence, and reflection to adapt behavior, foster improvement, and cultivate lifelong learning.

- PBLI1. Seeks and incorporates feedback and assessment data to improve performance.

  Phase 1 - Recognizes that feedback can be used to improve performance.
  Phase 2 - Seeks and incorporates feedback and assessment data to improve performance.
  Phase 3 – Seeks and incorporates feedback and assessment data to improve performance.

- PBLI2. Identifies strengths, deficiencies, and limitations of one's own knowledge, skills, behaviors, and attitudes to support progress in achieving personal and professional learning and improvement goals.

  Phase 1 - Acknowledges strengths, deficiencies, and limitations of one's own knowledge, skills, behaviors, and attitudes.

  Phase 2 - Identifies strengths, deficiencies, and limitations of one's own knowledge, skills, behaviors, and attitudes to support progress in achieving personal and professional learning and improvement goals.

  Phase 3 - Identifies strengths, deficiencies, and limitations of one's own knowledge, skills, behaviors, and attitudes to support progress in achieving personal and professional learning and improvement goals.

- PBLI3. Applies information to support evidence-informed, patient-centered clinical decisions.

  Phase 1 - Locates evidence-based information from reputable sources.
  Phase 2 - Uses evidence-based information to answer clinical questions.
  Phase 3 - Applies information to support evidence-informed, patient-centered clinical decisions.

Interpersonal Communication Skills*:* Effectively communicates and interacts with patients, caregivers, and the health care team to contribute to high-quality, patient-centered care.

- ICS1. Communicates with patients, caregivers to enhance the therapeutic relationship.

  Phase 1 - Identifies the elements of effective communication and establishes rapport utilizing respect and empathy in simulated patient interactions.

  Phase 2 - Communicates with patients, caregivers to enhance the therapeutic relationship.

Phase 3 – Communicates with patients, caregivers to enhance the therapeutic relationship.

- ICS2. Communicates with health care team to enhance team function.

  Phase 1 - Identifies the roles and responsibilities of different health care and administrative team members.

  Phase 2 - Communicates with health care team to enhance team function.

  Phase 3 – Communicates with health care team to enhance team function.

- ICS3. Communicates clearly, accurately, and compassionately in written and electronic formats.

  Phase 1 - Identifies key aspects of clear, accurate, and compassionate communication.

  Phase 2 - Communicates clearly, accurately, and compassionately in written and electronic formats.

  Phase 3 – Communicates clearly, accurately, and compassionately in written and electronic formats.

Professionalism*:* Demonstrates integrity, respect, and ethical reasoning, and promotes inclusion of difference in all interaction to improve health care for patients, communities, and populations.

- P1. Demonstrates respect and compassion for patients, caregivers, families, and team members.

  Phase 1 - Acknowledges the importance of respect and compassion in patient care and team interactions.

  Phase 2 - Demonstrates respect and compassion for patients, caregivers, families, and team members.

  Phase 3 – Demonstrates respect and compassion for patients, caregivers, families, and team members.

- P2. Demonstrates respect for patient privacy and confidentiality.

  Phase 1 - Demonstrates knowledge of patient privacy and confidentiality.
  Phase 2 - Demonstrates respect for patient privacy and confidentiality.
  Phase 3 – Demonstrates respect for patient privacy and confidentiality.

- P3. Recognizes ethical principles and reasoning to guide behavior as applies to clinical practice.

  Phase 1 - Defines basic ethical principles that guide professional behavior.

  Phase 2 - Recognizes ethical principles and reasoning to guide behavior as applies to clinical practice.

  Phase 3 – Recognizes ethical principles and reasoning to guide behavior as applies to clinical practice.

- P4. Completes all assigned duties and tasks in a thorough, reliable, and timely way.

  Phase 1 - Completes all assigned duties and tasks in a thorough, reliable, and timely way.

Phase 2 - Completes all assigned duties and tasks in a thorough, reliable, and timely way.
Phase 3 – Completes all assigned duties and tasks in a thorough, reliable, and timely way.

***Systems-Based Practice**:* Recognizes how social and structural factors influence health and identifies available systems and resources inside and outside of health care to support high-quality care for patients, communities, and populations.

- SBP1. Participates in transitions and coordination of patient care.

  Phase 1 - N/A, start in Phase 2
  Phase 2 - Recognizes the importance of transitions of care in patient management.
  Phase 3 – Participates in transitions and coordination of patient care.

- SBP2. Identifies the risks and benefits of using current and emerging technologies in patient care, including use of artificial intelligence (AI).

  Phase 1 - Demonstrates knowledge of current and emerging technologies in patient care, including AI.

  Phase 2 - Demonstrates knowledge of current and emerging technologies in patient care, including AI.

  Phase 3 – Identifies the risks and benefits of using current and emerging technologies in patient care, including use of artificial intelligence (AI).

- SBP3. Recognizes local population and community health needs, disparities, and resources and mechanisms to reduce disparities and advance health equity in patient care.

  Phase 1 - Recognizes local population and community health needs, disparities, and resources and mechanisms to reduce disparities and advance health equity in patient care.

  Phase 2 - Recognizes local population and community health needs, disparities, and resources and mechanisms to reduce disparities and advance health equity in patient care.

  Phase 3 – Recognizes local population and community health needs, disparities, and resources and mechanisms to reduce disparities and advance health equity in patient care.

Phase 1. Pre-clerkship Curriculum (18 months)

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

Pre-clerkship Courses:

The Fertitta College of Medicine Pre-Clerkship Curriculum includes four pillars of knowledge and experience (**see Fertitta College of Medicine Policy, Curricular Guidelines Pre-clerkship**):

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, non-medical drivers of health, 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. During the Pre-Clerkship phase of the curriculum, students are placed in an ambulatory primary care practice under the supervision of a member of the UH voluntary faculty. Students apply the clinical skills introduced in Physicians, Patients and Populations course and in the simulation center (CCASEL) through functioning as a junior team member real-world clinical settings. Several sessions each semester are spent in CCASEL developing clinical skills.

Household-Centered Care (HCC) course. Throughout the Pre-Clerkship Curriculum, HCC experiences apply PPP knowledge and non-medical drivers of health in both simulated and real-world settings by immersing students in interprofessional (IP) teams with students from other health care disciplines. These student teams, along with community health workers and faculty, conduct household visits with community residents experiencing complex health and non-medical issues.

Clinical Focus Sessions (CFS). Interspersed throughout the Pre-Clerkship Curriculum are two 1-week clinical focus sessions, CFS 1 and CFS2, during the first semester of year 1, each dedicated to a different interdisciplinary focus topic related to the Fertitta Family College of Medicine's social mission and societal problems to integrate biomedical science concepts with important clinical and population-oriented aspects of health and health care.

The National Board of Medical Examiners Comprehensive Basic Science Examination (CBSE): Students will take the CBSE three times prior to taking USMLE Step 1.

- End of pre-clerkship: This is used as a barrier examination prior to the start of the clerkship phase. All students are required to take prior to the start of the LIC. A minimum score of 50 is required to begin LIC.
- At the conclusion of LIC: Students and faculty will use this as a gauge of preparation for the USMLE Step 1. Students who fall below a threshold score may be advised to take additional preparation time for Step 1

Medical Student Responsibilities in Pre-Clerkship Courses:

Medical students have the responsibility to:

- Be punctual and arrive prepared for all course or patient care activities.
- Complete any pre-work and review course content/materials and complete pre-work for the day's topic(s) ***prior to*** attending course activities.
- Pay attention, take notes, and ask questions ***during*** course activities.
- Complete any post-work and review course content/materials for day's course topic(s) ***after*** attending course activities.
- Set up a weekly schedule for when and where to complete pre-work/post-work and review content/material within and across courses.
- Continually assess and reassess strengths and weaknesses for learning different content and materials and find and access resources that could help.
- ***Complete all course and clerkship evaluations*** to provide constructive feedback for the program, including positive elements.

Advancement to Phase 2: Core Clerkship:

Students are eligible to advance to Phase 2 upon successful completion of:

- **Successful completion of all pre-clerkship courses**
- **The National Board of Medical Examiners Comprehensive Basic Science Examination (CBSE):** End of pre-clerkship: This is used as a milestone examination prior to the start of the clerkship phase. All students are required to take prior to the start of the Longitudinal Integrated Clerkship. Students must achieve a score of 50 on the pre-LIC CBSE to advance.
- **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 Fertitta College of Medicine faculty award passing grades only to those students who have demonstrated mastery of the course material and shown behavior and conduct consistent with professional standards and suitable for the practice of medicine. These practices further ensure the academic integrity of the medical education program. As such, faculty shall be clear as to the expectations for each course and how passing grades will be earned. Course requirements specific to each course will be clearly displayed in the course syllabus.

Course Requirements:

Pre-clerkship Courses will have two sets of course requirements: (1) course assessments (both summative and formative assessment) and (2) course professionalism (both attendance and conduct). Final grades for College of Medicine pre-clerkship courses will be Pass (P), Pass w/ retest (P*) or Fail (F) based on fulfilling course requirements for (1) course assessments (both summative and formal Assessment), (2) with no persistent or egregious issues for course professionalism (both attendance and conduct). See Fertitta Family College of Medicine policy, **Grading Criteria in Pre- clerkship Courses.** Students must pass requirements for both summative and formal formative to pass the course.

Definitions:

1. Pass – successfully met all course requirements and passed summative exam on first attempt

2. Pass* - successfully met all course requirements and passed the summative exam on a second attempt

3. Fail – failed second attempt at the summative exam or did not meet all course requirements

4. Fail/Pass- successfully completed a prescribed remediation after an initial grade of Fail

Advancement and Appeal Process

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

Promotion:

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

Unsatisfactory Performance:

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

Academic Standing:

Student Performance and Advancement Committee (SPAC) designates academic standing based on outcomes of courses or professionalism. (**see full details in Grading Policies (SPAC) | Academic Standing Policy**).

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 **Grading Policies (SPAC)**. Unless suspended for a justifiable reason, the student shall remain on the class roster and may pursue appropriate course work until the appeal is resolved.

Phase 2. Core Clerkship Curriculum and Phase 3. Advanced Clerkship and Elective 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/or on-call hours. **Medical students are solely responsible for securing their own transportation to all Fertitta College of Medicine curricular activities, including to and from clinical sites**.

Core Clerkship Curriculum (10 months):
The Core Clerkship curriculum provides patient encounters in all major disciplines (i.e., surgery, internal medicine, pediatrics, obstetrics/gynecology, family medicine, and psychiatry) through the following:

Longitudinal Integrated Clerkship (LIC):
The POP LIC is a 20-week clinical experience that includes the three core specialties of Pediatrics, Obstetrics and Gynecology, and Psychiatry in a block format. Each clerkship is 6 weeks long with a combination of inpatient and outpatient experiences.

The FIS LIC is a 21-week clinical experience that includes the three core specialties of Family Medicine, Internal Medicine and Surgery in a LIC format. The FIS LIC provides patient encounters and education in Family Medicine, Internal Medicine and Surgery through both hospital-based inpatient immersions and longitudinal, primarily outpatient experiences.

- **Inpatient immersions:** Students will have time dedicated to learning about the acute care of patients in the hospital setting.

- **Outpatient immersion:** Students will have a faculty preceptor in each of the following core clerkships and disciplines: Family Medicine, Internal Medicine, and Surgery. Students will begin working on an ongoing basis with each of their faculty preceptors for one full day every week. There are two general types of patients that students will see during the LIC: patients seen in continuity and patients seen episodically.
  Patients seen in continuity typically require frequent medical contact. During the outpatient or ambulatory portions of the FIS LIC, students will have a goal of following a continuity panel of at least three patients in the core disciplines.

  During their time in the core clerkships, students will continue to participate in integrated clerkship experiences including the academic day and Household Centered Care Course.

- **Academic Days:** Additional built-in learning sessions (4-8 hours per week) occurring on Wednesday: The learning sessions include: (a) case-based conferences and didactics to reaffirm the fundamental principles of evaluation and management of common clinical problems in the clerkships; (b) simulation experiences; (c) integration of core biomedical content.

Household-Centered Care (HCC): For the Core Clerkship, students focus on interprofessional teamwork, household visits to community residents and community engagement activities while participating in the HCC Experience.

Advancement to Phase 3: Advanced Clerkship and Elective:
Advancement includes successful completion of:

- **All LIC clerkships**

- **USMLE Step 1 examination:** Students must take Step 1 by March 31st of the third year. If a student is unable to take Step 1 by March 31st, the student must meet with SPAC and develop a plan for preparation and/or completion of Step 1. See: **Grading Policies (SPAC) for full description**.

- **Longitudinal Primary Care (LPC):** During the Advanced Clerkship and Elective phase of the curriculum, students refine clinical reasoning skills through the completion of virtual clinical cases and attend regularly scheduled case-based clinical seminars during each semester of Phase 3.

- **Household-Centered Care (HCC):** In the Advanced Clerkship Curriculum, students focus on interprofessional teamwork, household visits to community residents and community-based projects addressing non-medical drivers of health.

Advancement to Graduation:
Advancement includes successful completion of:

1. 4-weeks of Emergency Medicine
2. 4-weeks of Rural Health
3. 4-weeks of Intensive Care
4. 4-weeks of Sub-Internship
5. Minimum of 24-weeks of Electives

- **USMLE Step 2 CK examination:** Passage of Step 2 Clinical Knowledge will be required for graduation. Initial attempt at Step 2 must be taken by August 15th of the year preceding graduation. Students are strongly encouraged to take Step 2 CK by June 1 of the year preceding graduation to facilitate advising in the residency application process. Students who fail to do so will not be allowed to participate further in clinical rotations/electives until these exams are taken. Passing scores must be documented no later than May 1 of the year of graduation. Failure to document a passing score by May 1 may result in a delay in graduation. **Grading Policies (SPAC)**

- **Transition to Residency (TTR) course:** The TTR course provides intensive review and learning activities to ensure that each student possesses the Fertitta Family College of Medicine competencies necessary to successfully perform as a first-year resident in their chosen specialty.

- **Phase 2 and Phase 3 Grading:**
    1. All Core and all Required Advanced Clerkships and Selectives are graded as Honors/Pass/Fail
    2. All Clinical Electives (i.e.: those with the primary activity of direct patient care) are graded as Honors/Pass/Fail
    3. All Non-clinical Electives (i.e.: those where the primary activity is not direct patient care) are graded as Pass/Fail
    4. LPC and HCC are graded as Pass/Fail

Clinical Experiences

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

Clinical Assignments:
During their pre-clerkship and required core clerkships, medical students will be expected to travel to a community hospital or clinic located within a 40-mile radius of TJFFCOM campus. In some circumstances, students may be expected to travel to more distant sites and may receive support for travel and lodging as determined by the TJFFCOM.

Students must be prepared to travel to sites which will not have access to public transportation. It is the student's responsibility to arrange travel to and from clinical sites at his or her own expense.

Advanced Clerkships and Electives may require travel of greater distances.

a) The student' require Rural Clerkship may take place outside of the 40-mile radius. If that is the case, students may be provided housing.
b) Students on "away" electives will be responsible for securing and paying for their own travel and housing expenses.

Please **see Fertitta College of Medicine Policy , Clinical Assignments regarding process for assigning sites**.

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

Clinical Duty Hours:
To ensure safe and professional learning and clinical environments for all students, residents/ fellows, healthcare providers, and patients, the Fertitta College of Medicine has adopted duty hour regulations (**see Fertitta College of Medicine Policy, Clinical Duty Hours**) similar to those defined by the Graduate Medical Education programs co-sponsored by Fertitta College of Medicine and Hospital Corporation of America Houston Healthcare (HCA Houston Healthcare). These regulations comply with the Accreditation Council of Graduate Medical Education (ACGME) **Clinical Experience and Education**.

Reporting Violations:

Students should report violations of Clinical Supervision protocols and/or Clinical Duty Hours in any or all of the following ways:

- Contact and discuss the situation with the Site Director/Primary Preceptor, Course/Clerkship Director, the Associate Dean for Student Affairs, the Associate Dean for Medical Education, and/or any other faculty or staff.

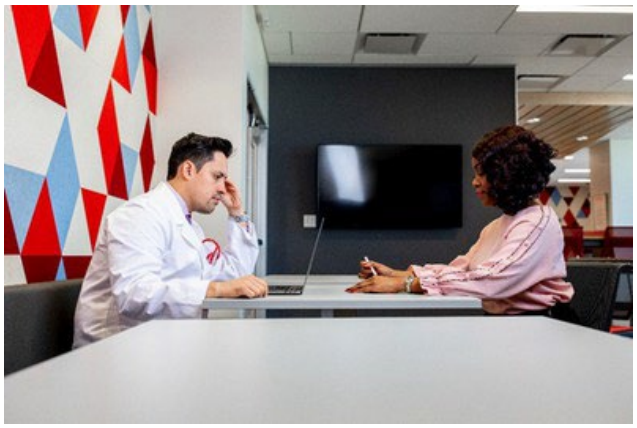
- Submit a mistreatment report (anonymously or not) **here.**

- We strongly encourage our community members to notify EOS if they feel that they or another member of the UH community has been discriminated against on the basis of a protected class [race, color, national origin, religion, age (40+), sex (including pregnancy), sexual orientation, gender identity, gender expression, disability, genetic information, or veteran status]. Submit a discrimination and sexual misconduct report **here**. Submit a report anonymously **here**.

- List any issues on the end-of-clerkship evaluation.

Program Assessment Types

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



Formative Assessment:

Formative assessments are required assignments throughout the course to provide students formative assessment feedback for quality of performance while learning (**see Fertitta College of Medicine policy, Grading Criteria in Pre-clerkshipPre-clerkship Courses**). Formative assignments may include case- based learning (CBL), problem-based learning (PBL), team-based learning (TBL), small group, lab activity, homework, multiple choice or short answer quiz, standardized patient checklist, simulation lab, student presentation, student project, or any combination of the above. Course Directors will determine a threshold for achievement for formative assessment. This score should be based on a rubric or numerical score. Performance feedback and remediation activities are required based on student performance on each formative assessment. For biomedical science courses, a formative quiz is required to be administered weekly during class throughout the course. This feedback will be consistently applied and documented for all students within courses at least once by mid-course (**see Fertitta College of Medicine policy , Timely Grade Reporting**). Students who receive a "Does not meet expectations" rating are recommended to meet with the Course Director to identify student deficits in learning and to determine appropriate remediation activities and Student Affairs referrals.

Summative Assessment:

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

Narrative Assessment:

Narrative assessments are written statements related to student cognitive and non- cognitive performance in areas such as collaboration, interpersonal skills, oral and written communication skills, professionalism, and contribution to sessions (**see Fertitta College of Medicine policy , Narrative Assessment**). Narrative assessments will be provided as a component of either formative or summative evaluations in courses and clerkships whenever the teacher/learner interaction permits this form of assessment. It can be incorporated into and is valuable for student feedback.

TERMS	DEFINITIONS
Summative Assessment	Required and graded critical assessments or exams to show mastery of content
Objective Structured Clinical Examination (OSCE)	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
Performance Grade	Points or percentages earned for summative assessments
Formative Assessments	Required assignments to provide uniform individual student feedback for quality of performance while learning
Feedback for Formative Assessment	Feedback may be categorically or numerically scored with designated standard of achievement
Informal Formative Feedback	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"
Remediation	Assessment of student deficits and suggested activities for correction of deficits
Narrative Assessment	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 **Fertitta College of Medicine policy , Summative Examination/Assessment Procedures**.

Exam Information and Instructions:

The Canvas calendar will show exam dates and types (i.e., written exam, OSCE, etc.), times, and locations for Fertitta Family College of Medicine courses in the pre-clerkship phase. Students will only see exam dates applicable to their current course enrollment.

- Electronic exams will use a web-based format on a personal computer using a secure browser – either Canvas, the Respondus Lock Down Browser, or the NBME Secure Browser. Medical students will be instructed on the access and use of Canvas at the Fertitta Family 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 Fertitta Family 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.
- For OSCEs, students arriving late will be allowed to start in the station rotation if it is feasible to do so without disrupting the OSCE station rotation for other students. No extra time will be given for any partially missed stations. Any missed stations will be treated as a missed exam under the applicable policy and the student will have to contact the Office of Medical Education to request to make up the missed stations. In the event it is not feasible to place the student in the rotation, the student will have to contact the Office of Medical Education to request to make-up the entire OSCE under the applicable policy for missed exams.
- 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:

For some exams you will use your personal laptop. When doing so, medical students are not allowed to run programs capable of recording exam content. Prior to exam launch, medical students using personal laptops must exit any instant messaging, webcam, screen/image capture programs or cloud services such as Dropbox. Secure browsers will detect if an examinee is running background applications such as virtual machines and screen and text capture apps on their computer and stop the exam. Any incidents or irregularities with computer programs may constitute a violation of the Student Code of Conduct resulting in disciplinary proceedings including failing of the course and possible dismissal. If a student has problems with their 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 Canvas. 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 Fertitta Family 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 Fertitta College of Medicine is committed to providing formal formative feedback at least by mid-course/clerkship and the timely reporting of grades (**see Fertitta College of Medicine Policy, Timely Grade Reporting**).

Mid-Course/Clerkship Feedback:
It is the responsibility of the Course/Clerkship Director to embed opportunities for students to receive formal formative feedback at least by mid-course/clerkship if not throughout the course/clerkship. Formal formative feedback should be set up as required formative assignments with uniform feedback on quality of performance while learning (**see Fertitta College of Medicine policy , Grading criteria in Pre-clerkship Courses**), prior to summative examinations. Students will receive formal formative feedback based on their performance on the assessment. Students who meet the threshold of achievement are not required to meet with the Course Director. Students who do not meet the threshold are required to meet with the Course Director. Students who fail to meet the threshold more than once must be addressed by the Course Director(s), in collaboration with OSA and Learning Community Physicians (LCPs), to develop an Individualized Learning Plan (ILP). Course Directors will document student interventions, including ILPs, based on formative assessment performance and provide that information to OME for oversight and collaboration with OSA and LCPs.

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

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

Challenging Grades:
The Course or Clerkship Director is the primary authority with respect to a student's proficiency and final grade in that course/clerkship. A student who believes that his or her final grade reflects a mistake or a capricious, arbitrary, or prejudiced academic evaluation should follow the appeal process for challenging grades (**see Fertitta College of Medicine Policy, Challenging Student Grades**).

- A student's first course of action should always be to informally resolve any concerns with the Course or Clerkship Director(s) within five (5) business days of the academic concern.

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

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

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

Academic Support

Office of Academic Support: Medical school is a life-changing experience. The journey is exciting and rewarding but it can be long, daunting and challenging. First year medical students must adapt their learning style, which requires a new toolbox of strategies for mastery-focused demands. Some students have difficulty coping with the demands and rigor of the medical education curriculum. The Fertitta Family College of Medicine's **Office of Academic Support** offers a variety of resources and student-centered services to ease the transition to medical school through learning strategies, time management and organization techniques, concept mapping and stress control, board preparation and balancing priorities while in medical school.

Wellness and Wellbeing: The Office's wellness and self-care program treats wellbeing as foundational to learning and clinical performance and includes a broad range of topics commonly offered at peer institutions. Programming covers sleep hygiene and fatigue mitigation strategies tailored to long study days and clinical shifts; practical nutrition and movement guidance that fits variable schedules; brief evidence-based stress-reduction practices such as mindfulness techniques and breathwork; cognitive strategies for managing anxiety and perfectionism; time- and boundary-management skills to protect personal priorities; and workshops on mental health literacy that help students recognize warning signs and access care early. An embedded counselor is available onsite at the College of Medicine to increase timely access to mental health care. The counselor provides confidential counseling appointments focused on the specific stressors of medical training, including adjustment to academic demands, burnout prevention, coping with clinical exposures, and crisis support. Students may schedule appointments through the UH Counseling and Psychological Services (CAPS); when additional or specialized care is indicated, the counselor coordinates referrals to campus or community mental health services to ensure continuity and appropriate follow-up.

Peer Tutoring Program: Peer tutoring is offered as a structured, one-on-one academic pathway available to all students across pre-clerkship courses, clerkship rotations, and USMLE preparation. Tutors are selected for content mastery, teaching ability, and professionalism and receive training in evidence-based instructional techniques such as retrieval practice, spaced review, and question-focused tutoring. Pre-clerkship tutoring emphasizes concept clarification, systems integration, and efficient study routines; clerkship tutoring focuses on translating foundational knowledge into clinical reasoning through case practice, and shelf-exam–style review; USMLE-focused tutoring provides personalized study plans, question-bank strategies, and timed practice.

Academic Support Workshops: The Office offers a series of academic support workshops that combine practical instruction with active practice and immediate feedback. Workshops are scheduled throughout the year; core topics include strategic reading, concept mapping and schema construction for integrative understanding, advanced multiple-choice test-taking strategies that emphasize question deconstruction and elimination tactics, and targeted spaced-review scheduling and question-bank optimization.

Academic Coaching: Academic coaching is provided through a dedicated Academic Support Success Coach who works one-on-one with students to build sustainable academic habits and self-regulation skills. Coaching begins with a collaborative assessment of strengths, learning preferences, time use, and performance metrics; the coach and student then co-create a practical plan that may include weekly check-ins, micro-goal setting, accountability structures, and development of metacognitive strategies such as planning-implementation-reflection cycles. The coach helps students translate faculty feedback

and assessment results into targeted action steps, optimize study schedules around clinical duties, and balance intensive preparation with wellbeing practices. The coaching relationship is confidential, student-centered, and designed to fade as learners acquire the independent learning and problem-solving skills needed for lifelong clinical practice.

Study Strategies

Effective studying involves habits, attitudes, and motivation as well as strategies. Studying involves the interaction of the ability, background knowledge, and motivation of the medical student; the nature of the course, its content, materials, task requirements, and faculty expectations; and the students' perception of the course and its requirements. Medical students are frequently required to go beyond comprehension. You will be called on to apply what you have read.

Recommended Strategies:

- *Build a routine:* Disciplined study at a consistent, distraction-free space and time will cultivate a conditioned response yielding better focus and intensity.

- *Scale your tasks*: Break large tasks into smaller, more manageable ones. Reading smaller segments of a chapter in focused study is better than long periods with distractions. Gradually build up your productive capacity for larger segments.

- *Generate momentum:* Start with the easiest and most enjoyable task on your study plan to build a sense of accomplishment. Use rewards such as a 15-minute break for every 90 minutes of studying.

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

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

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

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

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

- *Discuss material with peers*
- *Study with others*
- *Ask questions in class*

Efficiency (To become more efficient, given the overwhelming amount of material to master, students are encouraged to adopt strategies to improve study efficiency.)

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

Study Planning (Promotes self-regulated learning and accountability.)

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

Learning strategies resources (The Learning Scientists Podcast):

Episode 18 – Effective studying in medical school with Alyssa Smith, MS3, Chicago Medical School – Rosalind Franklin University

Synopsis: In medical school, students are required to learn an immense amount of information and retain that information over time. To do this, they will need to use the most effective learning strategies. Alyssa explains that when she was an undergraduate, she did do a lot of cramming and she was able to do well in her classes. However, we know cramming does not tend to lead to long-term learning, and Alyssa says she has lost a lot of what she learned as an undergrad, even from class in which she did very well. She knows that as a physician she will need to remember what she is learning in medical school, and is now dedicated to ensuring that she is learning for the long-term.

Episode 30 - Learning and applying medical knowledge with M.D. Ph.D. student Alexander Chamessian

Synopsis: Alex has been passionate about effective learning for years. He started using spaced repetition in the first year of medical school, and when he noticed the benefits, he did a deep dive into more evidence-based practices.

Episode 49 – Learning styles and dual coding

Synopsis: Peter Horneffer has been heavily involved in making medical education accessible, and one way has been through lecturio.com. This episode also discusses learning styles and dual coding theories.

Accommodations

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

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

Definitions:

Student with a Disability: A student who
1) has a physical or mental impairment which substantially limits one or more major life activities
2) has a "record of" such impairment
or
3) is regarded as having such an impairment.

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

Learning, Attentional Disabilities: Acceptable clinical documentation for learning disabilities (LD) and attentional disabilities (e.g., attention- deficit hyperactivity disorder [ADHD]) includes a comprehensive diagnostic interview/consultation and neuropsychological or psycho-educational evaluation plan, which typically should be completed within three to five years of entering Fertitta College of Medicine. The three- to five-year currency requirement may be waived upon application and in appropriate circumstances. (See the Guidelines for Documentation of LD and Attentional Disabilities related to ADHD, on the Justin Dart, Jr. Student Accessibility website: **https://uh.edu/accessibility**).

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

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

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

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

Pregnant and Parenting Student and Employee Accommodations: The Fertitta Family College of Medicine abides by the University of Houston policies for pregnant and parenting students and employees. When applicable, please refer to **SAM 01.D.16(Pregnant and Parenting Student and Employee Accommodations**) for information regarding accommodations.

Disability Services: The Fertitta Family College of Medicine seeks to provide equal access to its programs, services, and activities for all medical students. All candidates for admission, promotion, and graduation must be able to perform specific essential functions and possess characteristics including certain minimum physical and cognitive abilities, as well as sufficient mental and emotional stability to assure that candidates can complete the entire course of study and participate fully in all aspects of medical training. The abilities that medical students must possess are defined in the Technical Standards: Essential Abilities and Characteristics Required for Completion of the M.D. Degree ("**Technical Standards**") administrative policy. The Technical Standards is made available to all prospective, admitted and current students via the Fertitta Family College of Medicine website and course-specific

technical standards published in the syllabi. Students with a disability must meet these Technical Standards, with or without accommodation. It is the responsibility of an admitted or continuing student with a disability, or a student who develops a disability, and who needs an accommodation to notify the Dart Center of the disability and provide documentation of the general nature and extent of the disability and the functional limitations to be accommodated.

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

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

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

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

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

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

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

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

- With written permission from the student in the case of a court order

- For purposes of legitimate educational interest. In certain situations, disclosure of selected information about the student's condition(s) to the Director of Academic Support or the Office of Medical Education may be necessary to fulfill the required accommodations or services. Such disclosure would be agreed upon first between Dart Center and the student.

- Documentation is destroyed five years after the date of the last attendance.

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

Medical Student Attendance Policy

As a member of the Fertitta Family College of Medicine, you are required to attend and participate in all collegial curricular learning activities (**see Fertitta Family College of Medicine Policy, Attendance and Absence Policy**), which will include laboratory, clinical exercises both simulated and real, large and small group activities, team-based learning, case-based learning, integrated case discussions, patient encounters, and invited (guest) speaker presentations. Attendance and participation in interactive and group learning activities allows students to learn from and teach classmates, function as an effective team member, and enhances the learning experience for all involved.

Tracking Attendance:

Student attendance will be recorded by Fertitta Family 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 Fertitta Family 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 Fertitta Family College of Medicine. Students with a chronic or recurring medical condition may contact the Office of Academic Support and **Justin Dart, Jr. Student Accessibility Center** for assistance in seeking accommodations if needed.

Absence Request Form:

Students must submit an online Absence Request Form along with any corresponding documentation for the absence as soon as they know they will be absent but not later than 24 hours of the occurrence. If the absence occurs on the day of a summative exam or patient care duties, students must submit their request PRIOR to the exam or patient duties. Students must also communicate with the contact person listed on the course or clerkship syllabus.

Approved Absences:

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

Tardiness:

Students are expected to arrive to Fertitta Family College of Medicine course activities on time. Students should notify the Fertitta Family 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 and will count as an absence.

Attendance and Professionalism Issues:

Failure to submit an absence report form, having unapproved absences, and/or repeated tardiness will be considered a breach of professionalism, which will be reported to the Learning

Community Mentors and the Assistant Dean for Student Affairs. Reoccurring issues may be referred to the Student Performance and Advancement Committee (**see Fertitta Family College of Medicine policy , Grading Policies (SPAC)**).

Missed 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.

Missed Summative Examinations:

A student must have an approved absence by the Office of Medical Education to make up a summative examination or CCASEL activity (simulation activity, community-based activities, mid-term, final course examination, OSCE, NBME, or other computer- based examination (**see Fertitta Family College of Medicine policy , Missed Examination Policy**). In general, a make-up summative examination or CCASEL activity will be granted only for illness or emergency with documentation. If a student is unable to take a summative examination at the scheduled time, they must notify the Office of Medical Education (OME), as soon as possible AND submit the online Absence Request Form with documentation. When OME approves an absence for a make-up summative evaluation, OME will work with course and clerkship directors to schedule an appropriate makeup summative examination. When OME grants a make-up, OME will work with course directors, clerkship directors, or CCASEL leadership as needed to schedule an appropriate makeup.

Medical Student Options for Leave of Absence and Withdrawal

Leave of Absence for Medical or Personal Reasons:

Students are expected to proceed through the Tilman J. Fertitta Family 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 Tilman J. Fertitta Family College of Medicine Student Promotion and Advancement Policy, which is in alignment with accreditation standards, requires that a student complete the medical education program curriculum within a six-year time frame which includes any leaves of absence. (**see Leave of Absence Policy**)

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

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

Active Duty Withdrawal:

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

Medical Student Dress Code

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

In General:

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

Cougar Card (ID Badge):

The **Cougar Card** is the official campus identification and access card. For medical students, your Cougar Card is necessary for identification and to gain access to all Fertitta Family College of Medicine facilities and may also be used for classroom attendance and identification for proctored exams.

Classroom-Based Activities:

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

Anatomy Lab:

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

Longitudinal Primary Care, Continuity Clinic:

Business professional attire, closed-toe shoes, white coats with sewn on Fertitta Family College of Medicine patch, UH name tag and visible Cougar Card are always required for Continuity Clinic. Some clinical sites may issue you an ID badge. If so, that may be used in place of your Cougar Card as a photo identification. Scrubs are not allowed unless they are routinely worn by the preceptor and you have his/her permission. If scrubs are worn, they must be approved by your preceptor. Do not wear scrubs that have been worn in the Anatomy Lab.

Household Centered Care:

Business casual attire is appropriate for Household Centered Care. Do not wear your white coat. Your Cougar Card must always be visible. Jewelry should be kept to a minimum. Keep cologne, perfume, or scented soap use to a minimum as some persons may be very sensitive or allergic to these.

Simulation Lab:

Closed-toed flat or low-heel shoes are always required in the Simulation Lab. For procedure/skills training sessions, students may be asked to wear attire that the student understands may get soiled with simulated fluids and lubricants from task trainers and simulators. During PETA or standardized patient experience, Fertitta Family College of Medicine scrubs (not the scrubs used for Anatomy) or Business Casual Attire is required. During OSCEs, Business Professional Attire is required.

Clinical Rotations and Longitudinal Integrated Clerkships:

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

Program Technology

Personal Laptops:

All incoming medical students are required to have a laptop, either a Mac or Windows PC, that is **no older than two years.** Prior to Student Orientation at the Fertitta Family College of Medicine, you will receive specific technical recommendations for both a laptop and a smartphone. It is important to follow these guidelines to ensure your devices can support all curricular activities, including exams.

Medical students will use their laptops and smartphones daily to access course and program information, as well as to send and receive communications from the Fertitta College of Medicine. Students are responsible for ensuring their devices remain in good working condition at all times.

UH Email – Official Form of Communication:

UH email is the official mode of communication on the Fertitta Family College of Medicine campus. Medical students will be assigned a university exchange email address (e.g., xxxx@cougarnet.uh.edu) prior to the Fertitta Family 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 Fertitta Family College of Medicine and course information.
Because changes to the Fertitta Family College of Medicine schedule may occur on short notice, medical students are strongly encouraged to check their university emails multiple times per day and prior to coming to class.

Learning Management Systems:

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

Use of Electronic Devices During Course or Clerkship Activities:

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

Cougar Card:

The **Cougar Card** is the official campus identification and access card. The Cougar Card integrates a number of functions for daily usage on campus, including the ability to print documents, buy snacks at the campus convenience stores, vending machines, purchase meals, gain access to academic or administrative buildings and rooms, athletic events, special events, both on-and off–campus residential housing and the recreation and wellness center. For medical students, your Cougar Card is necessary to gain access to elevators and Fertitta Family 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 o a lanyard.

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

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

Medical Student Resources

UH Campus. Become familiar with the state-of-the-art university campus and take advantage of all the benefits the fourth largest city in the nation has to offer. The Fertitta Family College of Medicine is located at 5055 Medical Circle Dr. (**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 Fertitta Family College of Medicine and other health programs and is located in the Health 2 Building and in the Info Commons on the first floor of the Tilman J. Fertitta Family College of Medicine.

Parking and 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, the **"G"** Lot is closest to the College of Medicine (**Parking Map**). You will need to obtain a UH parking permit **from Parking and 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 Fertitta Family College of Medicine students, you will find your course materials and books listed here, whether you buy them from the bookstore or not.

Copy Center. The **University Copy Center** is a full-service copying, printing and shipping store. It offers specialty services at two locations near the UH campus. Additionally, a copy machine for students is located in the Information Commons Room 1111.

Food and Food Services. UH has on-campus dining halls, on-campus restaurants, and a great selection of rotating food trucks that visit campus every weekday (**Dine on Campus website**) as well as the Avenue C Micro-Market in the College of Medicine building.

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

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.

Medical Student Health and Wellness

Fertitta Family College of Medicine:

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

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

UH Specialty Support Programs

- **The University of Houston Justin Dart, Jr. Student Accessibility Center.** The Dart Center provides accommodations and support services to UH students who have any type of health impairment, physical limitation, psychiatric disorder or learning disability.

- **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.

- **Center for Student Advocacy and Community.** The Center for Student Advocacy and Community reduces barriers that inhibit academic and personal success by identifying areas of need, providing connections to resources, and supporting student-led programs and initiatives that strengthen our community.

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

- **Center for Student Empowerment (CSE).** CSE is designed to address the needs of the underrepresented student population and the changing dynamics of the American workforce.

Medical Student Health Care

Medical Student Health Insurance:

All medical students are required to choose, obtain, and pay for annual health insurance. 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 as it would be a violation of the **Conflict of Interest Policy**

Student Disability Insurance:

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

UH Student Health Center:

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

University Speech, Language, and Hearing Clinic:

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

University Eye Institute (UEI):

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

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.

Embedded Counselor:

In Fall 2020, the Fertitta Family College of Medicine launched the wellness program, a comprehensive initiative to support the well-being of students. All students also have additional options for mental health care through the American Medical Association's Student Assistance Program. A unique benefit to this service is it includes six counseling sessions, confidential assistance, and 24/7 access by phone, online, live chat email, and text. To bring together the College of Medicine and integrate resources from across the UH campus, we are particularly excited to start a new partnership with UH Counseling and Psychological Services (CAPS) for College of Medicine students. Mynika Collins is a Licensed Professional Counselor (LPC) and holds a Master of Science (MS) in clinical mental health counseling (CMHC). She started at College of Medicine in January 2023 as the embedded counselor. She dedicates 80% of her time providing counseling to medical students and the other 20% will be allocated to CAPS for staff activities, supervision, and clinical work.

The embedded counselor provides counseling, consultation, and outreach services to medical students. To access CAPS services at the College of Medicine the following triage drop-in hours are available:

Monday 2 pm – 4 pm

Wednesday 1 pm - 2 pm

Friday 10 am – 12 pm

Triage can be conducted in person or via telehealth. If you are unavailable during these hours, please call 713-743-5454 for a triage with a CAPS clinician at main campus.

Additional information about Counseling and Psychological Services (CAPS) can be found at the link listed here: **https://www.uh.edu/caps/**

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 healthcare 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 Blood-Borne Pathogen Exposures

Needlesticks, other types of "sharps injuries," and bodily fluid splashes can be both frightening and worrisome because of the potential for exposure to dangerous infectious disease agents, such as HIV and hepatitis. Students should always take these injuries seriously and seek immediate treatment for them (**see Fertitta Family College of Medicine policy , Blood Borne Pathogen Infection**).

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

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

- Medical students who are potentially exposed to a blood borne pathogen are required to seek medical attention as soon as possible after the event. Do not delay treatment until after completing a shift or a surgery.
- Potentially exposed students are required to report the potential exposure event to a blood borne pathogen within 24 hours of the incident to the UH Environmental Health and Life Safety and to complete the UH Student/Visitor Accident Report Form.
- Potentially exposed students are required to follow post-exposure testing and treatment. This information, including testing of the source patient, is outlined in **University of Houston Environmental Health and Life Safety UH Biological Safety Manual** and reviewed annually with students.

Steps in the Event of Exposure:

- **Step 1.** Immediately clean needle sticks and affected areas by washing the skin with soap and water. Splashes to the nose, mouth or skin should be irrigated with large amounts of water. Splashes to the eyes should be irrigated with large amounts of water or saline.

- **Step 2.** At the clinic you are in, request that the exposure be addressed promptly according to their protocol for employees. If you are at a site that is not equipped to do initial testing/treatment, go to the nearest Emergency Room and request that they perform "initial post-exposure treatment." File the visit with your insurance.

- **Step 3.** Regardless of what facility conducted the initial post-exposure treatment, report the incident as soon as possible to your preceptor, the Fertitta Family College of Medicine Course or Clerkship Director, and the Office of Student Affairs. You must also report the incident to the UH Environmental Health and 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 and Life Safety and your treating provider. Please note, students may utilize UH Student Health Center for their medical treatment.

Criminal Background Check and Drug Screenings

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

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

The college of medicine will attest to a cleared background check and drug screening to all clinical partners.

Students must provide a copy of the reports when requested to do so by clinical partners. Students can access their reports within the CastleBranch portal for M1-M3 Clerkships or CISIVE Student PreCheck for M3-M4 Advanced Clerkships.

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

Campus Safety

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

FOR EMERGENCIES CALL 911 or 713-743-3333

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

Police Services:

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

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

Title IX:

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

Parking Enforcement:

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

Fire and Life Safety:

The Fire Marshal's Office supports **Fire 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.

Student Travel

Tilman J. Fertitta Family College of Medicine students may be invited to attend conferences and meetings. When traveling greater than 25 miles as a representative of a University of Houston Student Organization and/or Fertitta College of Medicine, all medical students need to work within the **University of Houston Student Travel guidelines**. Travel processes may take two months to complete; therefore, submitting timely requests is imperative. Students should contact Student Affairs as soon as any information regarding travel plans is available.

Requesting Travel Funding:

Student travel is one of many ways the Office of Student Affairs, Admissions, and Outreach supports the academic and professional growth of students. Limited funding is available to students who travel to professional conferences. Criteria for funding:

1. Students must submit a travel request form eight weeks prior to the travel date.
2. Students must have an approved absence request form from the Office of Medical Education (LIC and ACE approval is needed if in those phases of the curriculum).
3. Students must have an accepted proposal to present a workshop, poster, or research presentation. Documented proof of acceptance is required.
4. Students must complete a Payment Works application and receive a Vendor ID number.
5. If presenting research students must have registered their research and received approval for their research via the **Medical Student Research Portal Faculty Dashboard**.

Approved Travel:

When the travel request is approved, students must submit the following information:

1. Conference agenda
2. Type of transport (flight/car)
3. Dates of travel
4. Registration deadlines and prices
5. Documentation to support the invitation to speak if requesting funding
6. Complete the **UH travel roster**
7. Complete the **UH release and indemnification form**

**If student travel is funded by a third party (conference, professional Organization, or outside scholarship), students must follow all required steps for UH-funded travel as outlined above.

Students are required to submit all itemized receipts needed for reimbursement to the Student Affairs Executive Healthcare Administrative Assistant within two weeks of returning. Failure to submit itemized receipts within the indicated timeframe may result in the inability to receive reimbursement.

Non-UH Funded Travel:

Students may travel to conferences and professional meetings without requesting funding from the college. Travel not funded by the college will not require submission into Concur. However, the following requirements must be completed prior to traveling:

1. Submission of an absence request form to the Office of Medical Education (LIC and ACE approval is needed if in those phases of the curriculum).
2. Submission of the Office of Student Affairs Travel request form
3. Complete the **UH travel roster**
4. Complete the **UH Release and indemnification form**

Study Abroad:

All students who travel outside of the U.S. require documentation as deemed necessary by the Institute for Global Engagement in addition to all College of Medicine travel requirements. The study abroad requirements can apply to conferences and academic travel.

Presentation Materials:

Students are responsible for ensuring their posters and presentations are approved by the College's Marketing and Communications department. Resources can be found on the **Marketing and Communications Student Resources Page.**

The ONLY approved templates for research posters can be found in the right column under "Frequently Used Forms & Files". If a poster is created and it does not follow the exact branding guidelines listed in the templates, you will not be able to move forward with your presentation(s).

Medical Student Organizations

Medical Student Government and Organizations:

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

The Office of Student Affairs will be holding class meetings throughout the year with topics ranging from Careers in Medicine, budgeting, preparing for Step exams, and an array of other subjects. The White Coat Ceremony, Match Day and Commencement/Convocation are 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 Fertitta College of Medicine students will be required to acknowledge receipt of this handbook in writing and to accept the responsibility of abiding by the policies and processes described within the handbook. They must also acknowledge that as a student of the University of Houston, they accept the responsibility to conform to all University of Houston rules and regulations (see **Student Code of Conduct for UH**).

2026 STUDENT HANDBOOK

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