

# **Pre-Clerkship Student Manual**



**MEDICINE**

**TEXAS A&M HEALTH SCIENCE CENTER**

**Class of 2024  
AY 2020-2021**

## WELCOME CLASS OF 2024

On behalf of all the faculty and staff affiliated with the Pre-Clerkship component of your medical education, we welcome you as new members of our Aggie Medical School family. We are delighted to have you here and privileged to support your medical education journey to becoming a physician.

As leaders of the Pre-Clerkship curriculum subcommittee, we are excited to offer you an excellent medical school experience. During your initial 8½ months of this curriculum, foundational courses will introduce you to the essential and fundamental coursework necessary to become a competent and successful physician. Courses in gross anatomy, physiology, histology, biochemistry and genetics, just to name a few, will deliver clinically relevant foundational themes as your medical knowledge builds towards disease-related concepts presented in organ systems courses. The 8-month organ systems courses will emphasize the etiology, pathophysiology, clinical features and clinical approach to human illness by organ system. Courses specifically designed to integrate and emphasize the humanities, ethics, leadership, professionalism, history-taking, physical examination and communication skills and evidence-based practice will complement these science courses.

The faculty will integrate material across disciplines to facilitate your learning. Importantly, we are committed to presenting the curriculum in a collegial and nurturing atmosphere. Individual blocks/courses have designated block/course co-leader/co-directors, who orchestrate and manage content delivery. Your candid and constructive feedback and **prompt completion** of block/course evaluations are crucial to the process of continued curriculum evolution. You may address suggestions, questions or concerns at any time to individual faculty, block/course directors or curriculum subgroup leaders.

Again, we welcome you to the Texas A&M University Health Science Center College of Medicine.

Dr. Penny Holland-Barkis  
Dr. Dustin DuBois  
Dr. Thomas Peterson

Dr. T. Gail Pritchard  
*Assistant Dean, Academic Affairs Pre-Clerkship*

*Co-leaders, Pre-Clerkship Curriculum Subcommittee*

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**Please note that information in this manual is subject to change.**

If there are significant curriculum delivery changes, you will be notified **by curriculum leaders and/or staff.**

## GENERAL EXPECTATIONS OF STUDENTS AND FACULTY

Both students and faculty of the College of Medicine are expected to adhere to the basic policies and Standards of Conduct in the Teacher-Learner Relationship outlined in the Texas A&M University Health Science Center College of Medicine *Student Handbook for College of Medicine Students*. The student handbook can be found online on the College of Medicine Website under Student Affairs at the following web address: <http://medicine.tamu.edu/academics/student/docs/med-student-handbook.pdf>. The student handbook includes: Grading and Academic Regulations, Promotion and Graduation, USMLE policies, Withdrawal, Professionalism, Student Standards of Conduct, Attendance and Absenteeism, Mistreatment of Students, Academic Dishonesty, the Learning Environment Enrichment Program (LEEP), and other policies.

Additional forms available for students can be found at: <http://medicine.tamu.edu/academics/students/handbook-forms.html> These forms may be needed throughout your course of study and include: Early Concern Form, FERPA Consent to Release Student Information, Student Accident and Needle Stick Form and Needle Stick policy among others. You can also find COVID information and reporting forms at: <https://www.tamu.edu/coronavirus/index.html>.

Please also access the Medical Education Program Objectives here: <https://medicine.tamu.edu/academics/medical-education/mepos.html>

## LEARNING ENVIRONMENT ENRICHMENT PROGRAM

The Learning Environment Enrichment Program (LEEP) is an initiative housed within the Office of Medical Education focused on fostering a mutual commitment for cultivating a professional and dynamic learning environment dedicated to the Aggie Core Values of excellence, integrity, leadership, loyalty, respect, and selfless service. Under the guidance of the Director of the Learning Environment and Vice Dean of Education and Academic Programs, LEEP consists of, but is not limited to, (a) Aggie Conduct Awareness and Professionalism websites; (b) conduct reporting and awareness system; (c) faculty and staff ombudsman; and (d) Cup of Coffee peer awareness messengers.

The [Aggie Awareness](#) and [professionalism](#) websites serve to help educate the members of our community on our community expectations regarding our core values as well as what conduct is expected and prohibited. The Aggie Awareness website provides a centralized, and widely-accessible, method to monitor the learning environment in “real time” through the [Aggie Conduct Awareness](#) Form. Any member of the College of Medicine (faculty, staff, and students) can submit a report for an exemplary or concerning conduct for any member of the College of Medicine. Once a report is submitted, it promptly moves through a collaboratively developed process. In general, the reporting or awareness process consists of: 1) submitting a report; 2) the report is immediately directed to a rapid response team; 3) the rapid response team collaboratively, and quickly determines initial actions (e.g., peer messenger); and 4) an after action report is submitted and looped to a larger committee tasked with monitoring the learning environment. Concerns relating to Title VII, Title IX, or risk, fraud, and misconduct are separated from this process and directed to the pertinent departments at Texas A&M University and Texas A&M University System.

Faculty and staff ombuds serve as impartial and neutral sounding boards/resources regarding concerns of faculty and staff within the learning environment. Lastly, Cup of Coffee peer messengers help raise awareness of concerning conduct by delivering first- or second- time concerning reports to the person named in the report. The peer messenger does not investigate the facts about the report, communicate or infer credibility of the report, advise the peer, attempt to fix the issue, or engage in pushback regarding the receiver’s perceptions of the report.

## COLLEGE OF MEDICINE - IMPORTANT CONTACT INFORMATION

The Texas A&M College of Medicine Office of Medical Education (OME) leads and supports all aspects of the medical education process at the college.

The Office of Medical Education includes the offices below and can be accessed using the following link <https://medicine.tamu.edu/about/admin/medical-education.html>

- [Academic Affairs](#)
- [Academic Technology](#)
- [Admissions](#)
- [Diversity & Inclusion](#)
- [Evaluation & Assessment](#)
- [Educational Quality Improvement](#)
- [Graduate Medical Education](#)
- [Student Affairs](#)

The EnMed Program and its contacts can be accessed at <https://medicine.tamu.edu/enmed/about.html>

| <b>Office of Information Technology</b>                   |                                   |              |  |
|---|-----------------------------------|--------------|--|
| <b>HELP DESK</b>  | Bryan, HPEB 1 <sup>st</sup> Floor | 979-845-8300 | <a href="mailto:helpdesk@tamu.edu">helpdesk@tamu.edu</a>                                       |
| <b>Pre-Clerkship Curriculum Subcommittee Leadership</b>   |                                   |              |  |
| <b>Penny Holland-Barkis, MD</b>                           | Temple                            | 254-724-6190 | <a href="mailto:penelope.hollandbarkis@BSWHealth.org">penelope.hollandbarkis@BSWHealth.org</a> |
| <b>Dustin DuBois, PhD</b>                                 | BCS                               | 979-436-0327 | <a href="mailto:dubois@tamu.edu">dubois@tamu.edu</a>   |
| <b>Thomas Peterson, PhD</b>                               | Houston                           | 713-677-7594 | <a href="mailto:tpv@tamu.edu">tpv@tamu.edu</a>   |
| <b>Medical Sciences Library (MSL)</b>                     |                                   |              |  |
| <b>Sheila Green, MSLS</b>                                 | Bryan, HPEB 1014                  | 979-436-0279 | <a href="mailto:sgreen@tamu.edu">sgreen@tamu.edu</a>   |
| <b>Cathy Pepper, MLIS, MPH<br/>(EnMed/Field Services)</b> | Round Rock Campus                 | 512-341-4964 | <a href="mailto:cpepper@tamu.edu">cpepper@tamu.edu</a>   |
| <b>Pam Flanagan</b>                                       | Bryan, HPEB Library               | 979-436-0280 | <a href="mailto:pflanagan@tamu.edu">pflanagan@tamu.edu</a>                                     |

| <b>Pre-Clerkship Curriculum – Education Coordinators (Pre-Clerkship Team)</b> |                       |              |  |
|---|-----------------------|--------------|--|
| <b>Campus</b>   | <b>Coordinator</b>    | <b>Phone</b> | <b>Email</b>   |
| <b>Bryan</b>  | <b>Courtney Guest</b> | 979-436-9114 | <a href="mailto:courtneyguest@tamu.edu">courtneyguest@tamu.edu</a> |
|   | <b>Katie Zender</b>   | 979-436-0535 | <a href="mailto:katiezender@tamu.edu">katiezender@tamu.edu</a>     |
|   | <b>Kaitlyn Rogers</b> | 979-436-0227 | <a href="mailto:kaitlynrogers@tamu.edu">kaitlynrogers@tamu.edu</a> |
|   | <b>Cortney Graves</b> | 979-436-9054 | <a href="mailto:graves@tamu.edu">graves@tamu.edu</a>               |
| <b>Houston (EnMed)</b>  | <b>Angela Cortez</b>  | 713-677-7903 | <a href="mailto:amcortez@tamu.edu">amcortez@tamu.edu</a>           |
|   | <b>Leslie Rojas</b>   | 713-677-7901 | <a href="mailto:lrojas@tamu.edu">lrojas@tamu.edu</a>               |
|   | <b>Makenzie Hearn</b> | 713-677-7912 | <a href="mailto:hearnmn@tamu.edu">hearnmn@tamu.edu</a>             |

## Pre-Clerkship Curriculum Courses and Course Directors

| Course              |             |                         |                            | Campus                 | Course Directors          | Phone  | Email  |
|---------------------|-------------|-------------------------|----------------------------|------------------------|---------------------------|--|--|
| Foundation Blocks   | FOM I       | S1                      | Foundations of Medicine I  | BCS                    | Diane Chico, PhD          | 979-436-0323   | <a href="mailto:chico@tamu.edu">chico@tamu.edu</a>                         |
|                     |             |                         |                            |                        | Shannon Glaser, PhD       | 979-436-9260   | <a href="mailto:Sglaser@tamu.edu">Sglaser@tamu.edu</a>                     |
|                     |             |                         |                            | EnMed                  | Thomas Peterson, PhD      | 713-677-7594   | <a href="mailto:tvp@tamu.edu">tvp@tamu.edu</a>                             |
|                     | FOM II      | S1                      | Foundations of Medicine II | BCS                    | Steve Maxwell, PhD        | 979-845-7206   | <a href="mailto:s-maxwell@tamu.edu">s-maxwell@tamu.edu</a>                 |
|                     |             |                         |                            |                        | Dustin DuBois, PhD        | 979-436-0327   | <a href="mailto:dubois@tamu.edu">dubois@tamu.edu</a>                       |
|                     |             |                         |                            | EnMed                  | Thomas Peterson, PhD      | 713-677-7594   | <a href="mailto:tvp@tamu.edu">tvp@tamu.edu</a>                             |
|                     | MGA         | S1                      | Medical Gross Anatomy      | BCS                    | John Hubbard, PhD         | 979-436-0789   | <a href="mailto:jkhubbard@tamu.edu">jkhubbard@tamu.edu</a>                 |
|                     |             |                         |                            |                        | Katherine Brakora, PhD    | 979-436-0326   | <a href="mailto:kbrakora@tamu.edu">kbrakora@tamu.edu</a>                   |
|                     |             |                         |                            | EnMed                  | Leslie Day, PhD           | 713-677-7592   | <a href="mailto:lday@tamu.edu">lday@tamu.edu</a>                           |
|                     | Neuro       | S2                      | Neuroscience               | BCS                    | David Earnest, PhD        | 979-436-0328   | <a href="mailto:dearnest@tamu.edu">dearnest@tamu.edu</a>                   |
|                     |             |                         |                            |                        | Ursula Winzer-Serhan, PhD | 979-436-0330   | <a href="mailto:winzer-serhan@tamu.edu">winzer-serhan@tamu.edu</a>         |
|                     |             |                         |                            | EnMed                  | Robert Tsai, MD, PhD      | 713-677-7690   | <a href="mailto:robsai@tamu.edu">robsai@tamu.edu</a>                       |
| ID                  | S2          | Introduction to Disease | BCS                        | Gregg Wells, MD, PhD   | 979-436-0780              | <a href="mailto:gbwells@tamu.edu">gbwells@tamu.edu</a>                   |  |
|                     |             |                         |                            | Laura West, PhD        | 979-436-0599              | <a href="mailto:lwest@tamu.edu">lwest@tamu.edu</a>                       |  |
|                     |             |                         | EnMed                      | Margie Moczygemba      | 713-677-7680              | <a href="mailto:mmoczygemba@tamu.edu">mmoczygemba@tamu.edu</a>           |  |
|                     |             |                         |                            | Michael Paolini II, MD | 713-677-7593              | <a href="mailto:michael.paolini2@tamu.edu">michael.paolini2@tamu.edu</a> |  |
| Organ System Blocks | CV          | S2                      | Cardiovascular             | BCS                    | Jerome Trzeciakowski, PhD | 979-436-0388   | <a href="mailto:jpt@tamu.edu">jpt@tamu.edu</a>                             |
|                     |             |                         |                            |                        | Travis Hein, PhD          | 254-598-8043   | <a href="mailto:thein@tamu.edu">thein@tamu.edu</a>                         |
|                     |             |                         |                            | EnMed                  | Carl Tong, PhD            | 254-742-7033   | <a href="mailto:ctong@tamu.edu">ctong@tamu.edu</a>                         |
|                     | Respiratory | S2                      | Respiratory                | BCS                    | Dustin DuBois, MD         | 979-436-0327   | <a href="mailto:dubois@tamu.edu">dubois@tamu.edu</a>                       |
|                     |             |                         |                            |                        | Robert Black, MD          | 214-824-8521   | <a href="mailto:Robert.black@bswhealth.org">Robert.black@bswhealth.org</a> |
|                     |             |                         | EnMed                      | David Zawieja, PhD     | 254-231-1500              | <a href="mailto:dcz@tamu.edu">dcz@tamu.edu</a>                           |  |

| Organ System Blocks            |          |                                |                                   |                           |                                 |  |  |
|--------------------------------|----------|--------------------------------|-----------------------------------|---------------------------|---------------------------------|--|--|
| Organ System Blocks            | Hem/Onc  | S3                             | Hematology/<br>Oncology           | RR                        | Rania Cannaday,<br>MD           | 512-341-4929   | <a href="mailto:cannaday@tamu.edu">cannaday@tamu.edu</a>                             |
|                                |          |                                |                                   | D                         | John Pippen, MD                 | 214-370-1000   | <a href="mailto:John.Pippen@usoncology.com">John.Pippen@usoncology.com</a>           |
|                                |          |                                |                                   | EnMed                     | Heather Hoffmann,<br>MD         | 713-677-7616   | <a href="mailto:hfhoffmannmd@tamu.edu">hfhoffmannmd@tamu.edu</a>                     |
|                                | Renal/GU | S3                             | Renal/Genitourinary               | T                         | Don Chaffer, MD                 | 254-865-2166   | <a href="mailto:donchaffer@tamu.edu">donchaffer@tamu.edu</a>                         |
|                                |          |                                |                                   | BSC                       | Emily Wilson, PhD               | 979-436-9142   | <a href="mailto:emilyw@tamu.edu">emilyw@tamu.edu</a>                                 |
|                                |          |                                |                                   | EnMed                     | Douglas Baxter, PhD             | 713-677-7487   | <a href="mailto:baxter@tamu.edu">baxter@tamu.edu</a>                                 |
|                                | Met/GI   | S3                             | Metabolism/GI/<br>Nutrition       | D                         | Lawrence Schiller,<br>MD        | 214-532-1926<br>(cell)   | <a href="mailto:lawrence.schiller@bswhealth.org">lawrence.schiller@bswhealth.org</a> |
|                                |          |                                |                                   | BCS                       | Paul Brandt,<br>PhD             | 979-436-0246   | <a href="mailto:pbrandt@tamu.edu">pbrandt@tamu.edu</a>                               |
|                                |          |                                |                                   | EnMed                     | Julian Hurdle                   | 713-677-7572   | <a href="mailto:jhurdle@tamu.edu">jhurdle@tamu.edu</a>                               |
| Endo/Repro                     | S3       | Endocrinology/<br>Reproduction | BCS                               | Cindy Meininger,<br>PhD   | 979-436-9263                    | <a href="mailto:cjm@tamu.edu">cjm@tamu.edu</a>                                 |  |
|                                |          |                                |                                   | Paul Brandt, PhD          | 979-436-0246                    | <a href="mailto:pbrandt@tamu.edu">pbrandt@tamu.edu</a>                         |  |
|                                |          |                                | EnMed                             | Bhargavi Patham,<br>MD    | 713-441-4451                    | <a href="mailto:bpatham@houstonmethodist.org">bpatham@houstonmethodist.org</a> |  |
| Integ/Mus                      | S3       | Integument/<br>Musculoskeletal | T/BCS                             | Cindy Meininger,<br>PhD   | 979-436-9263                    | <a href="mailto:cjm@tamu.edu">cjm@tamu.edu</a>                                 |  |
|                                |          |                                |                                   | Katherine Brakora,<br>PhD | 979-436-0326                    | <a href="mailto:kbrakora@tamu.edu">kbrakora@tamu.edu</a>                       |  |
|                                |          |                                | EnMed                             | Emily Wilson, PhD         | 979-436-9142                    | <a href="mailto:emilyw@tamu.edu">emilyw@tamu.edu</a>                           |  |
| Thread Courses & Intersections | PoM 1    | S1                             | Practice of<br>Medicine 1         | BCS                       | Patricia Watson, MD             | 979-436-0515   | <a href="mailto:pkwatsonmd@tamu.edu">pkwatsonmd@tamu.edu</a>                         |
|                                |          |                                |                                   |                           | Jose Florez-Arango,<br>MD, PhD  | 979-436-0667   | <a href="mailto:josefflo@tamu.edu">josefflo@tamu.edu</a>                             |
|                                |          |                                |                                   | EnMed                     | Ericka Greene, MD               | 713-363-7310   | <a href="mailto:egreene@houstonmethodist.org">egreene@houstonmethodist.org</a>       |
|                                | PoM 2    | S2                             | Practice of<br>Medicine 2         | BCS                       | Patricia Watson, MD             | 979-436-0515   | <a href="mailto:pkwatsonmd@tamu.edu">pkwatsonmd@tamu.edu</a>                         |
|                                |          |                                |                                   |                           | Jose Florez-Arango,<br>MD, PhD  | 979-436-0667   | <a href="mailto:josefflo@tamu.edu">josefflo@tamu.edu</a>                             |
|                                |          |                                |                                   | EnMed                     | Ericka Greene, MD               | 713-363-7310   | <a href="mailto:egreene@houstonmethodist.org">egreene@houstonmethodist.org</a>       |
|                                | PoM 3    | S3                             | Practice of<br>Medicine 3<br>HEAL | BCS                       | <b>Craig Borchardt,<br/>PhD</b> | 979-821-2266   | <a href="mailto:cwborchardt@tamu.edu">cwborchardt@tamu.edu</a>                       |
|                                |          |                                |                                   | D                         | Mark Casanova, MD               | 214-820-9248   | <a href="mailto:mark.casanova@bswhealth.org">mark.casanova@bswhealth.org</a>         |
|                                |          |                                |                                   | T                         | Paul Mansour                    | 254-724-1243   | <a href="mailto:paul.mansour@bswhealth.org">paul.mansour@bswhealth.org</a>           |
|                                |          |                                |                                   | EnMed                     | Janet Malek, MD                 | 713-798-5169   | <a href="mailto:janet.malek2@bcm.edu">janet.malek2@bcm.edu</a>                       |



| Thread Courses Intersections |                 |   |  |                                 |                     |  |
|------------------------------|-----------------|---|--|---------------------------------|---------------------|--|
| PoM 3                        | S3              | Practice of Medicine 3<br>O.C. Cooper Preceptorship | BCS  | Jose Florez-Arango, MD, PhD     | 979-436-0667        | <a href="mailto:josefflo@tamu.edu">josefflo@tamu.edu</a>                                       |
|                              |                 |   | D  | William Christensen, MD         | 214-828-5775        | <a href="mailto:William.Christensen@BSWHealth.org">William.Christensen@BSWHealth.org</a>       |
|                              |                 |   |  | Uyen Thi Cao, MD                | 214-820-1335        | <a href="mailto:UyenThi.Cao@BSWHealth.org">UyenThi.Cao@BSWHealth.org</a>                       |
|                              |                 |   | T  | <b>Penny Holland-Barkis, MD</b> | 254-771-8211        | <a href="mailto:penelope.hollandbarkis@bswhealth.org">penelope.hollandbarkis@bswhealth.org</a> |
|                              |                 |   |  | Robin Dauterive, MD             | 617-721-9943        | <a href="mailto:robin.dauterive@bswhealth.org">robin.dauterive@bswhealth.org</a>               |
| EnMed                        | Janet Malek, MD | 713-798-5169  | <a href="mailto:janet.malek2@bcm.edu">janet.malek2@bcm.edu</a> |                                 |                     |  |
| MSGR                         | S2              | Medical Student Grand Rounds                        | BCS  | Steve Maxwell, PhD              | 979-436-0804        | <a href="mailto:s-maxwell@tamu.edu">s-maxwell@tamu.edu</a>                                     |
|                              |                 |   |  | Robin Fuchs-Young, PhD          | 512-699-3704 (cell) | <a href="mailto:fuchs-young@tamu.edu">fuchs-young@tamu.edu</a>                                 |
|                              |                 |   | EnMed  | Doug Baxter, PhD                | 713-677-7487        | <a href="mailto:baxter@tamu.edu">baxter@tamu.edu</a>   |
| EBMSR                        | S2              | Evidence Based Medicine & Scholarly Research        | BCS  | Gregg Wells, MD, PhD            | 979-436-0780        | <a href="mailto:gbwells@tamu.edu">gbwells@tamu.edu</a>   |
|                              |                 |   | D  | <b>Vincent VanBuren, PhD</b>    | 512-341-4992        | <a href="mailto:vanburen@tamu.edu">vanburen@tamu.edu</a>                                       |
|                              |                 |   | T  | Chris Johnson, MD               | TBD                 | <a href="mailto:chris.johnson@bswhealth.org">chris.johnson@bswhealth.org</a>                   |
| CSIEs                        | All             | Clinical Synthesis and Integration Exercise         | RR   | <b>Rania Cannaday, MD</b>       | 512-341-4929        | <a href="mailto:cannaday@tamu.edu">cannaday@tamu.edu</a>                                       |
|                              |                 |   | D  | John Pippen, MD                 | 214-370-1000        | <a href="mailto:john.pippen@usoncology.com">john.pippen@usoncology.com</a>                     |
|                              |                 |   | T  | Scott Wieters, MD               | 254-724-8878        | <a href="mailto:wieters@tamu.edu">wieters@tamu.edu</a>   |
|                              |                 |   | BCS  | <b>Laura West, PhD</b>          | 979-436-0599        | <a href="mailto:lwest@tamu.edu">lwest@tamu.edu</a>   |
| CPCs                         | All             | Clinicopathological Correlations                    | RR   | <b>Rania Cannaday, MD</b>       | 512-341-4929        | <a href="mailto:cannaday@tamu.edu">cannaday@tamu.edu</a>                                       |
|                              |                 |   | D  | Joseph Guileyardo, MD           | 214-505-7568        | <a href="mailto:joseph.guileyardo@bswhealth.org">joseph.guileyardo@bswhealth.org</a>           |
|                              |                 |   | T  | Frank Shan, MD                  | 254-724-9361        | <a href="mailto:Yuan.shan@bswhealth.org">Yuan.shan@bswhealth.org</a>                           |
|                              |                 |   | BCS  | Michael Cohen, MD               | 979-776-2432        | <a href="mailto:mcohen@exchange.tamu.edu">mcohen@exchange.tamu.edu</a>                         |
|                              |                 |   | EnMed  | Heather Hoffmann, MD            | 713-677-7616        | <a href="mailto:hfhoffmannmd@tamu.edu">hfhoffmannmd@tamu.edu</a>                               |
| MS                           | All             | Medical Spanish Elective                            | BCS  | Mark Sicilio, MD                | 979-436-0520        | <a href="mailto:sicilio@tamu.edu">sicilio@tamu.edu</a>   |

S1, S2 and S3 refer to Semester 1, Semester 2 and Semester 3, respectively

BCS: Bryan College Station

T: Temple

D: Dallas

RR: Round Rock

EnMed: EnMed in Houston

Calendars 2020-2021  
Year 1: Class of 2024



| Week   | Date (First Day)    |   |
|--|---------------------|---|
|  | July 20, 2020       | <b>MANDATORY</b> Orientation                          |
| 1  | July 27             | Semester 1 Curriculum Begins                          |
| 2  | August 3            |   |
| 3  | August 10           |   |
| 4  | August 17           |   |
| 5  | August 24           |   |
| 6  | August 31           |   |
| 7  | September 7         |   |
| 8  | September 14        |   |
| 9  | September 21        |   |
| 10   | September 28        |   |
| 11   | October 5           |   |
| 12   | October 12          |   |
| 13   | October 19          |   |
| 14   | October 26          |   |
| 15   | November 2          |   |
| 16   | November 9          |   |
| 17   | November 16         |   |
| 18   | November 23         |   |
| <b>Thanksgiving Break: Thursday, November 26 – Friday, November 27, 2020</b> |                     |   |
| 19   | November 30         |   |
| 20   | December 7          |   |
| 21   | December 14         | <b>Semester 1 End Date: Friday, December 18, 2020</b> |
| <b>Winter Break: Saturday, December 19, 2020 – Sunday, January 3, 2021</b>   |                     |   |
| 22   | January 4           | Semester 2 Curriculum Begins                          |
| 23   | January 11          |   |
| <b>MLK Holiday: Monday, January 18, 2021</b>                                 |                     |   |
| 24   | January 19, Tuesday |   |
| 25   | January 25          |   |
| 26   | February 1          |   |
| 27   | February 8          |   |
| 28   | February 15         |   |
| 29   | February 22         |   |
| 30   | March 1             |   |
| 31   | March 8             |   |
| <b>Spring Break: Monday, March 15 – Friday, March 19, 2021</b>               |                     |   |
| 32   | March 22, Monday    |   |
| 33   | March 29            |   |
| 34   | April 5             |   |
| 35   | April 12            |   |
| 36   | April 19            |   |
| 37   | April 26            |   |
| 38   | May 3               |   |
| 39   | May 10              |   |
| 40   | May 17              |   |
| 41   | May 24              |   |
| <b>Memorial Day: Monday, May 31, 2021</b>                                    |                     |   |
| 42   | June 1, Tuesday     |   |
| 43   | June 7              |   |
| 44   | June 14             |   |
| 45   | June 21             | <b>Semester 2 End Date Friday, June 25, 2021</b>      |

\*All dates are subject to change  
Revised by Academic Affairs: 10.22.19  
Endorse by Curriculum Committee

## REQUIRED & RECOMMENDED TEXTBOOKS

Textbooks and additional learning resources are available at the following link:

<https://medicine.tamu.edu/current/textbooks.html>

Please consult your block/course syllabi for specific required or recommended textbooks, many of which are available as eBooks through the Medical Sciences Library (pages 7-9 of this manual).

## POSTING & RECORDING OF CURRICULAR MATERIAL

eCampus is the Texas A&M University Learning Management System. eCampus is the site the College of Medicine uses to store and distribute learning materials (handouts, slides, on-line learning modules, CSIEs, etc.), host lecture- and module-based quizzes, post class announcements and maintain student grades. Each block/course in the Pre-Clerkship curriculum will have a dedicated eCampus page wherein the aforementioned course/block-specific content will be accessible. Both students and faculty have access to this resource, which will be the primary tool you use to access information in the Pre-Clerkship curriculum. We have a paperless curriculum, so you will NOT receive a printed copy of any materials. You are expected to access class information via your computer or tablet. You are encouraged to make direct annotations to the electronic documents to prepare you for a medical career that will be completely digital.

Instructions for using eCampus:

- 1) Go to <https://ecampus.tamu.edu>
- 2) Enter your NET ID username and password. If you have forgotten or need to claim your NET ID, you may do so by visiting <https://gateway.tamu.edu/>
- 3) Click on the course title that you wish to access
- 4) If you have problems or comments, please contact the Office of Academic Technology, Media & Communications (ATMC) via their service request form at: <https://medicine.tamu.edu/academics/students/academic-technology/service-request.html> or by sending an e-mail to [OATHelp@tamu.edu](mailto:OATHelp@tamu.edu)
- 5) Please note that ATMC staff will address your concerns as quickly as possible during normal working business hours. If you have a concern after hours or on the weekend, your issue may not be addressed until normal working business hours are resumed.

## RECORDING OF CURRICULAR MATERIAL

Most lectures in the Pre-Clerkship curriculum will be recorded for your educational use. Other curricular events with educational relevance will be recorded as the need arises and if it is possible to record the event. It is the right of any faculty member to prohibit their recorded lecture from being posted. ***These recordings are provided as a review tool only and should not be considered a substitute for class attendance.*** Learning sessions specifically listed as MANDATORY and all OPTIONAL review sessions are generally not recorded.

Under normal conditions, recorded materials are guaranteed to be provided to you within 3 business

days after completion of the event and no sooner. Equipment failure, operator error or other unforeseen problems may cause the delay or loss of recordings of curricular events.

- The recordings will be available to you from a link posted on eCampus within the appropriate block/course.
- **All recordings posted on eCampus are downloadable. These recordings may NOT be distributed outside the Texas A&M University College of Medicine or altered in any manner.**
- The recommended viewer is VLC ([www.videolan.org/vlc/index.html](http://www.videolan.org/vlc/index.html))

If viewing problems arise, please contact [OATHelp@tamu.edu](mailto:OATHelp@tamu.edu).

### **Video Conference Lectures**

- **Expectations of Video Conference Lectures**

- Video conference lectures are not cable or DirecTV/Dish quality. There will be occasional pixilation and minor audio distortion.
- Most faculty are not actors nor frequent users of video conferencing, so they will sometimes walk out of camera view, mumble, forget to put on a microphone, and forget to acknowledge that there are other locations participating in the event.

- **Student Video Conferencing Etiquette**

- It is okay to ask a professor to speak up or adjust his/her microphone.
- It is okay to ask a professor to move something into view of the camera or microscope so that you can see it on your screen.
- You should project your voice when using microphones in classes and meetings (i.e. use your “video conference voice”).
- Please respect your colleagues when you are the remote site. Even though the professor being broadcast is not in your room, refrain from loud conversation because your colleagues may be trying to listen.

## **PRE-CLERKSHIP ATTENDANCE & ABSENCE POLICY**

Regular attendance is expected of all students studying to be physicians. Students are encouraged to ask questions and to seek clarification of points covered by the instructor during an event. Students should prepare by reading and studying the assigned materials before an event. Advanced preparation, regular attendance and interaction with instructors will aid students in their medical education.

The College of Medicine recognizes the need to achieve a balance between students’ personal and academic lives. As a result, we have implemented an attendance and absence policy that reinforces learning, while providing students some degree of flexibility. Many events in the Pre-Clerkship curriculum are not mandatory, though attendance is always encouraged. Events identified as mandatory involve important learning activities, clinical exercises, group activities, or outside speakers. Absences or late arrivals to these events are detrimental to the learning environment for everyone.

The Office of Academic Affairs administers the attendance and absence policy. Requests for excused absences must be submitted through the [Pre-Clerkship Absence Request Form at https://medicine.tamu.edu/academics/students/absence-forms/pre-clerkship-absence.html](https://medicine.tamu.edu/academics/students/absence-forms/pre-clerkship-absence.html). Course

directors, teaching faculty, and educational support staff do NOT handle attendance or absence related matters, nor can they adjust decisions. Students with recurring absences (excused or unexcused) or late arrivals to events will be required to meet with Academic Affairs.

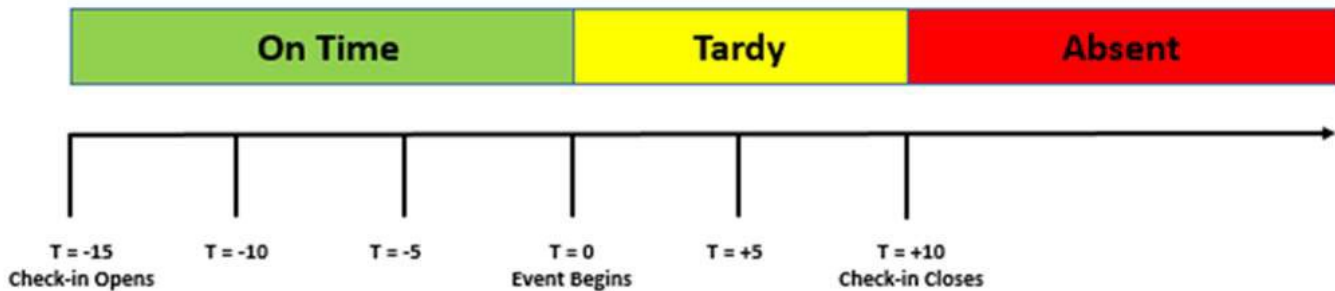
The following terms and definitions are used in this policy:

- *Non-mandatory Events* – Events not designated as “mandatory” in a course syllabus/schedule. Attendance is not recorded at non-mandatory events. Attendance at these events is strongly encouraged, but students may choose to view the recording (if available) later. Students are responsible for learning the content of all non-mandatory events as it may be testable material.
- *Mandatory Events* – Events designated as “mandatory” in the course syllabus/schedule that require attendance. Attendance (including tardy information) is recorded at all mandatory events. Students are expected to arrive on time and attend mandatory events to their completion.
- *Absence* – Failure to attend a mandatory event, or checking in to a mandatory event > 10 minutes after the event’s scheduled start time

- **Tardy** – Arriving at a mandatory event after the scheduled start of the event (T=0) up to 10 minutes after the event’s scheduled start time (T=+10)
- **Semester** – For the purposes of the College of Medicine, Fall semester runs from July through December, and Spring semester runs from January through June. There are 3 semesters in the Pre-Clerkship medical curriculum.
- **Graded Activity** – Any activity designated in the grading component of a course’s syllabus.
- **Excused Absence/Tardy** – An absence/tardy in which students are allowed to make up missed course work without penalty.
- **Unexcused Absence/Tardy** – An absence/tardy in which students *are NOT allowed to make up missed course work and* may also encounter a *grade penalty in that course.*

### Attendance Timeline

The following timeline is used in measuring attendance at all mandatory events except exams. Exam timelines and procedures are communicated to students before each exam.



### Attendance Recordkeeping

It is the student’s individual responsibility to check in to all mandatory events. **Checking in for another student, or circumventing the check-in geolocation technology, is considered academic dishonesty and will subject the student(s) to disciplinary action up to and including dismissal.**

Attendance (including tardy information) is recorded using one of two methods -- paper sign-in or electronic check-in. Most events utilize electronic check-in. Some events (exams, OSCEs, etc.) disallow electronic check-in or have additional security protocols which require paper sign-ins. Please remember to sign your name legibly for any events using a paper sign-in.

Students are required to document any missed check-in, or check-ins later than 10 minutes after a mandatory event’s scheduled start time (T+10), using the [Pre-Clerkship Absence Request Form](#) within 24 hours of the event. Academic Affairs will determine if the request is excused or unexcused and communicate the decision to the student and the course directors.

## ***Excused versus Unexcused Absence/Tardy***

An excused absence/tardy may be requested in the case of:

1. Physician-documented illness serious enough to prevent attendance<sup>1</sup>
2. Participation in legal proceedings with documentation
3. Death or illness of a family member
4. Observance of a religious holy day
5. Presenting or serving as a College of Medicine delegate in a local, state, national medical/science conference
6. **Other situations may qualify as excused absences and will be evaluated by Academic Affairs on a case-by-case basis.**
7. Documentation may be required for repetitive absences even if excused

It is the student's responsibility to provide documentation to substantiate an excused absence within 3 days of returning to school. Confidential information may be redacted from this documentation.

A student with an excused absence may view recorded materials (when available) for the mandatory event missed and is permitted to make up any graded activity for the event without penalty. The Pre-Clerkship Team coordinator assigned to the course will schedule the make-up activity in collaboration with the student and the course directors.

## ***Consequences of an Unexcused Absence/Tardy***

- An **unexcused absence** will result in a **1-point deduction** from the student's individual final course grade per occurrence.
  - *If a graded activity was missed during the event, the student may contact the course director to determine if the graded activity can be made up for non-graded educational purposes. Any graded activities missed will incur a grade of zero (0).*
- An **unexcused tardy** will result in a **1/2-point deduction** from the student's individual course grade per occurrence. If a student arrives tardy but in time to take an assessment, the student may complete the scheduled assessment for a grade.
- A student with more than 2 unexcused absences/tardies will be ineligible for honors designation in that course.
- A student with 3 or more unexcused absences/tardies per semester will be referred to the Student Promotions Committee. The Student Promotions Committee, at their discretion, may provide additional consequences, including but not limited to, placement on the early concern list, placement of the student on probation and possibly may include dismissal.

## ***Student Support/Intervention***

- Students with 2 or more attendance concerns (whether unexcused absences or tardies) in a Pre-Clerkship semester must meet with Academic Affairs.
- Students with a chronic or recurring medical condition may contact Student Affairs to document their condition. This will preclude repetitive doctor's notes.

## **PoM Course Attendance Policies**

The Practice of Medicine (PoM) courses have separate attendance policies. Please consult specific course syllabi for these attendance policies.

## **Weather-Related Matters and Attendance**

When dangerous weather or road conditions are forecast for your area, please stay tuned to your email and expect announcements from block/course and/or Pre-Clerkship leaders about impending plans and/or changes to the schedule. During the third semester of Pre-Clerkship training, students will be attending classes on multiple regional campuses. There will be times when inclement weather will strike one or multiple campuses. You, therefore, need to prepare to receive campus-specific information about impending plans and/or changes to the schedule because of weather or road conditions. It is highly advisable to utilize HSC Alert services – <https://tamhsc.edu/hscalert/>. You may also access the respective HSC-COM website for additional details.



## PRE-CLERKSHIP EXAMINATION SCHEDULE

### CLASS OF 2024 – AY 2020-21

**\*\*\* All exam dates are subject to change\*\*\***

| Exam Date            | Day               | Exam(s)  |
|----------------------|-------------------|--|
| <b>Semester 1</b>    |                   |  |
| August 21, 2020      | Friday            | Foundations of Medicine I - Written & Practical Exam 1<br>Medical Gross Anatomy – Written & Practical Exam 1   |
| September 4, 2020    | Friday            | Foundations of Medicine I - Written & Practical Exam 2<br>Medical Gross Anatomy – Written & Practical Exam 2   |
| September 25, 2020   | Friday            | Foundations of Medicine I - Written & Practical Exam 3<br>Medical Gross Anatomy – Written & Practical Exam 3   |
| October 19, 2020     | Monday            | Foundations of Medicine I - Written & Practical Exam 4<br>Medical Gross Anatomy – Written & Practical Exam 4 1 |
| November 5, 2020     | Thursday          | Medical Gross Anatomy – Written & Practical Exam 5   |
| November 23, 2020    | Monday            | Foundations of Medicine II - Exam 1  |
| December 4, 2020     | Friday            | Foundations of Medicine II - Exam 2  |
| December 14, 2020    | Monday            | Foundations of Medicine II - Exam 3  |
| December 7, 2020     | Monday            | Practice of Medicine 1 – Comprehensive Exam  |
| December 17, 2020    | Thursday          | NBME   |
| December 15-16, 2020 | Tuesday-Wednesday | Practice of Medicine 1 OSCEs   |
| January 8, 2021      | Friday            | Semester 1 Remediation Exams   |
| <b>Semester 2</b>    |                   |  |
| January 15, 2021     | Friday            | Neuroscience Exam 1  |
| January 29, 2021     | Friday            | Neuroscience Exam 2  |
| February 5, 2021     | Friday            | Neuroscience Exam 3  |
| March 19, 2021       | Friday            | Neuroscience Remediation Exam  |
| February 22, 2021    | Monday            | Introduction to Disease – Exam 1   |
| March 5, 2021        | Friday            | Introduction to Disease – Exam 2   |
| March 26, 2021       | Friday            | Introduction to Disease – Exam 3   |
| April 9, 2021        | Friday            | Introduction to Disease – Exam 4   |
| May 28, 2021         | Friday            | Introduction to Disease – Remediation Exam   |
| TBD                  | TBD               | Practice of Medicine 2 – Comprehensive Exam  |
| June 22, 2021        | Tuesday           | Practice of Medicine 2 – Remediation Exam  |
| April 22, 2021       | Thursday          | Cardiovascular - Exam 1  |
| May 5, 2021          | Wednesday         | Cardiovascular - Exam 2  |
| May 14, 2021         | Friday            | Cardiovascular - Exam 3  |
| June 22, 2021        | Tuesday           | Cardiovascular – Remediation Exam  |
| June 4, 2021         | Friday            | Respiratory - Exam 1   |
| June 17, 2021        | Thursday          | Respiratory - Exam 2   |
| June 24, 2021        | Thursday          | Respiratory – Remediation Exam   |
| June 18, 2021        | Friday            | NBME Exam – Comprehensive Basic Science Exam   |

## EXAMINATION PROCEDURES & POLICIES

### General Examination Information

Until further notice, exams will be conducted online. Procedures will be communicated. Details regarding specific block and course examinations can be found within the respective block/course syllabi. Prior to each examination, you will receive a communication from Educational Support Staff (Office of Academic Affairs) to inform you of how many questions will be on the examination, and how much time you will have to complete the examination. **NOTE: You are required to bring your COM supplied computer, AC adaptor and Ethernet cable with you to the examination. You will be given specific instructions about online testing procedures at a later date.**

During the examination, you will be allowed one sheet of paper, on which you can make notes and calculations for your own use.

Because of the integrated nature of each examination, it will not be possible for examination proctors to answer questions of interpretation that may arise during the block examinations.

After completion of the examination, you will receive a preliminary raw score for your written exams only. After faculty have completed a detailed examination question analysis and all students have taken the examination, you will receive a final examination score (both written and practical if a practical exam was given). Typically, examination results will be released on eCampus within three to five working days following an examination, but may take longer under certain circumstances.

### Examination Absence Policy

**Attendance at all scheduled examinations (or graded activities designated as major assessments) is MANDATORY.**

Any student absent because of illness must have written justification from his or her physician. In other types of emergency situations, students must also provide documentation or some means of proof, as is reasonable. It is also required that every attempt be made to inform the appropriate faculty and staff and/or Office of Student Affairs about the reason for the absence prior to the examination. **If you are unable to take a major assessment due to illness or unforeseen circumstance, at your earliest convenience you must contact: 1) the pertinent block/course leaders/directors; AND 2) appropriate educational support staff (PCT staff).** These contacts are to inform the Pre-Clerkship leaders about the situation that will result in the student being absent from the examination. This is a separate step from submitting a request for an excused absence. All excused absence requests must be submitted through the Office of Academic Affairs in accordance with the Pre-Clerkship Absence Policy.

**Absence from an examination/major assessment for other reasons must be excused by the Office of Academic Affairs at least 2 weeks BEFORE the scheduled examination.** If such a request is made in less than 2 weeks, it has to be brought about by a very serious circumstance.

All make-up examinations, if approved, must be taken no later than one week after the student returns to class. The make-up examination format will be determined by the block/course leaders on a case-by-case basis.

### **Tardiness or Absence Policy for Examinations**

Students are expected to **arrive 15 minutes prior to the scheduled start time** for an examination. Any student who arrives after the doors to the examination hall have been closed (10 minutes before the exam start time [T-10]) shall not be allowed to enter the examination hall. He/she must immediately submit an Absence Request Form. Depending upon the extent of tardiness, students may be allowed to immediately take the examination or, if tardiness has extended 31 minutes or more beyond the examination start time, be required to take the examination at a later time.

- Any student arriving for the examination after the doors to the examination hall have been closed and no more than 30 minutes late is deemed tardy. The student must submit an Absence Request Form and will be permitted to take the examination immediately. **If the student's absence request decision is unexcused, the maximum grade the student can earn will include a 20-point deduction from his/her achieved examination grade.** With regard to laboratory practical exams, students arriving late (T-9 minutes up to T+30 minutes) must immediately submit an Absence Request Form but will be permitted to take the examination at a later time determined by block leaders; if the absence request is deemed unexcused, the maximum grade the student can earn will include a 20-point deduction from his/her achieved practical examination grade. If there are subsequent components to the examination, the student will be allowed to take those as long as he/she arrives on time.
- Arrival beyond 30 minutes from the examination start time is deemed an absence. The student is required to immediately submit an Absence Request Form but the student will not be permitted to take the examination at that time. The student must take the examination at a later time determined by block/course leaders. **If the student's absence request decision is unexcused for arrival from T+31 minutes up to T+90 minutes, the maximum grade the student can earn will include a 30-point deduction from his/her achieved examination grade.** If there are subsequent components to the examination, the student will be allowed to take those as long as he/she arrives on time.
- If a student is more than 90 minutes late for an exam, they will receive a grade of zero on the examination. However, in order to not completely deny them the learning experience of seeing the content of the exam, they will be allowed to take the exam for no credit.

➤ A summary table of all of the above levels of tardiness/absence and point penalties is shown below

| Arrival Time                                | Student Status | Action By Student  | Consequence  |
|---|----------------|--|--|
| On or before<br>T-10 minutes                | On Time        | Take examination   | Standard scoring applies   |
| T-9 minutes up to<br>T+30 minutes           | Tardy          | 1. Fill out absence request form ASAP<br>2. Take examination ASAP            | <u>Excused Tardy:</u><br>Standard scoring applies<br><u>Unexcused Tardy:</u><br>20-point deduction from the student's achieved score     |
| T+31 minutes up to<br>T+90 minutes          | Absent         | 1. Fill out absence request form ASAP<br>2. Take examination at a later time | <u>Excused Absence:</u><br>Standard scoring applies<br><u>Unexcused Absence:</u><br>30-point deduction from the student's achieved score |
| T+91 minutes or beyond or<br>non-attendance | Absent         | 1. Fill out absence request form ASAP<br>2. Take examination at a later time | <u>Excused Absence:</u><br>Standard scoring applies<br><u>Unexcused Absence:</u><br>Record examination score of zero                     |

**Note:** T = time denoted on block/course schedule when the examination begins (i.e., 1:00 pm)

T-10 = time at which examination hall doors close (i.e., 12:50 pm)

T-15 = time expected for students to arrive in the examination hall (i.e., 12:45 pm)

### Absence Policy for Practice of Medicine (PoM) & OSCEs

The PoM courses have Objective Structured Clinical Exams (OSCEs) which have a separate policy for exam tardiness. For emergency absence or lateness to OSCEs, please contact your Practice of Medicine coordinator. Please refer to the respective PoM course syllabi for details on OSCE policies.

## **Administration of In-Person Examinations**

Pre-Clerkship blocks/courses will adhere to NBME policy for all in-house examinations, which includes an examination check-in procedure. Check-in tables will be located outside the lecture halls and will be open 30 minutes prior to the scheduled examination start time. Students MUST be in line 15 minutes prior to the examination start time. At check-in, students are required to present a photo I.D. and sign in on the roster. Staff will check each student's laptop and accessories to ensure only authorized items are brought into the examination hall, which include:

- Laptop, AC Power Adaptor and Ethernet Cable
- Mouse, Mouse Pad or ear plugs (headphones are NOT allowed)

With the exception of NOT escorting students to the bathroom, all other NBME rules relating to clothing, food, drinks including water, backpacks, etc. will be strictly enforced. **Students are not allowed to have the following in the examination room: backpacks, notes, coats, hats, hooded clothing, food or beverage (including water) or portable electronic devices, including cell phones. Please arrange to leave these items in your car or in your lockers during examinations.** Faculty and staff proctors will assure consistent adherence to these policies. Further details about NBME rules can be found at: <http://www.nbme.org/Schools/Subject-Exams/security.html>

All written examinations will be administered online using Exemplify computer-based testing software. Each student is responsible to have his or her own laptop/tablet, AC adaptor and Ethernet cable (and Ethernet-USB or Thunderbolt adaptor, if needed) for all examinations.

During the examination, students will not be allowed to ask questions regarding the content of examination items. Any concerns regarding the clarity of examination question(s) or comments about the examination in general should be brought to the attention of the block/course leaders using the comment window on Exemplify. The intent of this comment window is to invite constructive feedback about questions which you think are ambiguously worded, or have more than one best answer, based upon information presented by various instructors. These comments will be reviewed by faculty and considered in examination question analysis.

Upon completion of the examination, students should quietly assemble their belongings and bring their laminated sheet and NBME lab value sheets to the designated area in the examination room. Then, students should quietly vacate the testing area (including the entire lower level of HPEB), so as to respect fellow students who may still be taking the examination.

## **Administration of Virtual Examinations**

All Pre-Clerkship virtual exams will be administered using Exemplify computer-based testing software, and proctored using ExamMonitor and ExamID software programs. ExamID validates the students and ExamMonitor proctors the assessments. A virtual help session will be available for students to access technical support during the exam. Each student is responsible to have his or her own laptop/tablet, AC adaptor and Ethernet cable (and Ethernet-USB or Thunderbolt adaptor, if needed) for all examinations.

Pre-Clerkship block/course virtual examinations adhere to NBME Remote Proctoring Standardized Instructions for all virtual examinations. The only authorized items permitted in the testing area are:

- Laptop, AC Power Adaptor and Ethernet Cable
- Mouse, Mouse Pad or ear plugs (headphones are NOT allowed)

- Cell Phones to communicate with proctor if necessary (i.e., for a bathroom or water break)
- Blank scratch paper and pen/pencil. (Prior to starting the examination, students will be required to show both sides of their scratch paper to the camera in Exemplify.)

**Students are not allowed to have the following in the testing area: backpacks, notes, coats, hats, hooded clothing, food or beverage (including water), or other portable electronic devices.** The NBME lab value sheet (if necessary) is provided within the Exemplify exam as an attachment. Faculty and staff proctors assure consistent adherence to these policies by reviewing incident reports generated by ExamMonitor software.

During the examination, students are not allowed to ask questions regarding the content of examination items. Any concerns regarding the clarity of examination question(s) or comments about the examination in general should be brought to the attention of the block/course leaders using the comment window on Exemplify. The intent of this comment window is to invite constructive feedback about questions which you think are ambiguously worded, or have more than one best answer, based upon information presented by various instructors. These comments will be reviewed by faculty and considered in examination question analysis.

Upon completion of the examination, students should confirm they received the green screen to ensure their exam and proctoring file uploaded successfully. Students are required to destroy any scratch paper used during the examination.

### **Student Feedback of Examination Performance**

**For the first two Foundation blocks/courses (FOM 1 and MGA),** computer-based written and practical examination reviews will occur. Examination reviews will be conducted via Zoom and administered using Exemplify. Review of practical examinations, if applicable, will be conducted first.

Students can bring a printed grade report (written and practical exam) to the review session. Issues related to a specific question should be directed to the faculty lecturer or discipline leader after the review session.

❖ There are only 2 opportunities to leave the post-exam review:

1) **Students may leave the Zoom room following the practical examination review; prior to release of the written examination password;**

2) **Once the written examination password is displayed, you may NOT leave the room until verification is received that you have successfully uploaded your downloaded examination.**

- **If you downloaded a written and/or practical examination, irrespective of whether you view the examination or not, it must be uploaded.**

Backup computers will not be provided during the examination review session. The student review must be taken on the computer you took the exam on. No writing utensils are permitted during the exam review. A 360-degree view of your exam review space will be done to ensure adherence to this regulation.

For both the written and practical examinations, the examination review password will be briefly revealed at the beginning of the review. At the conclusion of the review, students must submit a “blank” exam to clear the student’s computer. When you are finished reviewing your exam, you must show a proctor the successful upload of the blank exam before you leave the Zoom room.

Review of Written Examinations:

Administered via Examplify and the duration will be 30 minutes.

Review of FOM I Practical Examinations:

Administered via Examplify and the duration will be up to 20 minutes.

There are NO reviews of Gross Anatomy Laboratory Practical examinations.

No additional options will be available to review the written or practical examinations.

**For all other courses**, the faculty in general ascribe to a two-tiered assessment system: On one level, students are given low-stakes quizzes and self-assessments. These are designed to be a formative type of assessment, and help build a student’s knowledge base. In general, students receive feedback about the quiz questions and answers, which helps form a deep understanding of key concepts. On the other level, students are given high-stakes examinations and major assessments. These are designed to test the student’s knowledge base and inform faculty of student achievement of learning objectives. For these summative assessments, students do not receive feedback about the exact question and answer. Rather, each student receives a detailed Strengths and Opportunities report about their individual exam. These cover a variety of parameters, so as to guide self-appraisal, future learning, and preparation for standardized national assessments. Students will thus be made aware of their own gaps and strengths in areas such as discipline, competency-based learning objectives, and USMLE content, among others.

Detailed analysis of item statistics by block/course leaders/directors is always performed on each high-stakes examination question, as is review of student-generated comments from the examination itself. Issues related to a specific question or concept should be directed to the block/course leader, faculty lecturer or discipline leader. Inquiries should be initiated via email with further discussion possible at the discretion of the faculty member.

## GRADING POLICIES

Successful passing of the Pre-Clerkship component of the medical school curriculum and advancement to the Clerkship curriculum requires that the student pass ALL blocks and courses of instruction. The final block/course grade is composed of several individual components that contribute to the grade, based on their weighting in the grading scheme developed by block/course leaders/directors. Therefore, the percentage that each component contributes to a final block/course grade will vary from block-to-block. At the beginning of each block/course, the course directors will discuss the grading scheme and graded activities for their block/course so students are aware of their responsibilities. A sample grading scheme for a single block/course is shown below:

| <u>Block Component</u>                  | <u>Percentage of Final Block Grade</u> |
|---|--|
| Exam 1 ( <i>major assessment</i> )      | 25%                                    |
| Exam 2 ( <i>major assessment</i> )      | 30%                                    |
| Exam 3 ( <i>major assessment</i> )      | 35%                                    |
| Other minor assessments (quizzes, TBLs) | 10%                                    |

### Block/Course Grades

Each final block or course grade is an independent grade that will be submitted to the Office of the Registrar and will appear on your academic transcript as a Pass (100-70) or Fail (69 or below). **Honors designation will be awarded to any student who satisfies two achievements for the block/course. First, the student must achieve a minimum, non-rounded score of 90.00% or greater. Second, the final block/course grade must be in the top 15% of the grades achieved by the full class. The designation of 15% will be calculated separately for the Traditional and the EnMed class cohorts.** The determination of the honors cut-off for each course will be made by calculating final block/course grade rounded to two decimal places. All students who receive a non-rounded score of 90.00% or greater **and** a score equal to or greater than the score achieved by the top 15% students in the class will be awarded honors designation. The number of students determined to represent the top 15% of the class will be calculated to two decimal places and rounded to the nearest whole number.

In addition to achievement of a final numerical grade eligible for honors distinction, students must satisfy the following criteria in that block or course:

- **No documented professionalism infractions in the block/course**
  - **No more than two unexcused absences/tardies from any mandatory class sessions**
  - **Timely completion of all required assignments**
- *For example:* 15% of a class consisting of 204 students calculates to 30.60, which would be rounded to 31 students. The final course grade rounded to two decimal places achieved by the student ranked number 31 represents the lower limit of the score necessary to achieve honors in the block/course. In the event that more than one student achieves this lower limit score rounded to two decimal places, all students achieving that score will be awarded honors designation.



**Passing a block/course in the Pre-Clerkship curriculum requires that the student have BOTH:**

- 1. an overall passing grade, defined as a numerical grade equal to or greater than 70, for the block/course based on the calculation from the block/course grading scheme; and**
- 2. a cumulative weighted average passing grade for all major assessments within the block/course.**

Each individual block/course grading scheme will define what constitutes “major assessments.” The major assessments will make up a minimum of 85% of the block/course grade. Successful block/course remediation will be required if a student fails to meet both or either of the two passing criteria listed above for the block/course. All blocks/courses in the Pre-Clerkship curriculum can be remediated.

**It is College of Medicine policy that final block or course grades including the weighted exam averages will be rounded up to the next highest number if the value is 0.50 or higher.** For example, a grade of 79.50 will be rounded up to an 80 whereas a 79.49 will be rounded down to a 79. The calculation of all assessment grades prior to the final grade will be rounded to two decimal points.

### **Quizzes**

A percentage of each block/course grade will be derived from scheduled and unscheduled quizzes. Unscheduled quizzes consist of questions from lectures (all disciplines). Scheduled quizzes may be administered during on-line modules, Team Based Learning (TBL) assessments, other sessions, clinico-pathologic correlations (CPCs), and laboratories (Histology, Gross Anatomy, Neuroscience). The number of questions for each quiz varies and the total number of quiz questions within each block/course is not pre-determined. Please note that unscheduled (pop) quizzes will be regarded in the same manner as the scheduled quizzes. Please refer to specific block/course syllabi for specific quiz gradecalculation.

### **NBME Customized Comprehensive Exam**

At the end of the Semester 1, students will be given a National Board of Medical Examiners (NBME) Customized Comprehensive Exam. This NBME exam includes questions in all science disciplines integrated from FOM I, FOM II and Medical Gross Anatomy. These questions are chosen from the NBME question bank with questions from previous versions of the United States Medical Licensure Exam (USMLE) Step 1, as well as individual NBME Subject exams in these science disciplines. The student’s score on this examination does not contribute towards any part of the student’s FOM I, FOM II or Medical Gross Anatomy final grade but requires MANDATORY attendance.

### **NBME Comprehensive Basic Science Exams**

The NBME Comprehensive Basic Science Exam (CBSE) is an exam that covers all content taught in the Basic Sciences and is good preparation for taking United States Medical Licensure Exam (USMLE) 1. This exam will be given at the end of the Semester 2 in June and again at the very end of the Pre-Clerkship curriculum in December of Semester 3 of Year 2. Scores on all of these NBME examinations, the Customized and CBSE, do not contribute towards any part of the student’s block/course grades or promotion to the Clerkship curriculum but require MANDATORY attendance. However, performance on the CBSE will likely impact how a student is counseled with regards to USMLE Step 1 preparation and testing.

## FAILURES & REMEDIATION POLICIES

**If a student fails even one block/course in the Pre-Clerkship curriculum, independent of block/course remediation status, he/she will be placed on Academic Warning by the Student Promotions Committee (SPC).**

All block/course remediation examinations will be faculty-generated comprehensive examinations based on the block/course content. The Practice of Medicine (PoM) courses have separate remediation policies; please consult their respective syllabi for further details. The remediation examination date for each block/course will be announced at the orientation of each block/course. Generally, remediation examinations will take place following each major holiday (e.g., Thanksgiving, New Year or Spring Break).

Students will have access to all recorded lectures and study materials in preparation for remediation examinations. It is the responsibility of the student to pursue focused self-study of examination materials. The student may contact the appropriate block/course leaders/directors or block/course faculty to clarify issues at a time convenient for both parties. It is highly recommended that students meet with the Office of Academic Support Services to setup a mentored remediation plan. Block/course lectures and/or structured sessions will NOT be reduplicated for an individual student as part of the remediation process. Remediation examinations will be administered through the Office of Academic Affairs.

**The student has one opportunity to take the remediation examination.** If a student fails to pass this remediation examination, his/her name will be forwarded to the SPC for discussion of a possible additional remediation plan, disciplinary action or dismissal. Each recommendation will be made based on the student's performance in all Pre-Clerkship blocks/courses and will be tailored to address that performance. The SPC will consider each recommendation on a case-by-case basis.

All students who fail a block/course will be allowed to take the block/course remediation examination. If the SPC decision requires a student to repeat all Foundations or Organ Systems blocks/courses before the remediation examination has taken place, the student is still allowed to take the remediation examination in order to improve his/her GPA by obtaining an F/P for a block/course grade instead of just an F.

Students need to be aware of the fact that remediation of a failed block/course does not constitute retaking the block/course. **Successful remediation will not erase the F grade in the block/course.** The block/course grade on the student's transcript will be recorded as an F/P. Remediation is an opportunity for a student to demonstrate competence in the failed block/course subject matter to a level that is acceptable to the block/course leadership. The numerical number sent to Student Affairs for GPA calculation will be one (1) grade point per credit hour. Please consult the Student Handbook for further details about grade reporting. **For purposes of student probation or advancement, remediating a failed block does not change the fact that it was failed.**

Block/course leaders/directors will determine if any other separate components (e.g., professional behavior, etc.) of their block/course, other than major assessments, must be passed in order to successfully remediate the failed block/course. Block/course leaders, in concert with specific instructors, will determine how these components in their blocks or courses will be remediated.

**All Pre-Clerkship blocks/courses must be successfully passed or remediated in order to advance to the Clerkship Curriculum.**

## PROFESSIONALISM

The development and maintenance of a professional attitude is an ongoing responsibility of each student. Professional behavior is derived not from rules or regulations but from a personal commitment to act in a way which serves the best interests of all, e.g. the clients or patients served, colleagues, the profession, society, as well as one's own family and self. Professional behavior is expected of all students when they are representing the Texas A&M College of Medicine.

**Professionalism is a critical and mandatory component that will be addressed in every component of the College of Medicine curriculum.** At this stage of your career, the faculty believes that students need to be introduced to self and peer evaluation processes and wants to assist students in becoming aware of their professional attitudes and behaviors. This process is neither a punitive nor a vindictive process, and should not be viewed or treated as such. Only through honest self and peer assessments are personal weaknesses or deficits identified, and positive behavior modification steps initiated. This tool is designed to be used as a constructive and proactive tool for identifying early behaviors that need modification and corrective action.

The Aggie Core Values:

- Excellence: An unwavering desire and commitment to greatness
- Integrity: Doing the right things regardless of the circumstances or personal consequences
- Leadership: Inspiring others to follow through the strength of one's character
- Loyalty: Dedication to our nation, our state, our university, our families and those institutions and values which we individually hold dearest
- Respect: Earned through the consistency of character
- Selfless Service: Giving of one's self for the greater good, without regard to personal gain or recognition

Examples of Professional Behavior Include:

- Demonstrates a positive attitude toward learning (participates, shows enthusiasm, uses constructive criticism to improve, strives for excellence)
- Demonstrates initiative and self-motivation by showing up prepared to learn; willingness to contribute to the learning of others
- Reliability – can be counted on to be punctual, to complete assignments
- Accountability – willingness to accept responsibility; knows his/her limitations; willingness to seek help
- Contacts peers and appropriate personnel in a timely fashion when issues arise that affect student's attendance (e.g., accident, illness)

Examples of Unprofessional Behavior Include:

- Rude behavior to faculty, staff, and classmates
- Conducts self at the bare minimum that reflects mediocrity and a lack of awareness towards 'excellence is the goal'
- Demonstrates passivity or lack of interest in learning
- Demonstrates a negative attitude (e.g., frequent complaining, inciting others to complain)
- Failing to show up for required student activities and/or agreed-upon group sessions without excuse
- Unpunctual or delayed response to faculty/staff-initiated correspondence or requests

A complete description of Professionalism for Medical Students can be found in the Texas A&M University Health Science Center College of Medicine Student Handbook produced by the Office of Student Affairs: <https://medicine.tamu.edu/student-affairs/pdf/handbook.pdf>

## **CURRICULUM & FACULTY EVALUATION**

The [Office of Evaluation and Assessment \(OEA\)](#) is responsible for evaluating all curriculum components and their individual blocks and courses. Administration of the block/course evaluations will be through the Blue system. Student evaluations of all blocks, courses and instructors' teaching in the medical school curriculum are an important means for the OME to monitor and obtain useful information for improving the medical education program. The COM truly values students' questionnaire ratings and comments about their educational experiences; student feedback is routinely included in course and teaching reviews.

**Completion of block and course evaluations is a mandatory exercise for all students. In addition, each instructor will be evaluated by a random student sample including 1/3 of the class during each block/course.** You will be notified which instructors you are required to evaluate. If you do not receive a mandatory evaluation for an instructor, and would like to provide feedback, please access and complete the Virtual Feedback Form (see below). All student responses are collected confidentially; the OEA can identify students in order to monitor evaluation completion. However, all student responses provided to course directors or teaching faculty will remain anonymous. **Students are required to complete online evaluations of each block/course/instructor as assigned by the provided deadline. Noncompliance will be referred to the Office of Academic Affairs.**

You will receive instructions on how to access and complete your online curriculum evaluations during orientation and again after you have completed the first Foundations block.

In addition to completing ratings as part of the evaluation process, you will have an opportunity to comment on the strengths and weaknesses of each block/course. Student comments need to be **constructive and professional in nature** to assure they will be taken seriously and lead to improvement. The use of confrontational, derisive or sarcastic language is not considered constructive or professional and only diminishes the credibility of your evaluation. With this understanding, all ratings and comments are welcome. Constructive comments about individual teachers are also welcome. Students are encouraged to offer supporting comments that express a positive learning experience in order to make the curriculum stronger.

An optional [Virtual Feedback Form](#) is available for all students throughout the year. All comments are anonymous and will be collected periodically by the Office of Evaluation and Assessment and communicated to the appropriate parties. This form does not replace your Block/Course or Faculty evaluation. If you have immediate concerns, please contact your block/course directors. If you have any questions please email the Office of Evaluation and Assessment: [COM-OEA@tamu.edu](mailto:COM-OEA@tamu.edu).

## AUDITING POLICIES

A Texas A&M University Health Science Center College of Medicine student who is on a leave of absence may regularly attend non-mandatory classes as an observer after securing permission from the Office of Academic Affairs in which the course is offered. The student does not have the privilege to participate in mandatory sessions, including laboratory, small groups and examinations, nor will they be allowed to take other assessments, such as quizzes.

The PoM courses have separate auditing requirements. After securing permission from the Office of Academic Affairs, the student may attend the classes in PoM didactic lectures only as an observer. The auditing student does not have the privilege to participate in Preceptorship activities. In addition, the student does not have the privilege to participate in small group sessions, White Coat shadowing experiences, simulation center activities or the service-learning project, quiz, quiz review and examinations for PoM.

## MEDICAL SCIENCES LIBRARY RESOURCES

There are several options available to access required and recommended textbooks and other useful reference materials through Texas A&M University's Medical Sciences Library (MSL). eBook collections, including Clinical Key and Access Medicine databases, provide ebooks and learning reference material. For example, two required textbooks: *Netter's Atlas of Human Anatomy* and *Robbins & Cotran Pathologic Basis of Disease* (Big Robbins) are available through Clinical Key; the two recommended pharmacology textbooks are available through the Access Medicine database. In addition, Evidence-Based Medicine resources, *Bates' Visual Guide to Physical Examinations* and *First Aid Step Prep* books, just to name a few, are also available as electronic resources. Many other resources are available in print format, and may be checked out from the MSL at all COM campus locations. Availability of both print and electronic resources may be checked in the MSL's catalog at: <https://chiron.tamu.edu/vwebv/searchBasic>

To access these electronic learning resources:

1. Go to: <http://guides.library.tamu.edu/medicine>
2. Click on the link to the textbook, database or resource
3. Enter your **NetID** login name and password
4. A new window will open with the search results

Note that there are many other excellent texts and resources at the MSL's website available to you for reference materials. Some of the case studies are particularly interesting and useful. We encourage you to use them.

## ADDITIONAL RESOURCES

Pre-Clerkship leadership would like to reference the following policies outlined in the College of Medicine [Student Handbook](#).

- Attendance
  - Professionalism
  - Dress Code
  - Honor Code Policy
  - Early Concern Policy
  - Student Code of Conduct
- 
- Mistreatment Policy (Standards of Conduct in the Teacher-Learner Relationship). Students can also find this policy and reporting mechanisms online at: <https://medicine.tamu.edu/current/student-mistreatment.html>
  - A student may also report mistreatment via phone by calling 1-855-397-9835.

Additionally, there will be specific instructions regarding mandatory professional dress requirements in the presence of patients (in the classroom, on a field trip, or in preceptorship/clinic settings). Be aware that regional campuses may have modifications to dress code policies. When visiting regional campuses, be sure to obtain information on campus-specific expectations of dress code.

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### **OFFICE OF ACADEMIC SUPPORT SERVICES**

**Angela Hairrell, Ph.D.** | Director of Academic Support Services

Bryan: HPEB 1040 | ph: 979.436.0236 | mobile: 979.219.1582 | [ahairrell@tamu.edu](mailto:ahairrell@tamu.edu)

*Dr. Hairrell is primarily responsible for students in BCS.*

**Chris Diem '05, M.Ed.** | Associate Director for Academic Support Services

Temple: MEC 409 | ph: 254.724.8814 | [diem@tamu.edu](mailto:diem@tamu.edu)

*Mr. Diem is primarily responsible for students in Temple, Dallas and Round Rock.*

**Erica Chance, Ed.D** | Assistant Director for Academic Support Services

Houston: WP 608 | ph: 713.677.7670 | [chancee@tamu.edu](mailto:chancee@tamu.edu)

*Dr. Chance is primarily responsible for students in Houston.*

For appointments: <https://medicine-tamuhsc-insight.symplcity.com>

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- ❖ Please be sure to acknowledge that you have read, understand and agree to abide by the policies and procedures stated in the Pre-Clerkship Student Manual by signing, with your UIN, the electronic verification form available online:

## **ACKNOWLEDGEMENT PAGE**

**Students MUST use link below to complete acknowledgement by the end of Orientation.**

[https://tamuhsc.co1.qualtrics.com/jfe/form/SV\\_dnlllu7ZhUujXo1](https://tamuhsc.co1.qualtrics.com/jfe/form/SV_dnlllu7ZhUujXo1)