



# Baylor College of Medicine

## **Catalog Academic Year 2026-2027**

### **Baylor College of Medicine's Mission, Vision and Values**

#### College's Mission

Baylor College of Medicine is a health sciences university that creates knowledge and applies science and discoveries to further education, healthcare and community service locally and globally.

#### College's Vision

Improving health through science, scholarship and innovation

#### College's Values

##### Respect

- ❖ Value others and treat them with courtesy, professionalism and politeness
- ❖ Encourage civil dialogue that considers diverse opinions and ideas

##### Integrity

- ❖ Interact with honesty, consistency and transparency
- ❖ Operate in ways that demonstrate ethical behaviors
- ❖ Foster personal accountability to build trust

##### Innovation

- ❖ Cultivate creative ideas and unique talents across the organization
- ❖ Embrace a culture of continuous improvement
- ❖ Inspire the creation and application of new knowledge

##### Teamwork

- ❖ Sustain a culture that values collaboration
- ❖ Communicate openly to enhance understanding
- ❖ Establish effective partnerships

##### Excellence

- ❖ Promote the highest standards of safety, quality and service
- ❖ Strive to excel in every aspect of our mission
- ❖ Support an environment that inspires the best from our people



**Catalog**  
**Academic Year 2026-2027**

Baylor College of Medicine is committed to a safe and supportive learning and working environment for its learners, faculty and staff. College policy prohibits discrimination on the basis of race, color, age, religion, gender, gender identity or expression, sexual orientation, national origin, veteran status, disability or genetic information.

Harassment based on any of these classifications is a form of discrimination and also violates College policy (02.2.25, 02.2.26) and will not be tolerated. In some circumstances, such discriminatory harassment also may violate federal, state or local law.

Baylor is committed to recruiting and retaining outstanding students, trainees, faculty and staff from a broad range of backgrounds and provides a welcoming, supportive learning environment for all members of the Baylor community.



**Catalog**  
**Academic Year 2026-2027**

**SCHOOL OF MEDICINE**  
**Catalog**  
**Academic Year 2026-2027**

**School of Medicine's Mission and Vision**

Our Mission

BCM School of Medicine develops diverse, compassionate physician leaders and educators who provide expert patient-centered care to diverse populations, supported by evidence based practice and scientific innovation.

Our Vision

BCM School of Medicine serves as a model for innovation and excellence in medical education pedagogy. Through personalization of training, we empower our learners and faculty to:

- Care for a diverse community of patients
- Educate the next generation of physician leaders
  - Pursue scientific discovery

Description of Program

The 15-month Foundational Science curriculum includes early one-on-one patient contact, state-of-the-art technological resources, and small group learning settings. With our integrated approach, students first learn the core scientific concepts that underline medicine and apply these to the body's organ systems in their healthy state and pathologic state. Early introduction to seeing patients provides meaning and context as students gain the foundational knowledge required to practice medicine. Students continue to have opportunities to grow and enhance their understanding of scientific concepts throughout their clinical training. The clinical curriculum begins in October of your second year. This phase of your training uses patient-centered learning techniques, which include taking histories, performing physical examinations, reviewing laboratory results, and working with faculty physicians to manage patients through diagnosis and treatment.

Students and faculty will adhere to the policies, procedures, and guidelines referenced within this Catalog.

Course Catalogs include an overview of BCM's health sciences mission and values (e.g., preamble), student handbooks (which detail expectations of students and obligations of the institution), course descriptions, and degree requirements for each academic year that are generated by, and specifically, each BCM school and its corresponding academic program(s).

Five years of archived catalogs are available online at [www.bcm.edu/registrar](http://www.bcm.edu/registrar)



**Catalog**  
**Academic Year 2026-2027**

**Table of Contents**

- Student Policy Handbook ..... Page 4
- Course Descriptions ..... Page 38
- Degree Requirements ..... Page 141



## 2026 Graduation

### Student Responsibilities

The [Student Responsibilities](#) section contains information about and links to policies, procedures, rules, and regulations. Students are responsible for all the information presented.

In this section:

- [Student responsibilities for all policies and procedures](#)
- [Requirements regarding official communications/publications](#)
- [Medical Student Professionalism](#)
- [Reporting & Responding to Breaches of Professionalism and Ethical Conduct](#)
- [Honor Council](#)
- [Criminal Allegations, Arrests, and Convictions Policy \(BCM login required\)](#)
- [Access Control Policy](#)
- [Background Check Policy](#)
- [Falsification of Admission Application](#)
- [Tuition, Fees, and Health Insurance Rates by Academic Year](#)
- [Dual Degree Billing Schedules](#)
- [Tuition, Fees, and Health Insurance Payment Options](#)
- [Refund Policy](#)

## Principles and Learning Environment

Baylor College of Medicine is committed to creating an environment for students that is conducive to academic success and academic freedom commensurate with all applicable laws and regulations. View information about our [Principles and Learning Environment](#).

In this section:

- [Links to](#) policies, statements and guidelines, as well as offices and resources designated to support this commitment
- [Release of Information](#) - description of your rights under FERPA

## Organization and Governance

View information about [Organization and Governance](#) and its sections below:

- [College and School of Medicine Leadership](#)

## Medical Student Professionalism

A student pursuing the degree of Doctor of Medicine at Baylor College of Medicine assumes responsibility to develop in-depth knowledge, acquire and apply special skills, and demonstrate professionalism.

View information about [Medical Student Professionalism](#) and its sections below:

- [Policies and Guidelines Governing Medical Student Professionalism](#)
- [Honor Council](#)

## Career Advising

Visit the [Career Advising](#) page and its sections below:

- Deans of Student Affairs
- Learning Community Advisors
- Specialty Mentors
- Office of Student Services Career Development Center
- Career Advising Activities
- Learning Community Advisors and Specialty Mentors
- Career Planning Resources
- [NICER \(Non-credit Introduction to Clinical Experiences and Research\) program](#)
- [Academic Advising and Elective Counseling](#)
- [Medical Student Performance Evaluation](#)
- [Medical Licensure](#)

## Academic Standards & Requirements

Visit the [Academic Standards & Requirements](#) page and its sections below:

- [Links to academic standards](#) related to conduct, technical specifications and more.
- [Requirements for the Degree of Doctor of Medicine](#) including Core Competency Graduation Goals and Graduation Requirements by Year
- [Attendance/Participation and Absences](#)

## Academic Schedules and Calendars

Current students can view the [curriculum schedule](#) and additional content.

#### M.D. Curriculum

View information about the **M.D. Curriculum** and its sections below:

- [Links to pages about the curriculum](#) outside the Student Handbook
- [Foundational Sciences Curriculum](#)
- [Clinical Curriculum](#)
- [Examinations](#)
- [USMLE \(Step 1 and 2\) Preparation](#)
- [Course Credit Policy](#)
- [Academic Standards of Progress for Financial Aid Eligibility](#)
- [Student Promotions and Academic Achievement](#)
- [Transcripts](#)

#### Learning Community

The Learning Community is a network of clinical faculty advisors for medical students.

Advisors follow assigned students longitudinally beginning in the first-year through the final year, which culminates in the awarding of the Doctor of Medicine degree.

View information about **Learning Community** on the Office of Student Affairs web pages.

#### Student Health, Wellness & Career Services

Visit the **Student Health, Wellness & Career Services** page and its sections below:

- [Baylor College of Medicine Gathering Guidance](#) (Baylor login required)
- [Student Wellness Resources](#)
- [Student Health Requirements and Services](#)
- [Infection Control](#)
- [Benefits: Student Insurance](#)
- [Leave of Absence](#)
- [Substance and Alcohol Abuse Policy](#)
- [Vaccine-Preventable Diseases Policy](#)

#### Student Life Services

Visit the **Student Life Services** page and its sections below:

- [Services for Students with Disabilities](#)
- [Employment](#)
- [Student Travel \(Baylor Funded\)](#)
- [Food Services](#)
- [Mail Services](#)
- [Campus Security and Public Safety](#)
  - [InTouch Security Page](#) (Baylor login required)
- [Recreational Facilities and Programs](#)
- [Texas Residency-Tuition Status](#)

- [Student Lounge](#)
- [Parking and Transportation](#)

#### Social Media and Its Use

The [Social Media and Its Use](#) page contains information on College policies related to the use of social media.

#### Student Government, Student Societies, Organizations and Committees with Student Involvement

- [Student Organization Handbook](#)
- [Student Senate](#)

#### Policies and Procedures

In addition to the policies and procedures presented in this handbook, all students are expected to abide by all policies of Baylor College of Medicine as published in the College's [Policy and Procedures Manual](#) (Intranet Link). The [Academic Policies](#) website provides links to policies of particular relevance to students.

Services for Baylor College of Medicine are offered both by individual programs and by the College. Students are encouraged to visit the [Office of Education Affairs](#) for updated listings of services provided by the College.

#### Statement of Student Rights

Read about the [Statement of Student Rights](#) and the Code of Conduct.

#### Accreditation

Baylor College of Medicine is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award masters and doctorate degrees.

Baylor College of Medicine also may offer credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation of Baylor College of Medicine may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling 404-679-4500, or by using information available on SACSCOC's website ([www.sacscoc.org](http://www.sacscoc.org)).

#### [View all Baylor accreditation information](#)

Abbreviations used in the School of Medicine Student Handbook

Abbreviation	Definition
AAMC	Association of American Medical Colleges

Abbreviations used in the School of Medicine Student Handbook

<b>Abbreviation</b>	<b>Definition</b>
ACCME	Accreditation Council for Continuing Medical Education
ACGME	Accreditation Council for Graduate Medical Education
AMA	American Medical Association
BCM	Baylor College of Medicine
CME	Continuing Medical Education
FERPA	Family Educational Rights and Privacy Act of 1974
GME	Graduate Medical Education
HLC	Higher Learning Commission
LCME	Liaison Committee on Medical Education
MD	Doctor of Medicine Degree
MDPC	Committee on Student Promotions and Academic Achievement
MSPE	Medical Student Performance Evaluation
SACSCOC	Southern Association of Colleges and Schools Commission on Colleges
SOM	School of Medicine
SPRINT	Student Professionalism Response Intervention Team
UME	Undergraduate Medical Education

## Student Responsibilities

As a student enrolled in the Baylor College of Medicine, you should be knowledgeable of the College's policies, rules, regulations, and administrative procedures that affect you. The Student Handbook provides guidelines and policies for all Medical students. Students are responsible for all the information presented in this book.

While every effort has been made to verify the accuracy of information, Baylor College of Medicine reserves the freedom to change, without notice, curriculum, courses, teaching personnel, rules, regulations, tuition, fees, and any other information published herein. This publication is not to be regarded as a contract. Should changes to degree requirements impact currently enrolled students within an academic year, students will be notified.

Further information can be obtained from the [Office of Student Affairs](#).  
Policies and Procedures

In addition to the policies and procedures presented in this [handbook](#), all students are expected to abide by all policies of Baylor College of Medicine as published in the College's [Policy and Procedures Manual](#) (Baylor login required).

View the [Student Policy Communication Process](#).

The [Academic Policies](#) website provides links to policies of particular relevance to students.

Adherence to policies, procedures and deadlines is considered a professional duty of the medical student and compliance will be reflected in the professionalism section of the Medical Student Performance Evaluation (MSPE). The School of Medicine reserves the right to impose additional penalties, including adverse action, against medical students for repeated non-responsiveness to official email requests and/or non-compliance with requirements, policies, procedures, and deadlines published in official publications. View the links below for additional information.

- [Statement of Student Rights](#)
- [Code of Conduct](#)
- [Baylor College of Medicine Mission, Vision and Values](#)
- [Policies and Procedures \(Baylor login required\)](#)

- [Educator Conflict of Interest Policy - This policy applies to all Educators, Health Providers, and Learners at BCM \(Baylor login required\)](#)
- [Faculty Handbook](#)

### Student Services

Services for Baylor College of Medicine are offered both by individual programs and by the College. Students are encouraged to visit the [Office of Student Affairs website](#) for updated listings of services provided by the College.

### Medical Licensure

Medical Licensure requirements are published in the Directory of Residency Training Programs. Specific requirements for licensure in a particular state may be obtained by visiting the [state's board of medical examiners web site](#).

Visit the [National Board of Medical Examiners web site](#) for Medical Licensure requirements information.

### Requirements Regarding Official Communication/Publications

**Email is the official and primary method of communication at Baylor College of Medicine.** Students are responsible for checking their email on a minimal daily basis while school is in session, so that they stay informed of all official educational/administrative communication, which often include important deadlines.

Baylor College of Medicine will communicate by email important information about requirements and deadlines for completion of mandatory activities, as well as changes to relevant academic policies and procedures, by publishing this information in either the [Student Commons Newsletter](#) (Baylor login required) or the Student Affairs Stethoscoop published and emailed every Friday.

Students are on notice that *NO* exceptions will be made to either the deadlines or adherence requirements communicated via BCM email or published in official publications. Lack of awareness of requirements, policies, procedures, and deadlines does not constitute an excuse for non-compliance with these requirements.

## **Medical Student Professionalism**

### Standards and Policies Governing Professional and Ethical Conduct

All members of the Baylor College of Medicine (BCM) community are expected to adhere to the highest standards of professional and ethical behavior. The BCM School of Medicine [Technical Standards](#) establish certain behavioral and social attributes, as well as ethical standards and professionalism expectations for all medical students. Students must exercise good judgment and exhibit professionalism, personal accountability, compassion, integrity, concern for others, the ability to accept and apply feedback and to respect boundaries and care for all individuals in a respectfully regardless of gender identity, age, race, sexual orientation, religion, disability, or any other protected status.

Students must understand and function within the legal and ethical framework of the practice of medicine and act morally, commensurate with the role of a physician in all interactions with patients, faculty, staff, fellow students, and the public.

In addition to the School of Medicine Technical Standards, several other policies govern the behavior of BCM community members, including medical students, such as:

- [Student Appeals and Grievances](#)
- [Respectful & Professional Learning Environment Policy](#)
- [Standards for Student Conduct and College Oversight \(23.2.01 – login required\)](#)
- [Code of Conduct](#)
- [Compact Between Teachers, Learners and Educational Staff](#)
- [Social Media Policy \(login required\)](#)
- [Policy Regarding Harassment, Discrimination and Retaliation \(login required\)](#)
- [Sexual Misconduct and Other Prohibited Conduct Policy \(login required\)](#).

These policies, along with the School of Medicine [Honor Code](#), establish the types of attitudes and behaviors expected of students pursuing the Doctor of Medicine degree.

## **Reporting and Responding to Breaches of Professionalism and Ethical Conduct**

Reporting a BCM community member's lapse in professionalism is easily achieved by contacting either the Integrity Hotline at 855-764-7292 or visiting <https://www.bcm.edu/integrity-hotline>. The hotline is staffed 24/7, and reports can be anonymous. All reports are confidential. Students may also want to visit the Student Grievances website and the [Integrity Hotline Policy: Reporting Improper Activity or Wrongdoing \(login required\)](#) for additional information that may be helpful prior to contacting the Integrity Hotline.

A report made through the Integrity Hotline about a medical student's unprofessional behavior is forwarded to the Director of Medical Student Professionalism for review and triage to the appropriate responding entity.

The Director of Medical Student Professionalism categorizes a medical student's alleged breach of professionalism as a low, moderate, or serious behavior. The approach to each breach level is explained below:

#### Low level breaches

- Examples: punctuality issues, personal phone calls during educational time, or unprofessional appearance.
- Response: The Director of Medical Student Professionalism will meet individually with a student accused of a low-level breach. The meeting is not punitive but is meant to afford the student an opportunity to share his or her perception of the alleged breach, identify an stressors that may have contributed to the behavior, and help the student to gain insight into the unprofessional nature of the behavior (if the allegation is substantiated). No report is made to a Dean or the [Committee on Student Promotions and Academic Achievement](#).

#### Moderate level breaches

- Examples: repeated minor offenses or an unexcused absence from required curricular element.
- Response: The [Student Professionalism Response Intervention Team \(SPRINT\)](#), led by the Director of Medical Student Professionalism, meets with the student. The meeting is not punitive but is meant to afford the student an opportunity to share his or her perception of the alleged breach, identify an stressors that may have contributed to the behavior, and help the student to gain insight into the unprofessional nature of the behavior (if the allegation is substantiated). No report is made to a Dean or the Committee on Student Promotions and Academic Achievement.

#### Serious Level breaches

- Examples: repeated moderate offenses, illegal activity, including failing to report allegations of illegal activity in a timely manner, intoxication in clinical/learning setting, destruction of property; bullying, committing violent act, mistreating others, lying, cheating, falsifying records, or plagiarizing.
- Response:
  - Honor Council Jurisdiction: Any allegation that involves dishonesty, such as lying, cheating, plagiarizing, defaming, or falsifying academic or medical records, is sent to the Medical Student Honor Council for fact finding. If the allegation is substantiated, and the student is found to have violated the BCM Honor Code, the student's name and the Honor Council report will be

forwarded to the Committee on Student Promotions and Academic Achievement via the Associate Dean of Student Affairs.

- Not Within Honor Council Jurisdiction: All other serious level breaches will be sent directly to the Associate Dean of Student Affairs (or designee) for investigation and response. Some serious breaches implicate the safety of the learning and clinical environment and require either placing a student on administrative leave or subjecting the student to the Adverse Action of Suspension as specified in the [Student Progression and Adverse Action Policy \(28.1.05 - login required\)](#) pending investigation.
- A breach of professionalism may result in course failure independent of academic performance. Furthermore, the Committee on Student Promotions & Academic Achievement may determine that a student's serious breach of professionalism standards warrants an Adverse Action (see [Student Progression and Adverse Action 28.1.05 – login required](#)) of Probation or Dismissal. Serious level breaches of professionalism that may lead to an Adverse Action include, but are not limited to, the following:
  - acting unethically
  - violating the law
  - violating the Code of Conduct
  - violating the [Honor Code](#)
  - falling to meet the School of Medicine Technical Standards
  - violating the [Respectful & Professional Learning Environment Policy 23.2.01 \(login required\)](#) with a serious breach
  - violating the [Social Media Policy \(login required\)](#) with a serious breach
  - violating the [Policy Regarding Harassment, Discrimination and Retaliation \(login required\)](#)
  - violating the [Sexual Misconduct and Other Prohibited Conduct Policy \(login required\)](#)
  - violating the [Compact Between Teachers, Learners and Educational Staff](#) with a serious breach
  - lying, cheating, defaming, plagiarizing, or falsifying academic or medical records
  - engaging in patient care activities without appropriate supervision or through false representation of clinical competency or role on the healthcare team
  - willfully destroying property
  - intentionally or recklessly violating rules of patient confidentiality
  - presenting to duty in a condition of intoxication or other impairment

- engaging in bigoted, discriminatory, or harassing behavior
- engaging in disorderly assembly on campus or otherwise misusing or misappropriating BCM property or facilities
- failing to report allegations of criminal behavior
- failing to meet academic responsibilities
- failing to meet clinical responsibilities
- failing to pay invoices owed to BCM
- engaging in other behaviors compromising the public trust that are inappropriate for a medical professional

## Honor Council

Medical Student Professionalism

### **Standards and Policies Governing Professional and Ethical Conduct**

All members of the Baylor College of Medicine community are expected to adhere to the highest standards of professional and ethical behavior. The BCM School of Medicine Technical Standards establish certain behavioral and social attributes, as well as ethical standards and professionalism expectations for all medical students. Students must exercise good judgment and exhibit professionalism, personal accountability, compassion, integrity, concern for others, the ability to accept and apply feedback and to respect boundaries and care for all individuals in a respectfully regardless of gender identity, age, race, sexual orientation, religion, disability, or any other protected status.

Students must understand and function within the legal and ethical framework of the practice of medicine and act morally, commensurate with the role of a physician in all interactions with patients, faculty, staff, fellow students, and the public.

In addition to the School of Medicine Technical Standards, several other policies govern the behavior of BCM community members, including medical students, such as:

- [Student Appeals and Grievances](#)
- [Respectful & Professional Learning Environment Policy](#) (login required)
- [Standards for Student Conduct and College Oversight](#) (23.2.01 – login required)
- [Code of Conduct](#) (login required)

- [Compact Between Teachers, Learners and Educational Staff](#)
- [Social Media Policy](#) (login required)
- [Policy Regarding Harassment, Discrimination and Retaliation](#) (login required)
- [Sexual Misconduct and Other Prohibited Conduct Policy](#) (login required)

These policies, along with the School of Medicine [Honor Code](#), establish the types of attitudes and behaviors expected of students pursuing the Doctor of Medicine degree.  
Baylor College of Medicine Honor Council

The Baylor College of Medicine School of Medicine Honor Council works to maintain the highest standards of honesty and integrity in all academic matters. The Honor Council has jurisdiction to assist administration in enforcing the SOM Honor Code by investigating, reviewing, and presenting findings of fact to the Committee on Student Promotions and Academic Achievement after investigating accusations of academic misconduct based on dishonesty.

Examples of academic misconduct based on dishonesty that are within the jurisdiction of the Honor Council include, but are not limited to:

- Cheating
- Plagiarism or utilizing the work or ideas of other individuals without proper acknowledgement or permission
- Sabotaging the work or performance of other students or trainees
- Falsification of academic records
- Tolerating breaches of the Honor Code or academic misconduct performed by other students or trainees

The scope of practice of the Honor Council does not include offenses or accusations that comprise violations of federal, state or municipal law, since such issues should be handled by the proper authorities. However, to the extent that these violations also implicated the SOM Honor Code, the Honor Council will maintain jurisdiction for determining whether an Honor Code violation has also occurred. The Honor Council has the discretion to notify the appropriate BCM administrators and/or external agencies of any potential violations of the federal, state, or municipal law that the Council encounters in response to a complaint or during the course of an investigation. For further information regarding confidentiality practices in the context of legal violations, see Article V, Section 4 of the Honor Council Constitution.

The scope of practice of the Honor Council does not include issues of professionalism that do not constitute violations of the Honor Code. Issues of professionalism are with the scope of practice of the Student Professionalism Response and Intervention Team

(SPRINT), the director of Medical Student Professionalism, and the Office of Student Affairs.

#### Attestation

“On my honor, as a member of the Baylor community, I have neither given nor received any unauthorized aid on this [assessment / assignment]”

#### Honor Code

“I pledge to maintain a high level of respect and integrity as a student representing BCM. I understand and will uphold the Honor Code in letter and spirit to help our school advance authentic learning. I will not lie, cheat, plagiarize or be complicit with those who do. I will encourage fellow students to uphold these same values. I make this pledge in the spirit of honor and trust.”

#### Honor Council Constitution

**Refer to the [PDF of the Honor Council Constitution](#) for easy reference to the following information:**

##### Article I: Duties and Scope of Practice

##### Article II: Structure and Organization

- Section 1: Composition
- Section 2: Eligibility
- Section 3: Application and Election Process for Student Members
- Section 4: Removal and Replacement of Student Members
- Section 5: Leadership Roles Within the Honor Council

##### Article III: Incident Reporting

##### Article IV: Process of Incident Investigation

- Section 1: Fact finding
- Section 2: Preliminary review
- Section 3: Formal hearing
- Section 4: Documentation
- Section 5: Recusal
- Section 6: Appeal

##### Article V: Confidentiality and Accountability

- Section 1: Confidentiality of Investigation
- Section 2: Anonymity of Incident Reports
- Section 3: Confidentiality of Other Witnesses

##### Article VI: Annual Report

##### Article VII: Constitutional Review

##### Article VIII: Constitutional Amendments

Honor Council Representatives

**Class of 2027 (Houston)**

Remy Fenrich - Chair

Caleb Witsken - Chair

Sarah Rashdan

Michelle Duan

**Class of 2027 (Temple)**

Austin Rue - Vice Chair

Kwame Ofori

**Class of 2028 (Houston)**

Alonzo Needum

Suman Atluri

Laasya Achanta

Nevin Lewis

**Class of 2028 (Temple)**

Ritesh Dontula

Garrett Davis

**Class of 2029 (Houston)**

Krishna Chandrasekhara

Aubrey Cui

Hailey Williams

Sydney Vander

**Class of 2029 (Temple)**

Soren Robinson

Sarah Le

## BCM Policies and Procedures

### Criminal Background Check Policy

Baylor College of Medicine seeks to ensure that all incoming and current students in programs that involve patient care or that lead to a role in a licensed professions meet both the high excellence and professionalism standard of Baylor and the profession for which they are being trained. Students and trainees at Baylor practice in confidential environments and bear responsibility for the health and safety of patients, which requires both ethical behavior and the exercise of sound judgment.

Baylor will notify all applicants that any criminal convictions (including deferred judgments) may impact their ability to become licensed following the completion of a Baylor academic program. Baylor will also perform criminal background checks to determine whether Applicants and Current Students are at risk of licensure restriction, and communicate the potential impact on future licensure and eligibility to matriculate or maintain enrollment at BCM.

Read more about the [Baylor Background Check Policy](#) (login required).

## Falsification of Admission Application

Occasionally candidates will make inaccurate statements or submit false material in connection with their application. In most cases these misrepresentations are discovered during the application process and the application is rejected.

- If the misrepresentation is discovered after the candidate is admitted the offer for admission is normally withdrawn.
- If misrepresentation is discovered after a student is registered the offer of admission normally will be revoked and the student will be required to leave the school.
- If the discovery is made after a degree has been awarded the degree normally will be rescinded.

The determination that the application is inaccurate or contains misrepresentation rests solely with the Admissions Office and will be resolved outside the student disciplinary process.

## Tuition and Fees: M.D. Program

Financing Your Education

Baylor College of Medicine is the least expensive private school in the nation.

Our students graduate with less debt.

- Public medical school average debt: \$197,843\*
- Private medical school average debt: \$222,381\*
- Baylor College of Medicine average debt: \$135,532

**\*Source:** AAMC Debt, Costs and Loan Repayment Card 2023

To help students with the cost of medical education, Baylor offers financial assistance through federal and institutional loan, scholarship and work-study programs. The Office of Student Financial Aid assists students with the application process and determines their eligibility for these programs.

[Learn More](#)

Cost of Attendance for Medical School

The Cost of Attendance is the combination of the direct expenses billed to students by Baylor College of Medicine and the estimated costs of living students will incur. That cost of attendance is the maximum amount students will be able to receive in financial aid while studying at Baylor College of Medicine.

#### Direct Expenses

Direct expenses billed to students include tuition, fees, and insurance. All charges are divided between Fall and Spring semester billing unless otherwise indicated. Tuition and fees are subject to change.

Students are required to participate in the Student Health Insurance Plan (SHIP) offered by the school unless they are covered by a comparable plan and have received approval for a waiver by the Student Benefits Office.

The determination of residency classification for tuition purposes is governed by statutes enacted by the Texas Legislature and rules and regulations promulgated by the Texas Higher Education Coordinating Board. Student applicants are classified as either a resident of Texas or a non-resident for tuition purposes based on information provided in their admission application. Current students who were classified as non-residents and wish to be reclassified as Texas residents should refer to the Office of the Registrar's web page on [residency determination](#).

#### Cost of Living Estimates

Cost of living are estimates of expenses that you will incur to go to school that you will not pay directly to Baylor College of Medicine. These costs you may have already budgeted, such as housing expenses, food, and transportation. The [Office of Student Financial Aid](#) will provide you with an estimate of these costs based on sample data derived from the Baylor College of Medicine campus you will attend, using both the Cost of Living index and the number of months you will be enrolled at Baylor. The charts used to estimate student expenses are included below.

Houston Campus, Texas Residents - 2026-2027

Houston Campus, Non-Texas Residents - 2026-2027

Temple Campus, Texas Residents - 2026-2027

Temple Campus, Non-Texas Residents - 2026-2027

Medical Research Pathway - 2025-2026

#### Descriptions of Medical Student Fees

The following table describes the use of fees assessed to students in the School of Medicine. Some fees are only assessed to students during specific semesters of the program.

<b>Fee Name</b>	<b>Description</b>
Academic Success Center Fee	Supports Academic Success Center (formerly Educational Resource Center) use of computers and training.
Curriculum Resources Fee	<p>Covers curriculum-related materials including various learning software, BLS/ACLS/PALS, and USMLE books. BLS, ACLS, and PALS will be required as part of the medical student curriculum.</p> <ul style="list-style-type: none"> <li>• BLS initial will occur in the MS1 year.</li> <li>• BLS recertification will occur in MS4 year.</li> <li>• Either ACLS or PALS will occur in MS4 year.</li> </ul>
Student Affairs Resources Fee	Covers student affairs related student materials primarily including study aids.
Documentation Fee	Covers all transcripts distributed while a student is enrolled and after graduation. The fee also includes the original diploma at the completion of the degree program.
Educational IT Fee	Supports IT facilities and improvements at the college.
Graduation Fee	This fee is applied to expenses associated with the graduation ceremony.
International Fee - F1 or J1*	The fee is charged to cover administrative services that support our international students.
Lab Materials Fee	Anatomy lab & lab reviews.
Matriculation Fee	Off-site retreat and on-site orientation for entering medical students.

<b>Fee Name</b>	<b>Description</b>
Student Activity Fee	Supports medical school organization and Student Senate activity expenses throughout the academic year.
Student Class Fee	Supports entering class activities throughout first through fourth academic years.
Student Services Fee	Supports student-centered events, programs, activities and resources that are specifically open to all students such as the BCM LIFE program in degree granting schools at Baylor College of Medicine.
White Coat Ceremony Fee	Applied to expenses (venue rental and misc. expenses) associated with entering student ceremony, which signifies the rite of passage for BCM medical students, as they don their white coats and take an oath asserting their commitment to the very highest standards of ethics and healthcare.
Yearbook Fee	For yearbook publication and printing costs.

\*Assessed only to international students based on visa type.

Tuition and Fees for Prior Academic Years

- [2025-26 Academic Year](#)
- [2024-25 Academic Year](#)
- [2023-24 Academic Year](#)
- [2022-23 Academic Year](#)
- [2021-22 Academic Year](#)
- [2020-21 Academic Year](#)
- [2019-20 Academic Year](#)
- [2018-19 Academic Year](#)

## Dual-Degree Billing Schedules

M.D./J.D. at the University of Houston Law Center

Students in the M.D./J.D. dual degree program are charged tuition according to the rates effective at the school in which they are enrolled each term.

#### M.D./M.B.A. at Rice University

Students in the MBA dual-degree program begin business school at Rice University after their third year of medical school. They are billed standard medical school charges for the first three years of the program and are then billed charges according to the following timeline. All fees are billed at the standard [Medical Student rate](#) for the academic year.

Fall following completion of MS3 year - billed July 1

- Tuition: No tuition is charged
- Fees:
  - Annual Long-Term Disability Insurance
  - Yearbook Fee
  - Student Services Fee
  - Malpractice Insurance
  - Health Insurance (6 months, unless waiver is approved)

Spring - billed Jan. 2

- Tuition: No tuition is charged
- Fees:
  - Student Services Fee
  - Malpractice Insurance
  - Health Insurance (6 months, unless waiver is approved)

Fall - billed July 1

- Tuition: Texas residents are charged \$1,500 and non-residents are charged \$3,500
- Fees:
  - Annual Long-Term Disability Insurance
  - Yearbook Fee
  - Student Services Fee
  - Malpractice Insurance
  - Health Insurance (6 months, unless waiver is approved)

Spring - billed Jan. 2

Students return to Baylor in the spring as fourth-year medical students. They are charged standard spring MS4 tuition and fees.

Rice University tuition and fees must be paid directly to that institution. Students should consult with the dual-degree program director for more information.

#### M.D./M.P.H. at The University of Texas School of Public Health

Students in the M.P.H. program can begin their year at The University of Texas School of Public Health (UTSPH) either in May or September following their third year in medical school.

Due to differences between the Baylor and UTSPH academic calendars, there may be a 1-to-2 month gap between the end of the student's MS3 year and the beginning of the M.P.H. program, and/or between the conclusion of the M.P.H. program and the beginning of Baylor's fall term. During these periods, M.D./M.P.H. students may either:

- Register for the USMLE Preparation Course (see below) and be billed accordingly – OR –
- Be billed standard fourth year medical student tuition and fees, subject to the institutional refund and LOA return policies. This option allows students to do clinical rotations during this time.

Students should consult with the dual-degree program director for more information.

#### Dual-Degree Students Taking the USMLE

The USMLE Preparation Course is offered at the end of spring term and at the beginning of fall term. Students are not permitted to do clinical rotations while enrolled in the USMLE Preparation Course.

Students enrolled in the USMLE Preparation Course are charged tuition of \$125 per month plus long-term disability insurance. In addition, they are billed for malpractice and health insurance for the months of enrollment in the USMLE Preparation Course.

Students may enroll in the USMLE Preparation Course for one or two months according to these guidelines:

- Spring: Students may register for the months of both May and June OR the month of June only.
- Fall: Students may register for the months of both July and August OR the month of July only.

M.D./Ph.D. - Medical Scientist Training Program

Please refer to [MSTP Admissions](#) for information on M.D./Ph.D. student funding.

## Tuition & Fees Payment

### Due Dates

Tuition and Fees are billed twice per year, in the Fall and the Spring.

- Fall charges are billed to students in the month of July (either the first or last week, dependent upon program) and the due date for payment is Sept. 1\*.
- Spring charges are billed to students during the first week of January and the due date for payment is Feb. 1\*.

\*Excludes students in the School of Tropical Medicine and students in the second year of the Physician Assistant Program.

#### Payment Options

##### Online Payments

Students may remit payment online via the [BCM Student Portal](#). Payment methods accepted online include:

- ACH/E-Check from a Checking or Savings Account
- Credit Card\*
- Debit Card\*

\*There is a 3% processing fee for credit and debit card payments.

##### Paying By Check or Money Order

All checks and money orders should be made payable to Baylor College of Medicine and include the student's name and Student ID number in the memo. Check and money order payments may be submitted either in-person or by mail.

##### Paying in Person

The cashier's window, located in Main Baylor at T-140, is open Monday through Thursday from 9 a.m. to 3:30 p.m. to accept in-person payments. Students who wish to drop off payment when the cashier's window is closed may do so using the night deposit box to the around the corner to the right of the cashier's window.

##### Paying by Mail

Payments should be addressed in accordance with the delivery method:

##### **Mailing Address - Regular Mail:**

BAYLOR COLLEGE OF MEDICINE

P.O. Box 736383

Dallas, TX 75373-6383

##### **Mailing Address - Overnight, Certified, or Signature Delivery :**

JPMorgan Chase (TX1-0029)

Attn: BAYLOR COLLEGE OF MEDICINE 736383

14800 Frye Road, 2nd Floor

Ft Worth, TX 76155

##### Timely Payments

Students are expected to pay their balance by the due date. Consequences of non-payment are detailed in BCM's [Institutional Tuition and Fee Policy \[Login Required\]](#).

## Dual-Degree Billing Schedules

M.D./J.D. at the University of Houston Law Center

Students in the M.D./J.D. dual degree program are charged tuition according to the rates effective at the school in which they are enrolled each term.

#### M.D./M.B.A. at Rice University

Students in the MBA dual-degree program begin business school at Rice University after their third year of medical school. They are billed standard medical school charges for the first three years of the program and are then billed charges according to the following timeline. All fees are billed at the standard [Medical Student rate](#) for the academic year.

Fall following completion of MS3 year - billed July 1

- Tuition: No tuition is charged
- Fees:
  - Annual Long-Term Disability Insurance
  - Yearbook Fee
  - Student Services Fee
  - Malpractice Insurance
  - Health Insurance (6 months, unless waiver is approved)

Spring - billed Jan. 2

- Tuition: No tuition is charged
- Fees:
  - Student Services Fee
  - Malpractice Insurance
  - Health Insurance (6 months, unless waiver is approved)

Fall - billed July 1

- Tuition: Texas residents are charged \$1,500 and non-residents are charged \$3,500
- Fees:
  - Annual Long-Term Disability Insurance
  - Yearbook Fee
  - Student Services Fee
  - Malpractice Insurance
  - Health Insurance (6 months, unless waiver is approved)

Spring - billed Jan. 2

Students return to Baylor in the spring as fourth-year medical students. They are charged standard spring MS4 tuition and fees.

Rice University tuition and fees must be paid directly to that institution. Students should consult with the dual-degree program director for more information.

#### M.D./M.P.H. at The University of Texas School of Public Health

Students in the M.P.H. program can begin their year at The University of Texas School of Public Health (UTSPH) either in May or September following their third year in medical school.

Due to differences between the Baylor and UTSPH academic calendars, there may be a 1-to-2 month gap between the end of the student's MS3 year and the beginning of the M.P.H. program, and/or between the conclusion of the M.P.H. program and the beginning of Baylor's fall term. During these periods, M.D./M.P.H. students may either:

- Register for the USMLE Preparation Course (see below) and be billed accordingly – OR –
- Be billed standard fourth year medical student tuition and fees, subject to the institutional refund and LOA return policies. This option allows students to do clinical rotations during this time.

Students should consult with the dual-degree program director for more information.

#### Dual-Degree Students Taking the USMLE

The USMLE Preparation Course is offered at the end of spring term and at the beginning of fall term. Students are not permitted to do clinical rotations while enrolled in the USMLE Preparation Course.

Students enrolled in the USMLE Preparation Course are charged tuition of \$125 per month plus long-term disability insurance. In addition, they are billed for malpractice and health insurance for the months of enrollment in the USMLE Preparation Course.

Students may enroll in the USMLE Preparation Course for one or two months according to these guidelines:

- Spring: Students may register for the months of both May and June OR the month of June only.
- Fall: Students may register for the months of both July and August OR the month of July only.

M.D./Ph.D. - Medical Scientist Training Program

Please refer to [MSTP Admissions](#) for information on M.D./Ph.D. student funding.

-

## Tuition & Fees Payment

### Due Dates

Tuition and Fees are billed twice per year, in the Fall and the Spring.

- Fall charges are billed to students in the month of July (either the first or last week, dependent upon program) and the due date for payment is Sept. 1\*.
- Spring charges are billed to students during the first week of January and the due date for payment is Feb. 1\*.

\*Excludes students in the School of Tropical Medicine and students in the second year of the Physician Assistant Program.

#### Payment Options

##### Online Payments

Students may remit payment online via the [BCM Student Portal](#). Payment methods accepted online include:

- ACH/E-Check from a Checking or Savings Account
- Credit Card\*
- Debit Card\*

\*There is a 3% processing fee for credit and debit card payments.

##### Paying By Check or Money Order

All checks and money orders should be made payable to Baylor College of Medicine and include the student's name and Student ID number in the memo. Check and money order payments may be submitted either in-person or by mail.

##### Paying in Person

The cashier's window, located in Main Baylor at T-140, is open Monday through Thursday from 9 a.m. to 3:30 p.m. to accept in-person payments. Students who wish to drop off payment when the cashier's window is closed may do so using the night deposit box to the around the corner to the right of the cashier's window.

##### Paying by Mail

Payments should be addressed in accordance with the delivery method:

##### **Mailing Address - Regular Mail:**

BAYLOR COLLEGE OF MEDICINE

P.O. Box 736383

Dallas, TX 75373-6383

##### **Mailing Address - Overnight, Certified, or Signature Delivery :**

JPMorgan Chase (TX1-0029)

Attn: BAYLOR COLLEGE OF MEDICINE 736383

14800 Frye Road, 2nd Floor

Ft Worth, TX 76155

##### Timely Payments

Students are expected to pay their balance by the due date. Consequences of non-payment are detailed in BCM's [Institutional Tuition and Fee Policy \[Login Required\]](#).

## Principles and Learning Environment

Baylor College of Medicine is committed to creating an environment for students that is conducive to academic success and academic freedom commensurate with all applicable laws and regulations. The links below will take you to information on policies, statements and guidelines, as well as offices and resources designated to support this commitment.

- [Statement of Student Rights](#)
- [Title IX and Gender Discrimination](#)
- [Notice of Nondiscrimination](#)
- [Learner Mistreatment Policy](#) (Baylor login required)
- [Student Appeals and Grievances Policy](#) (Baylor login required)
- [Respectful and Professional Learning Environment Policy: Standards for Student Conduct and College Oversight](#) (Baylor login required)
- [Clinical Supervision of Medical Students Policy](#) (Baylor login required)
- [Narrative Assessment Policy](#) (Baylor login required)

#### Notice of Nondiscrimination

Baylor College of Medicine is committed to a safe and supportive learning and working environment for its learners, faculty and staff. College policy prohibits discrimination on the basis of race, color, age, religion, gender, gender identity or expression, sexual orientation, national origin, veteran status, disability or genetic information. Harassment based on any of these classifications is a form of discrimination and also violates College policy (02.2.25, 02.2.26) and will not be tolerated. In some circumstances, such discriminatory harassment also may violate federal, state or local law. BCM is subject to Title IX of the Education Amendments of 1972, 20 U.S.C. § 1681 et seq., and its implementing regulations, 38 C.F.R. Part 106.

If you believe that you have experienced or observed discrimination or harassment based on gender, gender identity or expression, or sexual orientation, please contact the College's Title IX Coordinator. The Title IX Coordinator is the official designated by BCM to coordinate the College's efforts to comply with its obligations regarding sex-based discrimination.

Toni M. Gray, Title IX Coordinator

Office of Title IX

1 Baylor Plaza

BCM207

Houston, TX 77030

Phone: 713-798-8137

Email: [Toni.Gray@bcm.edu](mailto:Toni.Gray@bcm.edu)

Marsha Brewington, Deputy Title IX Coordinator

Office of Title IX

1 Baylor Plaza

BCM207

Houston, TX 77030

Phone: 713-798-2527

Email: [Marsha.Brewington@bcm.edu](mailto:Marsha.Brewington@bcm.edu)

If you believe that you have experienced or observed discrimination or harassment based on race, color, age, religion, national origin, veteran status, disability, or genetic information, please contact the College's Employee Relations Team in the Office of Human Resources.

Employee Relations Team

Human Resources

Phone: 713-798-4346

Email: [employeerelations@bcm.edu](mailto:employeerelations@bcm.edu)

To make a report outside of the College you may file a complaint with the U.S. Department of Education's Office of Civil Rights (OCR).

Texas Location:

Office for Civil Rights

U.S. Department of Education

1999 Bryan Street, Suite 1620

Dallas, Texas 75201-6810

Telephone: 214-661-9600

FAX: 214-661-9587; TDD: 800-877-8339

Email: [OCR.Dallas@ed.gov](mailto:OCR.Dallas@ed.gov)

National Headquarters:

U.S. Department of Education

Office for Civil Rights

Lyndon Baines Johnson Department of Education Bldg.

400 Maryland Avenue, SW

Washington, DC 20202-1100

Telephone: 800-421-3481

FAX: 202-453-6012; TDD: 800-877-8339

Email: [OCR@ed.gov](mailto:OCR@ed.gov)

## College and School of Medicine Leadership

### Organization and Governance

Office of the President



Jakub Tolar, M.D., Ph.D., DSc (hon)

Dr. Jakub Tolar is the president, chief executive officer and executive dean of Baylor College of Medicine. The president has responsibility for all decision-making that affects the academic policies and administrative operations of the School, and for reporting directly to the Board of Trustees. Serving under the president's authority are the department chairs and center and institute directors, the deans, associate deans and assistant deans, and the executive leadership team.

## M.D. Program Curriculum

In addition to the pages in this section of the handbook, important information about the M.D. Program curriculum can also be found on the following:

### Elective Program

The electives listing gives students the opportunity to select approximately 25 percent of their medical curriculum and thereby places a major share of the responsibility for determining the direction of the educational effort directly on the student. To provide the student with wide latitude in designing their elective program, the faculty offers a wide variety of elective courses.

### Pathways

Baylor College of Medicine has developed pathways to help students explore their interests and customize their education to match their career goals.

## Curriculum Committee

The Curriculum Committee has the integrated institutional authority to oversee and direct the overall design, management and evaluation of a coherent and coordinated curriculum for the medical education program, which is codified by decanal mandate.

## Dual Degrees

View options for pursuing a dual degree while in the M.D. program at Baylor College of Medicine.

Academic Schedules/Calendars

Current students can view the curriculum schedule and additional content on the Baylor Intranet (login required).

[View Schedules and Calendars](#)

## School of Medicine Learning Community Advisor Program

The Learning Community Advisor Program are networks of clinical faculty advisors for medical students. Advisors follow a cohort of students longitudinally beginning in the first-year through the final year, which culminates in the awarding of the Doctor of Medicine degree.

Houston Campus

The Houston campus is made up of six Squads of 32 students per year or 128 students total. Within the squads there are PRN groups of 8 students that serve a micro community. The PRN groups have a Learning Community Advisor and 2 PRN parents, which are 2 students from the class ahead of them. These mentors work to help establish a strong social network, wellness and help advise students to reach their career goals. The Squad rooms are located on the third floor of the DeBakey Building.

Temple Campus

The Temple campus has five squads (or PRN groups) of eight students per year and 32 students total. Each squad has a Learning Community Advisor and two PRN parents. The squad rooms are located on the second floor of the Medical Education Building in Temple.

### LCA Program Structure

All students receive individual academic and professional guidance through one-on-one sessions with advisors twice a year throughout medical school. These meetings provide an opportunity to shape and review individualized education plans and discussion of personal and professional challenges and goals. As students progress in their education and identify their desired specialty, advisors help to identify other Baylor faculty members, who can provide focused mentorship, which helps students progress toward their career goals.

## Student Health, Wellness & Career Success

Student health, wellness, and career success are priorities at both the College and School of Medicine (SOM) levels. The College's [Office of Education Affairs](#) provides a wide range of services for all Baylor students to promote these priorities, such as the following:

- Academic excellence (Academic Success Center, Education Resource Center, etc.)
- Health and wellness (Student and Resident Mental Health Clinic, Baylor gym, etc.)
- Student engagement (Campus Committees, etc.)
- Financial assistance (Office of Student Financial Aid, Financial Education, etc.)
- Administrative support (Information Technology, Office of the Registrar, etc.)

The SOM recognizes that medical students have unique needs and has put in place robust programming to promote medical students' personal wellness and career success. A large cadre of faculty and staff work together to deliver structured wellness programming, academic and career counseling, academic support services, peer and faculty mentorship, elective and specialty choice counseling, and personal (non-clinical) counseling.

Major student health and wellness initiatives include the following:

- New student orientation events
- Peer Resource Network (PRN) program
- MS1 Wellness Curriculum
- MS2-3 Service Learning and Narrative Medicine Intersession
- MS Class Specific Financial Wellness Lectures
- Transition to Clinical Medicine Course
- Transitions to Residency Course

Examples of programs promoting career success include the following:

- **Deans of Student Affairs:** Three deans of student affairs are available for individual meetings and even after hours for personal (non-clinical), academic, and career counseling. Each MS1 meets with a student affairs dean during the first semester of medical school for academic and career counseling, and each MS3 meets with a student affairs dean during the spring for career counseling and residency planning.
- **Dean's Hours:** There are regularly scheduled dean's hours that are held multiple times per year by both student affairs and curriculum deans and tailored to each class's academic and career trajectory.
- **Learning Community Advisors program:** Each medical student is assigned to one of six Learning Community Squads and to a faculty advisor with whom the student establishes a longitudinal relationship over the four years of medical school.
- **Specialty Specific Mentors program:** Each specialty has chosen faculty who have dedicated time and support to advise students about their specific specialty.
- **Student Interest Groups** representing each specialty and supervised by the Student Senate and the Office of Student Affairs run specialty-specific lecture programs, peer and faculty mentoring programs and skills workshops.

Quick Resource Guide for Student Support Services

Academic

- [Academic Success Center](#) offers group and individual sessions, online resources.  
Email: [academicsuccess@bcm.edu](mailto:academicsuccess@bcm.edu)
- Alpha Omega Alpha tutors offer one-on-one peer tutoring, study resources.  
Email: [AOATutor@bcm.edu](mailto:AOATutor@bcm.edu)
- [DISCO](#) offers peer tutoring, study resources, and workshops.  
Email: [DISCO-OSA@bcm.edu](mailto:DISCO-OSA@bcm.edu)
- [Texas Medical Center Library](#): Liaison librarians are available to help students with literature searches and other library-related needs.

Career Resources for Medical Students

- [Career Development Center](#): 713-798-5039  
Offers assistance with choosing a specialty, Curriculum Vitae preparation, personal statement review and mock interviews.

Student Health and Wellness

- [Office of Ombuds](#): 713-798-5039  
Email: [ombudsoffice@bcm.edu](mailto:ombudsoffice@bcm.edu)
- [Student and House Staff Mental Health Service](#): 713-798-4881  
Counseling only: [student-help@bcm.edu](mailto:student-help@bcm.edu)
- [Title IX Services](#): 713-798-8137  
Email: [title-ix@bcm.edu](mailto:title-ix@bcm.edu)

- [Student Disability Services](#): 713-798-8137  
Email: [disability@bcm.edu](mailto:disability@bcm.edu)

### Health Requirements and Services

The Baylor [Occupational Health Program](#) and the [Office of Environmental Safety](#) (Baylor login required) help protect the health of medical students, from implementing and monitoring compliance with [pre-matriculation requirements](#) for vaccinations, to respirator fit testing, annual bloodborne pathogens and environmental hazards training and helping students who have been exposed to infectious agents while engaged in clinical activities.

### Insurance

View the [Student Handbook Insurance page](#) for information on health, dental, long-term disability and malpractice insurance.

### Personal Responsibility

Medical students, as members of the Baylor College of Medicine School of Medicine community, represent the College and the medical profession and are expected to maintain professional standards of behavior, including engaging in self-care. Key policies (Baylor login required) regarding student personal responsibility include:

- [Environmental Health and Safety](#)
- [Medical Student Exposure to Infectious and Environmental Hazards](#)
- [Respectful and Professional Learning Environment Policy: Standards for Student Conduct and College Oversight](#)
- [Social Media](#)
- [Learner Mistreatment](#)
- [Accommodation Procedures for Learners and Program Applicants with Disabilities](#)
- [Medical Student Access to Health Care Service](#)

### Reporting Patient Safety Incidents at Baylor Affiliated Institutions

- [Accident/Incident Reporting](#)
- [Reporting Patient Safety Incidents at Baylor Affiliated Institutions.](#)

### Infection Control (Needle Stick/Infectious Exposure)

Exposure to an infectious agent, such as a needle stick, is a frightening and anxiety-filled experience. Baylor works hard to ensure the safety of all community members through prevention education and adherence to exposure protocols. Students are educated about bloodborne pathogens and infectious exposures during new student orientation, through mandatory annual retraining via the [Office of Environmental Safety](#) modules in Success Factors, and before each clinical rotation through review of procedures and protocols in each Course Overview Document. The Office of Environmental Safety also runs

the [Mandatory Fit Testing Program \(BCM login required\)](#) to fit all students with appropriately sized N95 masks. Please reference the links provided (Baylor login required) for more information.

To safeguard personal health and safety and minimize the risk of infection, students experiencing an exposure to an infectious agent must follow the post-exposure protocol appropriate to the clinical site at which the exposure occurred.

Exposure: If you are exposed to a bloodborne or other infectious pathogen, the next steps you take are critical to minimizing risk to your health and safety. The College has an OSHA Exposure Control Plan that provides important details and follows national best practices. In the event of an infectious exposure, please follow the guidance below.

1. Exposure protocols vary at each clinical site. The major sites, such as Michael E. DeBakey VA Medical Center, Texas Children's Hospital, Baylor St. Luke's Medical Center and Ben Taub Hospital, are listed on the [OHP web page](#). That page contains more detailed information.
2. Notify the hospital when an exposure occurs. Each facility has a different reporting mechanism. This information is on the OHP web page.
3. If a needlestick or other exposure to potentially infectious body fluids occurs, ensure the source patient's blood is obtained at the time of exposure and sent for testing. Each hospital has its own protocol for obtaining the source patient's blood. Response to exposures to airborne pathogens vary depending on the infectious disease (i.e. tuberculosis vs. meningococcal meningitis vs. COVID-19).
4. Notify OHP at 713-798-7880 at the time of exposure. OHP personnel are on-call 24/7. Make sure that you provide a good call-back number that works in your clinical setting.
5. Please ensure you discuss your exposure with OHP personnel. Post-exposure Prophylaxis (PEP) is not indicated following most exposures. However, when PEP is needed, time is of the essence in starting it. Additionally, OHP personnel know each hospital system well and can help navigate issues in real time.
6. You can always call one of the student affairs deans for help:  
Dr. Kass: 713-240-0069  
Dr. Poythress: 713-857-7600  
Dr. Stolar: 713-757-2411

[Medical Student Exposure to Infectious and Environmental Hazards Policy](#) (Baylor login required)

Disclosure of History of Infectious or Communicable Illnesses

Students with either infectious or communicable illnesses or with an immune compromising condition should consult with the OHP (713-798-7880 or [ohp@bcm.edu](mailto:ohp@bcm.edu)) regarding the advisability of working with patients and other limitations or concerns related to clinical duties and educational activities. Refer to the [Medical Student Exposure to Infectious and Environmental Hazards Policy](#) for further details.

## Statement of Student Rights

Baylor College of Medicine is committed to creating an environment for students that is conducive to academic success and academic freedom commensurate with all applicable laws and regulations. As students are not only members of the Baylor academic community but are also members of society as a whole, Baylor works to ensure that all rights, protections and guarantees that students are assured as citizens of society are also provided to them within Baylor

Baylor's Statement of Student Rights aligns with the College's mission as a health sciences university that creates knowledge and applies science and discoveries to further education, healthcare and community service locally and globally. These rights embody our values of respect, integrity, innovation, teamwork and excellence, our vision to improve health through science, scholarship and innovation and our adherence to the Institutional

### Code of Conduct.

Students have the right to freedom of expression within an atmosphere of culturally responsive inclusiveness and sensitivity. The free dissemination of ideas is key to promoting the academic, personal and professional growth of Baylor students.

Students have the right to a safe learning environment that is free of discrimination, violence and harassment. Baylor seeks to provide a community of respect, open communication, collaboration and inclusiveness.

Students have the right to due process in incidents of alleged student misconduct and have the right to appeal decisions in this regard. Baylor strives to guarantee accuracy in academic results and decisions.

Students have the right to confidentiality of education records. Explicit written confidentiality policies and procedures are in place to achieve the protection of all personal information and academic records.

### Code of Conduct

The [Baylor Code of Conduct](#) (Baylor login required) is our comprehensive framework for ethical and professional standards. It is designed to ensure that we, all members of the Baylor community, understand the expectations to conduct ourselves in an ethical and professional manner while complying with all laws, regulations, rules and policies to the fullest degree.

The logo for Baylor College of Medicine, featuring the text "Baylor College of Medicine" in a white serif font centered within a dark blue square.

Baylor  
College of  
Medicine®

School of Medicine  
Office of Curriculum  
2026-2027 Course Catalog



School of Medicine  
2026-2027 Course Catalog

# Foundational Sciences Course Descriptions

\* Course credits pertain to 2026-2027 academic year.

## **Assessment, Consolidation, and Exam Skills (ACES): MBACE-MAIN**

The goal of this course is to facilitate the development of strategies for self-assessment and optimization of self-regulated learning and exam skills while consolidating knowledge foundational to the practice of medicine.

Credits: 0.50

Course Director: [Elisha Acosta, M.D.](#)

Associate Course Directors: [Rathi Asaithambi, M.D., M.P.H., Ed.M.](#) and [Stephanie M. Richardson Ph.D.](#)

## **Behavioral and Neurologic Sciences (BNS): MBBNS-MAIN**

The purpose of this course is to facilitate the integrated development of knowledge and skills related to the care of patients and populations with conditions of the nervous system, including neurologic and behavioral health disorders with consideration of ethical principles, professional wellness, and diverse research areas.

Credits: 5.50

Course Directors: [Steven Bellows, M.D.](#), [Sindhu Idicula, M.D.](#), and [Matthew McMillin, Ph.D.](#)

## **Cardiac, Respiratory, Renal (CRR): MBCRR-MAIN**

The Cardiac, Respiratory, Renal course is designed to facilitate the integrated development of knowledge and skills related to the care of patients with cardiac, respiratory, and renal conditions in conjunction with ethical principles, health systems, professional roles, social determinants, and limitations of evidence-based practice.

Credits: 7.75

Course Directors: [Joshua Kailin, M.D.](#), [Bryan Tucker, D.O., M.S.](#), and [Adam Kley M.D., B.S](#)

Associate Course Director: [Stephanie Richardson, Ph.D.](#)

## **Endocrine, Gastrointestinal, and Genitourinary Systems (EGGS): MBEGG-MAIN**

The purpose of this course is to facilitate the integrated development of knowledge and skills related to the care of the patients and populations with conditions of gastrointestinal, endocrine, reproductive, and



School of Medicine

## 2026-2027 Course Catalog

genitourinary systems, with consideration of ethical principles, advocacy, uncertainty and bias, and professional identity formation.

Credits: 5.75

Course Directors: [Nidhi Bansal, M.B.B.S., M.P.H.](#) and [Nicolette Janzen, M.D.](#), [Matthew McMillin, Ph.D.](#), and [Richa Shukla, M.D.](#)

### **Foundations of Medicine (FOM): MBFOM-MAIN**

The purpose of the Foundations of Medicine course is to understand the fundamentals of structure, function, and relationships of biology to pathology by applying medical biochemistry and the principles of human health and disease using critical thinking and self-regulated learning.

Credits: 4.25

Course Director: [Sandra Haudek, Ph.D., M.S.](#)

Associate Course Directors: [Matthew McMillin, Ph.D.](#) and [Munder Zagaar, Ph.D., Pharm.D.](#)

### **Fundamentals of Academic Scholarship & Translational Research (FASTR): MBFAS-MAIN**

The Fundamentals of Academic Scholarship & Translational Research (FASTR) course prepares students to apply ethical, analytic, and data-driven foundations to engage responsibly in biomedical scholarship. Students integrate principles of responsible conduct of research, epidemiology and biostatistics, and bioinformatics to formulate and evaluate clinically relevant questions and approaches. Through this process, students develop the critical thinking skills necessary to analyze data, consider ethical and methodological trade-offs, and apply the scientific method to real-world problems in healthcare.

Credits: 1.50

Course Director: [David McClung, Ph.D.](#)

Associate Course Director: [Daryl Scott, M.D., Ph.D.](#)

### **Hematology (HEME): MBHEM-MAIN**

The [goal of the Hematology course is to develop knowledge and skills related to the care of patients with hematologic conditions with consideration of ethical principles, health systems, physician wellness, and applying evidence-based practice.](#)

Credits: 2.75

Course Director: [Amanda Grimes, M.D.](#)

Associate Course Directors: [Andrea Marcogliese, M.D.](#)



School of Medicine

2026-2027 Course Catalog

**Immune, Musculoskeletal, and Integumentary Systems (IMIS): MBIMI-MAIN**

This multifaceted course is designed to prepare learners to identify and apply normal and abnormal structures and functions of dermatology, rheumatology, musculoskeletal, and immunologic systems while demonstrating basic principles of diagnostic testing and interpretation to develop skills in taking patient history, communication, and the application of equity and quality care.

Credits: 4.75

Course Directors: [William Decker, Ph.D.](#), [Miriah Gillispie-Taylor, M.D.](#), and [Ikue Shimizu, M.D.](#)

Associate Course Director:

**Integrated Systems (IS): MBIS-MAIN**

The purpose of the Integrated Systems course is to apply knowledge and skills related to the integration of different organ systems with an emphasis on infectious disease, toxicology, public health, informatics, and nutrition across the age continuum.

Credits: 4.50

Course Director: [Shital Patel, M.D., M.Sc.](#)

Associate Course Directors: [Jennifer Whitaker, M.D.](#)

**Practice of Medicine (POM) I: Essential Concepts: MBPM1-MAIN**

The Practice of Medicine I course is designed to confer fundamental clinical skills – including history taking, physical examination, point-of-care ultrasound, clinical reasoning, and communication – while facilitating positive, professional identity formation. The course will introduce students to inpatient and outpatient clinical environments to practice hypothesis-driven data collection and enhance verbal and written communication. The course covers a range of systems and symptoms, including cardiac, respiratory, and hematologic conditions.

Credits: 4.25

Course Director: [Shruti Varadarajan, M.D.](#)

Associate Course Directors: [Kamna Bansal, M.B., B.S.](#) and [Ana Crew, D.O.](#)

Assistant Course Director: [Pratiksha Naik M.D.](#)

**Practice of Medicine (POM) II: Expanding Fundamentals: MBPM2-MAIN**

The Practice of Medicine II course focuses on developing essential skills in history taking, physical examination, diagnostic schema formulation, and effective clinical documentation learned in POM I. The course covers various



School of Medicine  
2026-2027 Course Catalog

systems and symptoms, including musculoskeletal, dermatologic, abdominal, endocrine/reproductive, neurologic, mental health, HEENT, and chronic conditions. Students will learn to elicit more comprehensive histories, perform thorough examinations, recognize abnormal findings, and integrate multiple viewpoints into their strategies. Additionally, students will further develop clinical reasoning abilities and understand the importance of problem representation and summary statements in diagnosis. The course also emphasizes patient-centered care and effective documentation of clinical encounters in preparation for clinical experiences.

Credits: 4.50

Course Director: [Shruti Varadarajan, M.D.](#)

Associate Course Directors: [Kamna Bansal, M.B., B.S.](#) and [Ana Crew, D.O.](#)

Assistant Course Director: [Pratiksha Naik M.D.](#)

**Practice of Medicine (POM) III: Synthesis: MBPM3-MAIN**

In this course, students will apply the foundational medical knowledge and clinical skills learned in their first year to patients in the inpatient setting with a focus on hypothesis-driven data collection, verbal and written communication skills, and clinical reasoning. In this course, large group interactives will help students begin to build differential diagnoses for common presenting complaints for hospitalized patients and to develop illness scripts for common diagnoses. Students will also work with a clinical preceptor in small groups, perform complete history and physical examinations on hospitalized patients, deliver organized verbal patient presentations, and complete written H&Ps. The goal of this course is to help students to synthesize the knowledge and skills acquired in their first year such that they are prepared to begin their inpatient clerkships.

Credits: 2.00

Course Director: [Catherine Daniel, M.D.](#)

Associate Course Directors: [Fabrizio Canepa, M.D.](#) and [Andrew Hawrylak, M.D.](#)

**Service Learning, Wellness and Narrative Medicine: MCSWN-MAIN**

The goal of this course is to introduce students to narrative medicine and service learning as activities that enhance reflection and wellness within clinical practice. Taking place at selected sites throughout Houston and Temple, service learning will allow students to work with community service organizations. Through these activities, students will utilize skills that heighten professionalism, empathy, and social interaction; they will identify community needs relevant to an organization and work directly with employees to deliver the services offered. Narrative medicine activities will provide opportunities for reflection with the aim of developing the skills of attention, tolerance for ambiguity, teamwork, sense of purpose/meaning, and empathy. These activities will also provide opportunities for students to recognize the importance of precise



School of Medicine

2026-2027 Course Catalog

written and verbal communication. Wellness topics will be introduced both didactically and through active learning with the aim of imparting experience and knowledge in multiple wellness dimensions, including physical, spiritual, financial, environmental, emotional, intellectual, and social.

Credits: 0.5

Course Directors: [Andrew Childress, Ph.D., M.A.](#) and [Anisha Turner, M.D.](#)

Associate Course Director: [Chitra Hamilton, M.D.](#)

**Transitions to Clerkships (TTC): MBTTC-MAIN**

Transitions to Clerkships aims to prepare students to succeed in the clinical learning environment. In the course, students will refine their clinical skills and implement principles of clinical reasoning. They will learn and apply standards of professionalism and ethics. Students will leave the course with an improved understanding of the expectations of ward clerks, enhanced skills for self-regulated learning, and tools to promote personal wellness during clerkships and beyond.

Credits: 4.5

Course Director: [Meghan McClure, M.D.](#)

Associate Course Directors: [Shradha Kulkarni, M.D.](#)

**Transitions to Medicine (TTM): MBTTM-MAIN**

The Transitions to Medicine course is designed to prepare learners with introductory knowledge and skills to be successful in medical school and the practice of medicine.

Credits: 2.5

Course Director: [Robert McArthur, M.D.](#)

Associate Course Directors: [Ana Crew, D.O.](#) and [Shruti Varadarajan, M.D.](#)



School of Medicine  
2026-2027 Course Catalog

# Clinical Sciences Course Descriptions

\* Course credits pertain to 2026-2027 academic year.

## **Transitions to Residency: MCTTR-MAIN**

Transitions to Residency prepares students for the expectations and responsibilities of internship. During the course, students will build on their clinical reasoning and patient management skills through interactive sessions, simulations, and practical exercises. They will practice prioritizing and managing multiple clinical tasks, responding to common inpatient scenarios, and communicating effectively as clinicians with patients and care teams. The course also reinforces professionalism, teamwork, and personal wellness. By the end of the course, students will have a better understanding of the intern role, greater confidence in managing day-to-day responsibilities, and strategies to support their transition into residency.

Credit Hours: 3.5

Course Director: [Jordan Kemere M.D.](#)

Associate Course Director: [Loan Nguyen, M.D., M.Ed.](#) and [Tamanie Yeager, M.D.](#)

Assistant Course Director: [Akhil Padarti, M.D.](#)



School of Medicine  
2026-2027 Course Catalog

# Clerkships Course Descriptions

\* Course credits pertain to 2026-2027 academic year.

## **Emergency Medicine: MCERM-MAIN**

The Emergency Medicine Clerkship is a four-week rotation that is designed to give students exposure to the field of Emergency Medicine and the emergent approach and stabilization to the undifferentiated patient. This course will take place in the Ben Taub General Hospital (Houston) and Baylor Scott and White Medical Center Emergency Departments, which are both Level 1 Trauma Centers. As part of this rotation, students will learn the emergency medicine approach to common chief complaints. Commonly, the student will be the first provider to take a full history and physical from a patient and from this form a differential and a therapeutic plan to present to the senior resident and the attending. In addition, students will have the ability to perform common Emergency Medicine procedures: laceration repairs, incision and drainage, splinting and iv insertion. Supplementing the clinical experience, the students will also have weekly didactics to learn concepts important to Emergency Medicine. The students will also assess how Social Determinants of Health affected one of their patients and propose a solution to the barrier. The students will also learn how to use language interpreters and identify/manage emergent EKG findings.

Credits: 4.0

Clerkship Director: [Navdeep Sekhon, M.D.](#)

Associate Clerkship Directors: [Adedoyin Adesina, M.D.](#) and [Pratiksha Naik M.D.](#)

## **Family and Community Medicine Clerkship: MCFAM-MAIN**

The Family and Community Medicine Clerkship introduces students to the role and identity of the family physician in today's healthcare system and demonstrates the family medicine approach to the comprehensive care of common health problems. Students will spend the majority of Clerkship time in the office of a family physician preceptor, where they will learn to conduct different types of ambulatory visits and to diagnose and manage common conditions seen by family physicians. Additional learning opportunities are provided through seminars and self-directed activities including videos, case studies, and recommended readings.

Credits: 4.0

Clerkship Director: [Arindam Sarkar, M.D.](#)

Associate Clerkship Directors: [Kenneth Barning, M.D., Ch.B.](#) and [Ana Crew, D.O.](#)



School of Medicine  
2026-2027 Course Catalog

**Medicine Clerkship: MCMED-MAIN**

Core Medicine is the clinical rotation designed to develop students' skills in the diagnosis and management of illness in adults. Each student will have a unique experience in medicine, but all students will rotate to the same core hospitals and will experience the many complexities of adult hospital driven healthcare. Students will advance their clinical reasoning skill by learning to incorporate the history of present illness, physical diagnosis, and laboratory/imaging into their evolving differential diagnosis for each case they manage. Students will also be expected to learn fundamental aspects of therapy and management that will help develop their competency in the assessment and treatment of common adult illnesses.

Credits: 8.0

Clerkship Director: [Andrew Caruso, M.D.](#)

Associate Clerkship Directors: [Adam Brown, D.O.](#) and [Doris Lin, M.D.](#)

**Neurology Clerkship: MCNEU-MAIN**

The Neurology Clerkship is a four-week rotation designed to apply the skills of localizing pathology within the neuraxis to evaluate and diagnose patients with neurological diseases and discuss management issues. Students will spend most of their time in the inpatient services at one hospital, have the opportunity to evaluate patients in the ambulatory setting, and participate in a one-week sub-rotation at Texas Children's Hospital to learn about pediatric neurology. Students will learn through didactic lectures, team-based learning sessions, supervised direct patient interaction, and clinical instruction.

Credits: 4.0

Clerkship Director: [Charenya Anandan, M.B.B.S.](#)

Associate Clerkship Directors: [Nicolaas Anderson, D.O.](#) and [Spencer Gunnell, M.D.](#)

**Obstetrics/Gynecology (OB/GYN) Clerkship: MCOBG-MAIN**

The OB/GYN Clerkship is designed to provide medical students with the knowledge and skills necessary to compassionately care for women of all ages. The student will be exposed to the breadth of obstetrics and gynecology, while focusing on skills unique to the field including pelvic examinations, vaginal delivery techniques, and exposure to the surgical environment. The clerkship goal is for the student to develop core clinical knowledge essential for providing comprehensive care and advocacy for all aspects of women's health.



School of Medicine  
2026-2027 Course Catalog

Credits: 6.0

Clerkship Director: [Tara Harris, M.D.](#)

Associate Clerkship Directors: [Christopher Birkholz, M.D.](#) and [Tracilyn Hall, M.D.](#)

**Pediatrics Clerkship: MCPED-MAIN**

The Pediatric Clerkship is designed to provide students with high-quality, engaging clinical experiences to develop a basic knowledge of childhood growth and development (physical, physiologic, and psychosocial) and management of illness from birth through adolescence. Students work in inpatient and outpatient settings to gain exposure and experience in both routine well childcare and the management of acute and chronic pediatric medical problems. Students also begin to appreciate the importance of longitudinal relationships and observe the dynamic process unique to the pediatric patient. This clerkship aims to help students feel more comfortable in dealing with pediatric patients regardless of their ultimate choice of medical specialty.

Credits: 6.0

Clerkship Director: [Sanghamitra Misra, M.D., M.Ed.](#)

Associate Clerkship Directors: [Gal Barak, M.D., M.Ed.](#) and [Neelam Konnur, M.B.B.S.](#)

**Psychiatry Clerkship: MCPSY-MAIN**

The Psychiatry Clerkship is a 4-week clinical rotation at our affiliate hospitals and clinics. The clerkship is designed to build on the foundations course in behavioral science where knowledge about psychiatric evaluation, diagnoses and treatments were introduced. In the clerkship, students will obtain information from patients via the psychiatric interview, work on primary and differential diagnoses, learn to manage psychiatric illnesses, critically evaluate treatments in Psychiatry, and improve overall communication skills with patients. Most students enjoy the rotation as it is one of the few opportunities to work directly with patients with mental illness in medical training.

Credits: 4.0

Clerkship Director: [Jin Y. Han, M.D.](#)

Associate Clerkship Directors: [Julie Williams, M.D.](#) and [Chinonyerem Okwara, M.D.](#)

Assistant Clerkship Director: [Kyle M. Hodges, M.D.](#)

**Surgery Clerkship: MCSUR-MAIN**

The Michael E. DeBakey Department of Surgery welcomes students to their core clerkship. The mission of the Michael E. DeBakey Department of Surgery is to inspire the next generation of surgeons by providing



School of Medicine

2026-2027 Course Catalog

medical students with a balanced surgical experience that will meet core surgical competencies in both knowledge and skills. As a member of a surgical team, students will gain an understanding of the fundamentals of perioperative management of surgical patients in various hospital settings. Students will learn the presenting signs, diagnosis, and treatment of common surgical diseases. During this clerkship, students will spend three weeks on a general surgery service, three weeks on a surgery subspecialty service, or Surgical ICU. The didactic schedule includes lectures from the Department of Surgery's faculty leadership, online modules, small group teaching sessions, and a weekly skill lab.

Credits: 6.0

Clerkship Director: [Yesenia Rojas-Khalil, M.D.](#)

Associate Clerkship Directors: [Cary Hsu, M.D.](#), [Caitlyn Fitzgerald, M.D.](#), and [Stacey Milan, M.D.](#)



School of Medicine  
2026-2027 Course Catalog

# Advanced Core Rotations

\* Course credits pertain to 2026-2027 academic year.

## **Ambulatory Care Rotation: MCACR Main**

The Ambulatory Care Rotation aims to align medical education with current healthcare systems by providing students with comprehensive, hands-on experience in the ambulatory setting, equipping them with the skills and knowledge necessary to effectively manage patient care in outpatient environments. Students will have an opportunity to rotate in medical and/or surgical subspecialties.

Credits: 4.0

Course Director: [Loan Nguyen, M.D., M.Ed.](#)

Associate Course Directors: [Christopher Perkins, M.D.](#); [Muralidhar Jatla, M.D., MBA](#)

Assistant Course Directors: [Meha Fox, M.D.](#); [Shyam Sukumar, M.D.](#); [Kristen Lavere, M.D.](#); [Julie Gonzalez, M.D.](#); [Kelvin Lee, M.D.](#)

## **Critical Care Rotation: MCCR Main**

The purpose of the Critical Care Rotation is to integrate students into the management of critically ill patients, provide instructions on the tenets of interdisciplinary care and patient safety protocols, and enhance communications skills and ethical knowledge base.

Credits: 4.0

Course Director: [Sunjay R. Devarajan, M.D.](#)

Associate Course Director: [Alfredo Vazquez-Sandoval, M.D.](#)

## **Family Medicine Sub-internship: MEFAM 515 or MEFAM 800 (BSWH)**

*Satisfies requirement for 3rd/4th-year sub-internship.*

Students are encouraged to take the course between January of the third year and December of the fourth year. The goal of the Family Medicine sub-internship is to expose students to the underserved patients on the Family Medicine Service at Ben Taub Hospital. Students will assume the role of an intern and will learn the family medicine approach to the care of adult hospitalized patients with emphasis on caring for patients in the context of their family environment, addressing psychosocial, cultural, and financial issues and providing longitudinal care for patients with chronic issues. To emulate the functions of a family medicine intern, there



School of Medicine

2026-2027 Course Catalog

is an ambulatory component of one half-day a week (schedule permitting) at Northwest Health Center in the Harris Health System. **There is no night call, however weekend call is required.**

Credits: 4.0

Sub-I Course Director: [Rashmi Rode, M.D.](#)

Associate Sub-I Course Director: [Jennifer Bohannon, M.D.](#)

**General Medicine Sub-internship: MEMED 502 (MEDVAMC) or MEMED 503 (BTH) or MEMED 504 (BSLMC) or MEMED 800 (BSWH)**

*Satisfies requirement for 3rd/4th-year sub-internship.*

Students are encouraged to take the course between January of the third year and December of the fourth year. The student functions like an intern on the general medicine wards at Michael E. DeBakey Veterans Affairs Medical Center, Ben Taub Hospital, Baylor St. Luke's Hospital, or Baylor Scott and White Hospital. Under the supervision of the medicine resident and attending physician, the student has primary patient care responsibility and participates in all clinical and educational activities of the medical service. Practical aspects of patient care are emphasized. Students hone their history and physical skills, write orders, and develop diagnostic and therapeutic plans. They also learn how to manage transitions of care and further develop their communication skills. The course is demanding, but it is conducted with strong support from the faculty and house staff and provides excellent transition to any residency training program. **Night shifts are required.**

Credits: 4.0

Sub-I Course Co-Directors: [Anita Kusnoor, M.D.](#) and [Maria Maldonado, M.D.](#)

Associate Sub-I Course Director: [Ahuti Desai, M.D.](#)

**Neurology Sub-internship: MENEU 503 or MENEU 800 (BSWH)**

*Satisfies requirement for 3rd/4th-year sub-internship.*

Students are encouraged to take the course between January of the third year and December of the fourth year. The student functions as an intern on the neurology inpatient primary service at Ben Taub Hospital. Under the supervision of the chief neurology resident and attending physician, the student has primary patient care responsibility. Practical aspects of patient care are emphasized. Students will hone their history and physical exam skills, write orders, and develop diagnostic and therapeutic plans. They will also be expected to learn how to manage transitions of care and to further develop their communication skills. Emphasis is placed on understanding the role of a neurologist in patient care and preparing the student for residency. **Night shifts are required.**

Credits: 4.0

Sub-I Course Director: [Steven Bellows, M.D.](#)



School of Medicine  
2026-2027 Course Catalog

Associate Sub-I Course Director: [Sai Mula, M.D.](#)

**OB/GYN Sub-internship: MEOBG 503 or MEOBG 800 (BSWH)**

*Satisfies requirement for 3rd/4th-year sub-internship.*

Students are encouraged to take the course between January of the third year and December of the fourth year. At the Houston campus, the sub-internship experience occurs as part of the labor and delivery (L&D) teams at Texas Children's Hospital Pavilion for Women (PFW) and Ben Taub Hospital (BTH), and is modeled after the role of the OB/GYN intern on L&D. The student is assigned to either the L&D team at BTH or at the PFW; assignment is informed by number of students on rotation, location of core rotation, and involvement in the Care for the Underserved track. At the Temple campus, the subintern experience includes two weeks of L&d, one week of mFM, and onen week of gynecologic surgery. The student is responsible for performing all intern level activities including, but not exclusive to: admit patients, evaluate all medical problems, manage labor, and formulate a therapeutic plan under supervision. The sub-intern will demonstrate the ability to counsel and obtain proper patient consent for procedures. Subinterns have an opportunity to participate in our Students as Teachers program to build teaching skills. Two night calls are required (chosen from first three Friday nights or the last Wednesday night).

Credits: 4.0

Sub-I Course Director: [Kelli Barbour, M.D., M.Sc., M.A.](#)

Associate Sub-I Course Director: [Diana Villazana-Kretzer, M.D.](#)

**Pediatrics Sub-internship: MEPED 547 or MEPED 800 (BSWH)**

*Satisfies requirement for 3rd/4th-year sub-internship.*

Students are encouraged to take the course between January of the third year and December of the fourth year. The student is assigned to one of the Texas Children's Hospital's Pediatric Hospital Medicine (PHM) teams at TCH Main Campus. Sub-interns will demonstrate pediatric intern level knowledge, attitudes and skills including, but not limited to admitting patients, evaluating all medical problems, and formulating a therapeutic plan. They are responsible for patient handoffs at the beginning and end of shifts. They will write and send orders for co-signature prior to implementation. Sub-interns follow a night float system where they can expect approximately one week of nights during the month and are directly supervised by a resident. A faculty member is available at all times. During call, the sub-intern is responsible for cross-cover issues on all of their team's patients. Patient-family centered rounds (PFCR) are conducted daily at the bedside with the medical team. Attendance at educational conferences is required. The resident lecture series is held from 11:30-1:00 PM Monday-Thursday and 12 PM- 1PM on Fridays.

Credits: 4.0

Sub-I Course Director: [Meghan McClure, M.D.](#)



School of Medicine  
2026-2027 Course Catalog

**Psychiatry Sub-internship: MEPSY 504 or MEPSY 800 (BSWH)**

*Satisfies requirement for 3<sup>rd</sup>/4<sup>th</sup>-year sub-internship.*

The Baylor College of Medicine (BCM) Psychiatry Sub-Internship is a 4-week advanced clinical rotation at our affiliate hospitals. The course is designed to develop the skills, knowledge and professional attitudes required for internship. It focuses on performing psychiatric evaluations and documentations as well as applying clinical reasoning based on evidence-based medicine to formulate appropriate diagnoses and treatment plans under supervision. Students will practice a variety of clinical skills, coordinate transitions of care, and refine communication with all members of the care team, as well as with patients and their families.

Credits: 4.0

Sub-I Course Director: [Jin Y. Han, M.D.](#)

Associate Sub-I Course Director: [Michaela Marziale, M.D.](#)

**Surgery Sub-internship: MESUR 501 or MESUR 541 or MESUR 546 or MESUR 800 (BSWH)**

*Satisfies requirement for 3<sup>rd</sup>/4<sup>th</sup>-year sub-internship.*

Students are encouraged to take the elective between January of the third year and December of the fourth year. The student should increase his/her knowledge of the fundamentals of general surgical practice and acquire skills used in the evaluation and treatment of general surgical conditions. Sub-interns will, under supervision, admit patients, evaluate and formulate a plan, participate in operations and post-operative care, and write discharge summaries. Sub-interns take call once during the four-week rotation. The goal of this rotation is to develop the student's ability to make and implement a plan of care in a surgical patient thereby improving the student's readiness for the transition into an internship.

Credits: 4.0

Sub-I Course Director: [Stacey Carter, M.D.](#)

Associate Sub-I Course Director: [Gerhard \(Trey\) Hill III, M.D.](#)



School of Medicine  
2026-2027 Course Catalog

# Electives

\* Course credits pertain to 2026-2027 academic year.

## *Pre-Clinical – Foundations*

### **Biochemistry & Molecular Pharmacology**

#### **MEBMP-385    Pharmacology**

This pharmacology elective is tailored for students preparing for clinical rotations and upcoming high-stakes assessments, focusing on commonly used drugs, their mechanisms of action, appropriate pharmacotherapy selection, and anticipation of adverse effects and interactions. The elective is designed to bridge theoretical knowledge and practical application by offering mental models and practice questions.

Credits: 1.00

### **Center for Medical Ethics & Health Policy**

#### **MEETH-413    Introduction to Health Policy**

Healthcare in the US is provided in a bewildering system that many consider broken. Physicians in early practice often say they feel they received plenty of clinical training, but feel unprepared for dealing with insurance companies, running their practices, and feel powerless to effect change in the systems in which they practice. This elective will provide an introduction to how medicine works in both theory and practice. By the end of the elective students will be able to hold informed conversations with healthcare professionals and lay people about the common issues that affect doctors, patients, and society, and options for addressing these issues. The elective will be taught by experts in policy, management, ethics, and systems. Short readings, often from sources like *The New York Times*, *The New Yorker*, *The Economist*, as well as traditional medical journals will provide a background for lectures.

Credits: 0.75

#### **MEETH-414    Seminar in Health Policy**

The purpose of this course is to introduce students to the policy environment that influences and shapes the provision of health care services in the United States and to learn to critically assess different kinds of policies, with consideration to their intended and unintended consequences for providers, patients, and communities. These policies include laws, regulations, judicial opinions, and institutional policies. Through readings, written reflection, debate and discussion, and in-class exercises, students will develop the knowledge and skills to address current health policy issues in a thoughtful, comprehensive, and rigorous manner.

Credits: 1.00

#### **MEETH-417    Seminar Series in Bioethics**



School of Medicine

### 2024-2025 Course Catalog

This is a seminar designed to provide the student with an understanding of the theoretical foundations of the discipline of bioethics. The seminar explores competing theories and arguments in bioethics by careful reading of articles covering major issues such as physician assisted suicide, rationality and decision-making capacity, definitions of death and personhood, religious based refusals of medical treatment for children, allocation, and procurement of organs for transplantation, and justice in emerging genetic technologies for human enhancement and disease treatment. Each month, back-to-back sessions are held to accommodate the large enrollment. One session will be in-person, and the other virtual. Each month, students can choose their option for the following month. At least one virtual session will be held monthly to accommodate Temple campus students.

Credits: 1.00

#### **MEETH-420      Life's Final Choices: Exploring Physician Assisted Death**

Students will engage with the history of bioethics and medical practices as it pertains to physician assisted death (PAD), also known as medical aid in dying (MAID). Using lectures, videos, and discussions, students will learn about the historical contexts related to PAD, the ethical considerations, and discuss their implications in modern practice.

Credits: 0.50

#### **MEETH-421      Hot Topics in Medical Ethics**

Medical ethics is an applied field of ethics focused on healthcare, clinical decision making, biomedical research, and emerging medical technologies. Bioethics integrates philosophical reasoning to address a wide range of pressing real-world ethical challenges in health, including issues of informed consent, confidentiality, reproductive justice and genetic decision making, forensic and polygenic technologies, organoids and organ-on-chip, perceptual computing and brain-computer interfaces, psychedelics research, public health surveillance technologies, and the ethical development and use of artificial intelligence in healthcare.

By studying biomedical ethics, students will gain exposure to the conceptual tools and practical frameworks that researchers use to analyze ethically complex situations in patient care and biomedical innovation. This knowledge will empower future healthcare practitioners to meaningfully engage with ethical issues in their care and research practices.

This course will provide students with a foundational understanding of ethics principles and concepts and introduce them to contemporary issues in biomedical ethics.

Credits: 0.75

#### **Center for Space Medicine**

#### **MESPM-610      Intro to Human Space Exploration & Medicine**

This elective introduces BCM medical students to biomedical risks associated with human space exploration and the emerging discipline of space medicine. The course provides a unique opportunity for students to learn about new discoveries in biomedical science, technology and medicine relevant to space



School of Medicine

## 2024-2025 Course Catalog

and how these advances enhance health and medical care on Earth. Instruction will consist of lectures by leading experts, including faculty affiliated with TRISH, former NASA flight surgeons, and astronauts with long-duration flight experience aboard the International Space Station. Interactive discussions will be encouraged. At the end of the course, students will have an understanding of some of the fundamental biomedical issues facing astronauts and perspectives on how medical care for space exploration impacts both space missions and medical advances on Earth.

Credits: 0.50

### **MESPM-611 Topics in Human Space Exploration & Medicine**

Building on the foundation of MESPM 610, this elective takes the next step in exposing students to leaders and discoveries at the interface of medicine and space. It also provides an opportunity to learn about the highest risks to human health and performance in space. Important themes emphasized in the course include the (i) bidirectional interface between basic and clinical knowledge, (ii) integration of science, medicine, engineering and education, and (iii) value of clinical and operational expertise in guiding research and development.

Credits: 0.50

## **Department of Education, Innovation and Technology**

### **MEEIT-400 Introduction to Medical Education Research**

In this course, medical students will gain the knowledge and skills on how to conduct medical education research. While bench and clinical research is often associated with research opportunities during undergraduate medical education, there is value in learning about how to develop strong medical education research ideas and plans, especially for those interested in pursuing academic careers.

Credits: 0.50

### **MEEIT-401 Statistics Methods for Medical Education Research**

This elective aims to prepare students to identify and appraise proper statistical methods for their quantitative educational research. Although our current undergraduate medical education curriculum has statistics components, most coverings are for students digesting and conducting clinical research. This elective has value in learning for students intending to extend their research in Social-Behavioral Sciences, especially those who want to pursue academic careers.

Credits: 0.50

### **MEEIT-402 Fundamentals of Peer-Assisted Learning**

This elective is designed to give medical students a better understanding of the principles of peer-assisted learning. Facilitating an exchange of information between your peers and near peers is a key principle of undergraduate and graduate medical education. To expand knowledge in this domain, the course will consist of focused lectures on small and large group peer-assisted learning sessions, strategies for small and large group instruction, and how to use feedback to facilitate instructional design.



School of Medicine  
2024-2025 Course Catalog

These sessions will have active learning components to improve understanding of the concepts presented. The course will culminate with the students leading a peer-assisted learning activity incorporating what they have learned.

Credits: 0.50

**MEEIT-403      Research Methods in Medicine Meta-Analysis**

In this course, students will gain the knowledge and skills necessary to critically evaluate and interpret research findings found in a meta-analysis. Meta-analysis is the quantitative synthesis of findings from primary research studies, the results of which provide cumulative insight on for whom and under what conditions medical intervention is most effective. The goal is to produce a more knowledgeable and critical consumer of research; however, the fundamentals learned can be used as a starting point for conducting a meta-analysis.

Credits: 0.50

**MEEIT- 405      Navigating Pitfalls of Drug Therapy**

Mistakes in healthcare providers regarding drugs can occur due to various factors, including human error, system failures, lack of communication, and inadequate training. We learn from our mistakes but it's even better to learn from evidence-based research to decrease future adverse events in patient care. In this course, medical students will study potential pitfalls of drug therapy management and discuss tools to reduce errors.

Credits: 0.50

**MEEIT-407      Communities in Research: Participatory Research Methods**

Participatory research methods are gaining renewed attention in medical research as a means of engaging communities, addressing social determinants of health, and promoting ethical, collaborative research practices. This elective will provide medical students with an active, hands-on experience in understanding and applying participatory research methods.

Over the course of four highly interactive sessions, students will critically examine the relationships between researchers and participants, explore ethical and theoretical frameworks, and engage in practical exercises that simulate real-world challenges in participatory research. Activities will include scenario analyses, role-playing, data collection simulations, and conflict resolution exercises, ensuring students develop both conceptual understanding and practical skills.

This elective will challenge students to navigate issues of power, ethics, and representation in research, preparing them to incorporate participatory approaches into their future medical and academic work.

Credits: 0.50

**MEEIT-408      Writing and Reviewing Manuscripts**



School of Medicine

### 2024-2025 Course Catalog

Writing & Reviewing Manuscripts is eight (8) in-person meetings, with required outside assignment completion to meet the goals of the course. This course provides a structured approach for students with a completed research, quality improvement, or case report project to disseminate in the form of a manuscript. The support of the project mentor is necessary and a letter of support from the mentor is required.

The students will gain knowledge and skill to write the manuscript longitudinally and leverage the peer-review process to improvement their manuscript along the way to ensure it is ready for submission at the end of the course. The peer review process will engage the project mentor; therefore, their support is imperative.

Credits: 0.50

#### **MEEIT-409      Focus on POCUS**

This elective is designed to enhance knowledge and skills of the foundational principles and clinical applications of POCUS fostering continued development toward early competency in image acquisition, interpretation, and integration in clinical reasoning.

This course is based on the Houston campus and related to “POCUS in Focus” at the Temple campus and will run concurrently with integration of virtual sessions. Most hands-on sessions will utilize high fidelity simulators which require low student ratios.

Credits: 0.50

#### **MEEIT-410      POCUS in Focus**

This elective is designed to enhance knowledge and skills of the foundational principles and clinical applications of POCUS fostering continued development toward early competency in image acquisition, interpretation, and integration in clinical reasoning. This course is based on the Temple campus and related to “Focus on POCUS” at the Houston campus and will run concurrently with integration of virtual sessions. Most hands-on sessions will utilize high fidelity simulators which require low student ratios.

Credits: 0.50

#### **MEEIT-411      Foundations of Research and Scholarship in Medical Education**

This course is designed to guide medical and health professions educators through the early stages of developing a rigorous education research or evaluation project. Using the Problem–Gap–Hook (PGH) heuristic described by Lorelei Lingard and informed by foundational work on conceptual and theoretical frameworks (e.g., Lara Varpio and colleagues), participants will move from identifying a meaningful educational problem to drafting a coherent methods plan aligned with a well-formulated research or evaluation question.

By the end of the course, participants will have a well-developed, presentation-ready plan for an education research or evaluation study, along with a deeper understanding of how to design rigorous, theory-informed, and methodologically aligned scholarship in medical education.



School of Medicine  
2024-2025 Course Catalog

Credits: 0.50

**MEEIT-412 Foundations of Teaching in the Non-Clinical Environment**

This course introduces learners to the foundational principles of teaching and learning in the non-clinical medical school environment, with a focus on evidence-informed educational practice. Participants will explore how students learn and how to align learning objectives, instructional strategies, and assessment in the development of engaging learning experiences.

Through hands-on activities, learners will design instructional sessions, practice implementing teaching strategies, and apply basic approaches to evaluating the effectiveness of their teaching. By the end of the course, participants will have practical tools and a developing educator mindset to intentionally design, deliver, and assess high-quality teaching in classroom and other non-clinical settings.

Credits: 0.50

**MEEIT-413 Theories of Counseling and Psychotherapy**

Upon the successful completion of the course, students will be familiar with the key theories and approaches to psychotherapy. The course will also discuss the history and roots of several contemporary approaches to counseling. For each of theory, students will be able to describe each framework's theory of: (a) personality, (b) psychopathology, and (c) behavioral change. Students will also have the opportunity to examine peer-reviewed literature and evidence supporting these interventions. In addition to providing a survey of the field and its history, the course will also highlight brief applications of these theoretical orientations. Class meetings will include lecture, videos, demonstrations, discussions, and group assignments.

Credits: 1.00

**Emergency Medicine**

**MEERM-628 Health Policy Journal Club**

Health Policy Journal Club brings students together in a small group setting with multi-specialty faculty who practice in health care teams across different clinical sites in Houston to discuss recent health policy research.

Credits: 0.50

**MEERM-630 Electrocardiogram (ECG) Fundamentals**

This preclinical elective will provide students the opportunity to be exposed to electrocardiograms in-depth using a blended virtual, synchronous format with in-person procedural sessions. It will focus on fundamentals of ECG interpretation and application to clinical cases for diagnosis and management.

Credits: 0.50



School of Medicine  
2024-2025 Course Catalog

## Family and Community Medicine

### **MEFAM-407 Introduction to Care of the Underserved**

As underserved populations grow, so does the need for compassionate, culturally sensitive, and culturally competent physicians. The Baylor College of Medicine Care of the Underserved Pathway strives to give students the tools to address the unique challenges that marginalized populations face. The purpose of this course is to provide an overview of topics addressing medical care for disadvantaged populations. This course serves as an introductory elective for those who wish to complete the four-year Care of the Underserved Pathway.

Credits: 0.50

### **MEFAM-408A Introduction to Medical Spanish**

This course is designed for students with or without a formal background in Spanish. The course focuses on the medical vocabulary and Spanish grammar necessary to carry out a basic conversation with a Spanish-speaking patient in order to attain their medical history. The focus is to improve students' pronunciation, fluency, and vocabulary to enhance their communication skills in Spanish. Independent assignments and additional readings may be added at any point in the course. There will be a competency-based oral final exam to evaluate students' ability to communicate in Spanish. Students are expected to communicate in Spanish at a basic level and demonstrate that they can conduct themselves in an appropriate and professional manner when interacting with Spanish-speaking patients.

Credits: 0.75

### **MEFAM-408B Advanced Medical Spanish**

This course is designed for students who have taken the Introduction to Medical Spanish course or have a high Spanish fluency level. The course focuses on mastering Spanish grammar to attain a higher level of Spanish fluency. Students will be able to obtain a complete history from a patient as well as learn the verbiage to perform a physical exam and discuss a treatment plan in Spanish. There will be a competency-based oral final exam to evaluate students' communication skills.

Credits: 0.75

### **MEFAM-409 Longitudinal Community Medicine & Primary Care**

The overarching goals of this course are to: Expose students to longitudinal patient care through the lens of not only the healthcare system, but also the patient; Introduce the essential components of the Patient-Centered Medical Home (PCMH) and how other healthcare providers and staff complete a high-functioning primary care team; Show students with first-hand experiences how social determinants of health affect patient care and outcomes in the community.

Credits: 1.50

### **MEFAM-423 History of Medicine**



School of Medicine

### 2024-2025 Course Catalog

This course is a series of eight lecture/discussion sessions, which will be supplemented by an optional paper. Over recent sessions of this speaker series, we have focused on the "long arc of discovery" that has contributed to a dramatic increase in life expectancy. In this year's lecture series, we will continue to examine some of the points along that arc and consider the lessons they hold for us today. What are some of the scientific questions that remain to be answered? What are some questions that remain to be asked? What is the role of the humanities in applying our expanding knowledge both ethically and equitably?

Credits: 0.50

#### **MEFAM-428    Compassion and the Art of Medicine**

Compassion and the Art of Medicine uses patients' stories, physicians' experiences, and artistic expression to foster compassion in medical students. Self-reflection, self-care, balance, patient/ doctor communication and professionalism also are emphasized.

Credits: 0.50

#### **MEFAM-447    Refugee and Immigrant Medicine**

This elective will introduce students to the specific, unique needs of immigrants and refugees within the Houston and nearby areas. It would also demonstrate for students that many of our faculty continue to do charity work for immigrant and refugees and the opportunities for that work within our department and in Family Medicine.

Credits: 0.50

#### **MEFAM-602    Healer's Art**

The Healer's Art addresses the hidden crisis in medicine, the growing loss of meaning and commitment experienced by physicians nationwide under the stresses of today's health-care system. It is a process-based curriculum that enables the formation of a community of inquiry between students and faculty. It takes a highly innovative, interactive, contemplative and didactic approach to enabling students to perceive the personal and universal meaning in their daily experience of medicine.

Credits: 1.00

#### **MEFAM-603    Environmental Health: What Every Physician should know**

Coursework will prepare students to recognize and treat conditions caused by the impacts of climate change, air and water pollution, household toxics, and other environmental exposures, with attention to specific populations at risk. The course will expose students to the fields of environmental health and public health practice and benefit physicians, their patients and their communities. Topics to be addressed include: key epidemiologic principles; air, water, and land pollution... and health; particle air pollution and cardiorespiratory health; environmental health advocacy; climate change; pediatric environmental health; total worker health (covering occupational exposures); and global and community environmental health.

Credits: 0.50



School of Medicine  
2024-2025 Course Catalog

**MEFAM-604 Longitudinal Community Care Practices and Service**

Longitudinal Community Care Practices and Service aims to provide preclinical students with a well-structured program that supports awareness, attitudes, and advocacy for underserved populations through community service. Exposure to the care of the underserved through didactics and experiential learning through service will support each student in (1) developing meaningful interactions with their surrounding community and (2) expanding the dimensions of their role as a clinical provider.

Credits: 2.25

**MEFAM-605 Care for the Homeless**

The purpose of this course is to provide medical students with an overview of the various health and social issues that intersect with homelessness, explain how these issues are currently being addressed in the United States, and provide educational opportunities to assist with improvements in healthcare delivery for the unhoused.

Credits: 0.50

**MEFAM-606 Introduction to Telemedicine**

This introductory course is intended to explain the importance, requirements, and procedures for telemedicine visits. Specific examples will be discussed with the intention of preparing students to conduct effective and efficient telemedicine visits in the future. Students will be expected to be able to conduct a basic telemedicine visit by the end of this course.

Credits: 0.50

**MEFAM-607 Simulation-based Procedures**

The course will have 2 general procedural workshops with stations for incision and drainage, Skin Biopsies-punch and shave, Knee and shoulder injections, Hand splint placement, Foleys insertion, Suture placement and removal, Laceration repair, and IV-line placements. There will also be 2 OB skills workshops with stations for Cervical dilatation assessment, Intra Uterine Pressure Catheter placement, Fetal Scalp Electrode placement, Amniotomy, Fetal heart monitoring, Laceration repair during labor, Postpartum hemorrhage evaluation and management, SonoSim.

Credits: 0.50

**MEFAM-608 Using a Curing Approach with Lifestyle Medicine (UCALM)**

The curriculum will include meditation, breathing techniques and cognitive behavioral approaches. We aim to orient students to evidence-based techniques that help develop resilience in providers and patients for better health. The course will also help build a repository of resources aimed at cognitive reappraisal and resilience-building strategies. The final session in Week 6 will be used to create a self-improvement plan (SIP) and a community of support. Participation and completion will be part of assessment.

Credits 0.50



School of Medicine  
2024-2025 Course Catalog

## Medicine

### **MEMED-415A Overview of Global Health**

Given the increased globalization of the world's population and the multinational make-up of Houston and other major American cities, Baylor students and faculty feel that knowledge of international health problems and awareness of cross-cultural issues are of extreme importance in modern medical practice. Topics include infectious diseases, mental health, climate health, women's health and other important core topics for the medical student interested in global health issues.

Credits: 0.75

### **MEMED-415B Readings in Global Health**

The Global Health Pathway aims to help students obtain well organized, high quality, experiences in global health. Knowledge of global health problems and cultural competence are of extreme importance in modern medical practice. Readings in Global Health focuses largely on global public health issues and is designed to foster student discussion of these issues, based on current literature.

Credits: 1.25

### **MEMED-438 Geriatric Skills Workshops**

This course introduces students to basic issues of geriatric medicine, assessment of older adults, and the community service systems which are in place to address social, psychological, and physical problems of aging. The focus is on improving the interaction between medical providers and older adults. Each session covers a topic relevant to the care of the elderly patient. Techniques for assessing mental status, mood, physical functioning, wounds, sensory impairment, and physical findings in the elderly will be covered in depth. Instruction is provided through lecture, small group discussion, role-play, and hands-on skill building sessions. Students will have an opportunity to practice communication and assessment skills with volunteer seniors who live in the community.

Credits: 2.00

### **MEMED-440 Resuscitation & ER Medicine - Out of Hospital**

The course consists of a series of weekly lectures; a shift observing EMS personnel making emergency responses and providing emergency care in the out-of-hospital setting. There will be opportunities to tour and observe the Houston Police Department training academy (SWAT).

Credits: 3.00

### **MEMED-591A Nuclear Ethics**

Reading and discussion of the changes of medicine in the nuclear age (Japanese bombings, Nevada test sites, occupational exposures, health controversies related to nuclear power, accidents at nuclear sites, and a discussion of current conflicts related to nuclear weaponry).



School of Medicine  
2024-2025 Course Catalog

Credits: 0.50

**MEMED-593 Beyond the Exam Room: Physician as Advocate**

Though the precise role of physicians within the dynamic health care system & society is not clearly defined, physicians are often expected to become community leaders and advocates for the health of the public. This course is geared to inspire future physicians to participate in civil society, service to the community, and active engagement on behalf of the public interest. The course sessions will provide insiders' views into the process of promoting change through use of leadership skills such as community organizing, media advocacy, interacting with policymakers, and health services research to effect patient-oriented health policy. This elective offers a broad introductory overview of a sample of important public health issues ranging from children's advocacy to international health issues. The format of the course sessions will vary and will include panel discussions, simulated interactions with the media, and mini-workshops.

Credits: 0.50

**MEMED-594 Healing by Killing: Medicine in the Third Reich**

Students will be challenged to personally confront the medical ethics of the Holocaust and of American eugenics and apply that knowledge to contemporary medicine and research. Using lectures, film clips, and videos, students will hear and view material about Nazi Medicine and American Eugenics and discuss their implications.

Credits: 0.50

**MEMED-601 Women & Health: Outside the Trad. Curriculum**

The AAMC has included women's health as one of the areas to be highlighted and enhanced in the core curriculum for medical students. While women compose a significant proportion of most physicians' patient populations, much of medical research and education is focused on the male patient. This course is designed to familiarize future health professionals about women's health issues including and beyond breast health and the traditional reproductive health curriculum. Through interactive didactic and case-based discussions, physicians and other health care professionals introduce students to diverse topics including global women's health issues, women's health careers, multidisciplinary approaches to pregnancy, ethical issues in obstetric cases, gynecology oncology, psychiatry, gender differences in pathophysiology, gender differences in accessing health care, and family planning.

Credits: 0.50

**MEMED-605 The Art of the Human Body**

During this four-week course based at the Museum of Fine Arts, Houston, students will practice their skills of visual observation, learn to recognize bias, and develop their capacity for empathy.

Credits: 0.50

**MEMED-607A Clinical Cases in General Medicine I**



School of Medicine

### 2024-2025 Course Catalog

This course will expose the students to medical cases that would both tie together the systems that they have learned about thus far, to relevant and real clinical scenarios. After the class, the students should be able to recognize how their basic science studies can be interpreted in a clinically significant way, and should be able to list at least three disorders, their clinical presentations and molecular basis, that are related to each system they will be studying during this term. Each class will have a practicing specialist present, that specializes in the subject that is being covered by the cases, to help to direct the conversation and confirm the assumptions or questions of the students. This course is a perfect complement for students that enjoy and benefit from learning by examples more than flat fact memorization. It will be very interactive, so the students will learn how to think through these clinical problems and come to logical conclusions that they can support.

Credits: 0.50

#### **MEMED-607B Clinical Cases in General Medicine II**

This course will expose the students to medical cases that would both tie together the systems that they have learned about thus far, to relevant and real clinical scenarios. After the class, the students should be able to recognize how their basic science studies can be interpreted in a clinically significant way, and should be able to list at least three disorders, their clinical presentations and molecular basis, that are related to each system they will be studying during this term. Each class will have a practicing specialist present, that specializes in the subject that is being covered by the cases, to help to direct the conversation and confirm the assumptions or questions of the students. This course is a perfect complement for students that enjoy and benefit from learning by examples more than flat fact memorization. It will be very interactive, so the students will learn how to think through these clinical problems and come to logical conclusions that they can support.

Credits: 0.50

#### **MEMED-608 CHEF (Choosing Healthy, Eating Fresh)**

The Choosing Healthy, Eating Fresh (CHEF) culinary medicine elective course is meant to enhance the medical school nutrition curriculum through a hands-on course for second-year medical students, such that they will be better prepared to educate their future patients and can serve as stewards of healthy living. This goal will be accomplished through didactic discussions, culinary instruction, and independent nutrition projects.

Credits: 1.00

#### **MEMED-609 Medical Chinese I**

Students will learn the basics of Mandarin medical terminology and how to interact with Chinese patient populations.

Credits: 0.50

#### **MEMED-614 Bioethics After the Holocaust**



School of Medicine

### 2024-2025 Course Catalog

The student will demonstrate awareness of his or her own perspective and biases. The student will fulfill responsibilities and obligations as a learner and colleague. The student will use and critically evaluate available technology to access medical information for their research paper. The student will learn how the legal system affects the practice of medicine.

Credits: 0.75

#### **MEMED-629    Advanced Topics & Skills: Quality Improvement & Patient Safety**

This 8-week elective will expose first-year students to advanced topics in patient safety and quality improvement. This class builds on principles covered in the Introduction to Quality Improvement and Patient Safety (MEPED 567) elective. Interactive sessions will be led by Baylor College of Medicine QIPS experts. The elective is intended to provide students with specific skills that will enable them to design and conduct their own scholarly work in patient safety and quality improvement.

Credits: 0.50

#### **MEMED-635    Medical Humanities: Existentialism, Camus, & The Plague**

This course is designed to serve as an introduction to the medical humanities through the lens of the philosophical movement of existentialism. Existentialism was a profoundly influential philosophical movement during the mid-20th century that had significant interface with movements as diverse as literature, film, theology, and Cold War geopolitics. With its emphasis on asserting the value and meaning of human life despite its finitude, existentialism remains pertinent to physicians and medical trainees today.

Credits: 1.00

#### **MEMED-639    Incarceration and Health**

The United States leads the world in rates of incarceration, disproportionately impacting already marginalized communities. The act of incarceration and carceral settings (i.e. Jails and prisons) can be detrimental to a person's health. This course is designed to provide students with a baseline understanding of systems of incarceration in the United States and the state of Texas, and subsequently explore the way an incarcerated person may have health issues related to their imprisonment. The course will explore the exacerbation and treatment of chronic conditions in jails and prisons, women's health and pregnancy, sexual assault during incarceration, mental health care and its relation to the criminal justice system, violence and trauma in jails and prisons, incarcerated patient rights, and systems of health and incarceration in the local, state, and federal government. All students who attend Baylor College of Medicine interact with incarcerated patients during their time at Ben Taub, and this course will give attendees vital context in order to better understand and care for this population.

Credits: 0.50

#### **MEMED-640    Introduction to the Medical Humanities**



School of Medicine  
2024-2025 Course Catalog

This elective course is meant as an introduction to the methods, materials, and practical relevance of the medical humanities. Through course materials and group discussions, students will become familiar with how poets, philosophers, short story writers, artists, and musicians have been inspired by health, disease, illness, and the mysteries of the human body.

Credits: 1.00

**MEMED-641 Food as Medicine**

The majority of medical students receive minimal nutrition education. Furthermore, the practical application of nutrition, including planning and preparing nutritious meals, is often completely neglected in medical school curriculum. The Food as Medicine elective is designed to help students gain an understanding of barriers to healthy eating and how to help patients overcome these barriers. Additionally, students will receive hands-on experience with meal preparation.

Credits: 1.00

**MEMED-642 History of Anesthesia**

Describe the origins of anesthesia and the evolution of general and local anesthesia in various fields of medicine. Recognize and analyze historical and contemporary ethical dilemmas in anesthesia practice and understand the role of ethics in reporting and addressing events that could impact patient safety. Acquire critical thinking skills and evidence-based practice in anesthesia by utilizing historical and contemporary literature to inform clinical decision-making.

Credits: 0.50

**MEMED-643 Improving Communication through the Medical Humanities**

Clear and compassionate communication is essential for high quality patient care and to prevent physician burnout. This elective provides advanced training in communication skills through exposure to the visual, performing, and literary arts. Students will draw on skills learned through close reading, active listening, and visual observation to improve their ability to communicate with other healthcare professionals and with patients. Through course materials, group discussions, and small group activities, students will learn how to focus attentively on their communication partners, tolerate ambiguity, and respond appropriately to emotional cues. By the end of the elective, students will be able to use lessons drawn from the study of the humanities to identify communication barriers and use their skills to communicate effectively, thus improving their ability to address patients' psychosocial, spiritual, and existential needs.

Credits: 1.00

**MEMED-644 Medical Arabic**

This elective course aims to provide medical professionals with the necessary language skills and cultural competency to effectively communicate with Arabic-speaking patients in medical settings. The course will cover common phrases and expressions used in healthcare contexts, enabling students to establish rapport, alleviate patient anxiety, and create a more comfortable environment. Resources will be provided including phonetically spelled phrases and vocabulary words that may be helpful on clinical rotations and



School of Medicine

2024-2025 Course Catalog

all future medical settings. Cultural humility will be integrated throughout the course, helping students understand and respect Arab cultural norms and beliefs related to healthcare and overcoming stigma. Students will engage in interactive sessions where they practice speaking the taught phrases with each other, enhancing their conversational skills. The course will also address the sensitive topic of revealing diagnoses in Arab cultures, guiding appropriate communication approaches and strategies.

Credits: 0.75

**MEMED-645 Embrace Health**

Embrace Health is five (5) Tuesday evening meetings offered through Baylor College of Medicine, Baylor Scott and White, and the University of Mary Hardin Baylor (UMHB) Mayborn College of Health Sciences. The elective is designed to serve the community through health teaching and to provide an interprofessional education (IPE) experience for health professional students. Embrace Health exposes students to the challenges individuals/families encounter with respect to their health, as well as difficulties accessing healthcare.

Credits: 1.00

**MEMED-646 Uncovering the Illness Experience**

This pre-clinical elective offers students a longitudinal, year-long opportunity to learn about and practice narrative medicine by eliciting patients' narratives of illness. Students will practice narrative competence - the ability to acknowledge, absorb, interpret, and act on the stories of others- as applied to the practice of medicine. Students will be expected to read a few assigned passages for the first meeting, but then will not be required to complete any coursework prior to each subsequent meeting. These initial passages will be centered around narrative medicine and the art of storytelling and listening. Concurrently with the Transitions to Medicine block, a one-hour in-person workshop facilitated by a HEAL faculty member will be held to practice these listening skills and discuss narrative competence and how it applies to medicine.

Credits: 0.50

**MEMED-648 QI Research Methodology**

QI Research Methodology is a longitudinal QI training course with the goal to provide students with exposure and hands-on experience in quality improvement and patient safety. The course will meet during 7 workshop evening sessions lasting 1.5 hours each over the course of 3 months. Students will develop core knowledge of QI processes including introduction to systems/design thinking, the model for improvement, data collection and data analysis, as well as basic QI tools like fishbone diagrams, process maps, and pareto charts.

Credits: 0.50

**MEMED-649 Applied Quality Improvement Science**

Applied Quality Improvement Science is a Temple-based elective that provides medical students with practical training in improvement science through the staged development of a mentored quality improvement project. Beginning with project identification and scoping, students learn to define a feasible



School of Medicine  
2024-2025 Course Catalog

problem, analyze current systems, select meaningful outcome, process, and balancing measures, design practical data collection strategies, and apply the Model for Improvement to develop early Plan-Do-Study-Act cycles.

Credits: 0.75

### **Molecular and Cellular Biology**

#### **MECLB-550 Translational Cancer Biology**

This course integrates the basic science and translational aspects of cancer research along with clinical applications, thus advancing student's understanding of current research and clinical correlations in a selection of cancers.

Credits: 1.00

#### **MECLB-570 Regulation of Energy Homeostasis**

The series will define regulatory mechanisms and pathways for control of energy metabolism, and abnormalities that occur in diabetes, cancer, obesity and the metabolic syndrome. Topics will be covered in interdisciplinary fashion, combining biochemical, genetic, molecular and cellular studies.

Credits: 1.00

### **Molecular and Human Genetics**

#### **MEGNT-501 Touchpoints in Clinical Genetics**

This course will introduce students to the application of Medical Genetics to clinical practice. Students will review fundamental clinical genetics principles including inheritance, testing strategies, dysmorphology, interpretation of test results, and indications for genetic testing. By attending Genetics Clinical Grand Rounds, students will understand the practical applications and implications of concepts underlying medical genetics.

Credits: 0.50

#### **MEGNT-517 Googling Genetics**

The purpose of this course is to offer basic science (foundations) students an introduction to key concepts in clinical genetics in a relaxed, small group setting. Several specific syndromes (listed below) that are emphasized in the pre-clinical curriculum and the USMLE Step 1 exam have been chosen to provide the framework for this course and to illustrate important and distinguishing features of genetic disease, including clinical presentation, mode of inheritance, and molecular etiology and pathogenesis. Given the rapid advancement of the genetic field and its relevance in all medical subspecialties, this elective is designed to provide an opportunity to increase students' exposure to the field of genetics and provide a context for recognition of genetic disease.

Credits: 0.50



School of Medicine  
2024-2025 Course Catalog

**MEGNT-520     Genetics Pathway Curriculum (GPC) Journal Club**

The Genetics Journal Club course is a preclinical elective course for medical students. The Genetics Journal Club course is a required element of the Genetics Pathway Curriculum (GPC) specialty pathway. The course is intended to help students develop the skills required to critically assess articles in the scientific literature including evaluation of the design, the limitations of methods utilized, the relevance of the article to what was previously known, and the future directions the findings support. Students will also develop communication skills through in-class discussions. To achieve these goals, one clinically relevant research article will be selected each month for in-class review and discussion. The skills developed through this course will help students assess scientific publications throughout their careers and develop, conduct and present future research of their own.

Credits: 0.50

**MEGNT-553     Introduction to Genetics and Genomics Research**

Research in human genetics has expanded beyond an understanding of genes and the genome to impact a diversity of fields including population health, personalized medicine and bioethics. Faculty within the Department of Molecular and Human Genetics at Baylor College of Medicine conduct research in all of these areas as well as leading the nation in the study of genomics, DNA biology, gene expression, and the molecular basis of human disease. This course is designed to introduce students to the breadth of research available within the Department and serve as an introduction to scholarly research. Through a series of seminars given by invited speakers, students will explore various research efforts in the Department and ways in which they may become involved in these endeavors. Students will also gain an appreciation for the ethical issues inherent in genetic research and learn how to translate their scientific curiosity into a feasible research question.

Credits: 0.50

**Ophthalmology**

**MEOPH-517     Eyeing Ophthalmology Subspecialties**

Our vision is our most important sense, and it is dependent on the healthy function of several different components of the eye. Within ophthalmology, multiple subspecialties exist which focus on each of these components and how to specifically manage their associated diseases. This lecture series will teach students about the basics of several ophthalmologic subspecialties (cornea, retina, glaucoma, and pediatrics/strabismus). Each of these subspecialties will have 2 lectures - an introduction to the field and a second lecture with practical skills/case based learning. This course will build on the ophthalmology anatomy and physiology lectures given in first year, and the material is designed for students curious to learn more about the subspecialized fields within ophthalmology.

Credits: 0.50

**Pathology**

**MEPAT-578     Meditation & Loving Obnoxious People: A Self-Care Guide**



School of Medicine

## 2024-2025 Course Catalog

This course is designed to introduce the rationale for meditation as well as a targeted approach that can be applied quickly. As we navigate difficult and unusual times, with stresses and tribalism on the rise, the goal of this course is to apply meditative techniques and investigate a method of not simply dealing with tough situations and difficult people, but of going further and positively "loving" obnoxious people. The course will delve into the problems associated with hostility and the benefits of compassion. The course is designed to (a) teach a simple way to meditate in a very short period of time, (b) highlight why loving obnoxious people is the smart thing to do from the perspective of improving our mental and physical health, and (c) teach a practical method of doing so.

Credits: 0.50

### **MEPAT-581 High-Reliability in Medical Leadership**

This elective is designed for medical students at year 1 (MS1s) to discover current leadership behavior promoted in medicine through national US health care accreditation institutions. The course is constructed to provide an introduction to high-reliability organization (HRO), a type of mindfulness discovered in hazardous environments where failure is not an option. Since 2009, the Joint Commission has adopted HRO as strategy to avoid error in healthcare. The participant will learn HRO's role as a tool to provide optimal patient care through proposed applications from the literature and current research.

Credits: 0.50

## **Pediatrics**

### **MEPED-562 It Takes a Village: Foundations of Pediatric Advocacy**

Pediatricians are poised to advocate on behalf of their young patients to help them lead healthier lives in ways that extend beyond the scope of a clinic or hospital's walls. To truly enable patients and families to improve their health, a pediatrician cannot practice medicine in ignorance of the greater systems at work but must be aware of the family's social and economic environment. The physician's advocacy role is especially important in pediatrics, as children are often unable to voice their own needs and their health requires the cooperation of family members or other guardians. The goal of this course is to inform students on current pediatric advocacy issues and equip them with the problem-solving skills they will need to be the voices for our community's children. Groups such as the American Academy of Pediatrics (AAP) and the Texas Pediatric Society (TPS) have identified multiple pediatric issues requiring physician advocacy at the federal, state, and community level. These issues will guide faculty lecture topics, which may vary from year to year based on current relevance. In addition to didactic lectures, students will also participate in hands-on activities aimed at both cultivating a better understanding of the challenges pediatric patients face in obtaining care, as well as increasing students' confidence in effectively advocating for important issues. Students will also be expected to either participate in an advocacy event outside of the workshops in class or research a topic of interest and share their experiences/research findings with the group.

Credits: 2.00

### **MEPED-566 Evidence and Ethics of Integrative Medicine**



School of Medicine

### 2024-2025 Course Catalog

Goal is to introduce students to the newly emerging field of integrative medicine. 1. Demonstrate the ability to obtain a thorough integrative medical, nutritional, and social history. 2. Evaluate current data on the efficacy and safety of integrative modalities. 3. Appraise sources of information and databases for integrative medicine.

Credits: 0.50

#### **MEPED-567 Intro to Quality Improvement**

This 8-week elective will introduce first-year students to quality improvement – exploring its methods, relevance and importance to their future practice, and the relationship to patient safety, evidence-based practice, and patient-centered care. Interactive sessions will be led by Baylor College of Medicine faculty and invited guests whose academic interests include quality improvement and patient safety.

Credits: 0.50

#### **MEPED-569 From the Clinic to the Capitol: Physicians as Advocates**

This pre-clinical elective is designed to familiarize MS1 and MS2 students with opportunities for healthcare professionals to be involved with legislative advocacy. The course will consist of small group workshops facilitated by a physician mentor experienced in legislative advocacy who will provide resources to guide students on creating policy briefs for their healthcare interests. Upon completion, students will present their work to Texas legislators in Austin at the State Capitol. Students will research their topics and apply their clinical experiences in order to understand and utilize the unique influence of being a physician advocate on healthcare-related legislation.

Credits: 1.00

#### **MEPED-586 Personal Finance for Physicians**

Personal Finance for Physicians is a pre-clinical elective designed to educate students on the personal finance fundamentals that all working professionals need to know, tailored to the specific career paths and needs of physicians-in-training. Topics include budgeting, income taxes, credit and credit scores, insurance, investments, portfolio diversification theory, savings strategies, financial planners, mortgages, buy/lease decisions, and angel investing. After completing this elective, students should be able to understand basic personal finance concepts, implement tools to investigate financial topics of interest in greater detail, and generate frameworks when considering financial decisions. Eight classes will be taught by BCM faculty members who are trained and/or experienced in personal finance and the business of healthcare. Students will be introduced to a variety of personal finance concepts and tools that will be applicable both to their current level of training, as well as throughout their career.

Credits: 0.50

#### **MEPED-587 Wicked Problems**

"A wicked problem is defined as "a social or cultural problem that is difficult or impossible to solve for as many as four reasons: incomplete or contradictory knowledge, the number of people and opinions involved, the large economic burden, and the interconnected nature of these problems with other problems." In medical education, developing novel solutions in addressing wicked problems is not a simple



School of Medicine

## 2024-2025 Course Catalog

fix. Traditionally, solutions focus on speed. However, design for impact must be methodical and rigorous, and there are many examples in which wicked problems may be addressed in medical education. Disruptions in our traditional education systems bring to light the importance of alternatives to continue medical education. To address these, students will select a Wicked Problem within an established theme determined by faculty. Students, with faculty guidance, will be expected to participate in the planning, conducting, and analysis of a submitted proposal and presentation at the end of the course. The final presentation will be designed as a 'shark-tank style' pitch to SOM deans of curriculum as well as with the opportunity for publication.

Credits: 0.50

### **MEPED-588 Facilitating the Journey from Medical Student to Physician**

Formulation of the professional identity is an integral component in the development of a physician. The education and mastery of often elusive and subtle behaviors can be challenging. The Professionalism Platform teaches professionalism by incorporating multiple tools: the base of cognitive content from peer reviewed literature and a novel visual model, concisely capturing the material and providing instruction in expected behaviors. Traditional educators maintain that behavioral changes are teachable and lead to deeper attitudinal changes. This elective enhances the content through a curriculum which incorporates concise, insightful and engaging activities to try out the desired behaviors.

Credits: 0.50

### **MEPED-589 Introduction to Health Disparities**

This course in health disparities is designed to introduce students to the intersection of health inequities and health care. Content includes modules on access to health care, healthcare utilization, bioethics and health inequities, cultural competence and cultural humility, community based programs, and conducting community based research.

Credits: 1.00

### **MEPED-595 Navigating Barriers for Patients with Disabilities**

Navigating Healthcare Barriers with Individuals with IDD is a preclinical elective that aims to provide education about and experience with navigating the health care system for the vulnerable population of patient with intellectual and physical disabilities.

Credits: 0.50

### **MEPED-596 Humans & Planetary Health: An Ecosystem Approach to Medicine**

This highly innovative and interactive course will introduce medical students to the connections between soil health, food production, medicine, and planetary health. Using a complex systems-based approach, students will learn to identify patterns and relationships that unite soil structure and biochemistry with human and planetary health. Students will have the opportunity to engage with hands-on tasks that demonstrate soil health, hydrological cycles, nutrition, and waste management among other topics. In-class didactic and discussion will apply traditional medical "systems-based" learning to explore the relationships between these tasks and their impacts on human health, community health (including climate justice and equity), and planetary health.



School of Medicine  
2024-2025 Course Catalog

Opportunities for reflection and collaborative co-creation will be incorporated into each discussion, preparing students to recognize their place, power, and agency to effectively advocate for the health of their local environments and communities.

Credits: 0.50

**MEPED-598 Recognizing Harm, Centering Humanity: Child Abuse Pediatrics**

This course will equip future physicians to respond to children and families affected by abuse and trauma, and the clinical care teams who support them. Students will learn to identify child maltreatment, listen to the stories behind the presentations and communicate with clarity and compassion as they follow a case study over the course of 8 weeks. Through interactive sessions, visual thinking exercises, and trauma-informed frameworks, students will develop a holistic approach to pediatric care that prioritizes safety, trust, and healing and offers a template to navigate difficult patient encounters, communicate across child maltreatment systems, and manage uncertainty. By the end of the course, students will also use reflection to understand their own personal responses to managing cases of maltreatment and present their case analysis to an interprofessional team of clinicians, social workers and law enforcement representatives.

Credits: 1.00

**Physical Medicine and Rehabilitation**

**MEPMR-404 Clin Prob Neuromuscularskeletal Sys Lecture Series**

Provide clinical correlation to their existing basic neuroscience knowledge of the musculoskeletal diseases. Demonstrate appropriate evaluation techniques in patients with neuromusculoskeletal diseases. Name the various aspects of rehabilitation intervention in patients with various neuromusculoskeletal disabilities.

Credits: 1.00

**Psychiatry and Behavioral Sciences**

**MEPSY-534 Human Sexuality**

The goal of this class to ensure that providers can be more comfortable when discussing sexual topics with one another and with patients. This class imparts that a kind, educated, and nonjudgmental attitude invites patients to share their own sexual concerns and needs. This open communication benefits their health and the health of their loved ones. This course allows the students to become more familiar with aspects of sexual health. Increased awareness of our own beliefs and biases helps predict how these biases may affect patient care. Another benefit to the course is to learn topics not covered in their coursework. Previous topics have included human trafficking, technology and sexual health, and disability and sexuality.

Credits: 1.00

**MEPSY-555 Research Advances in Mental Health**

In order to be a competent clinician, a physician must be well informed about the wide range of mental health research, as this field is expected to develop extremely fast in the near future. New strategies for individualized therapies are developing fast and we need physicians to be able to keep up with research.



School of Medicine

## 2024-2025 Course Catalog

Thus, an understanding of the challenges and promises of mental health disease is necessary during medical education. Mental Health is at a major disadvantage when compared to other fields in medicine: we don't really understand the affected organ. This elective will explore current research advances in mental health with focus on what we do and don't understand, which are the most promising techniques, and which are the major problems in the field.

Credits: 0.75

### **MEPSY 567 Wellbeing & Burnout Management for Healthcare Professionals**

This course aims to present modern theories of burnout, wellbeing and occupational stress, with a focus on personalized management of burnout.

Credits: 1.00

### **MEPSY-569 How to Analyze a Randomized Controlled Clinical Trial**

Through accurate completion of the RCT worksheets, demonstrate understanding of the elements of the RCT worksheet for each RCT and understand the meaning of each completed element. Interpret statistics and apply them to clinical decision-making. Discuss the quality of RCTs, the effect sizes, risks and economic costs of treatments and decide whether or when to offer to offer treatments to patients.

Credits: 0.75

## **Radiology**

### **MERAD-514 Radiographic Anatomy**

This course is designed to provide a detailed radiographic/Imaging correlation to the anatomy course of the first year medical students. The elective will be structured to run parallel with the anatomy course. The purpose of this course is three-fold: to reinforce the understanding of general anatomy, to learn how to approach and interpret basic radiographs, and to provide increased exposure to the field of radiology. Students will be presented with organ-based anatomy lessons in radiology. These preclinical students will be exposed to various imaging modalities such as plain film radiographs, computed tomography, magnetic resonance imaging, ultrasound, and angiography during these organ-based lectures. In addition to learning general radiographic anatomy, students will also be taught the principles of basic radiology. Students will learn how to systematically handle a radiograph and provide a simple interpretation. These preclinical students will also be trained to identify basic abnormalities on a radiograph. At the end of the elective, students should be comfortable with radiographs and be able to identify important anatomical structures. In addition, the students should be able to read a basic radiograph as well as recognize major radiographic abnormalities.

Credits: 0.75

### **MERAD-515 Radiology: Clinical Correlation**

This course is designed to focus on a clinical aspect of which radiographic tests to order in certain situations. In addition, the students will be instructed on interpreting these radiographic tests.



School of Medicine  
2024-2025 Course Catalog

Credits: 0.75

### Student Affairs

#### **MEOSA-441      Communicating Scientific & Clinical Research to Patients**

This course will provide foundational and in-depth training on how to evaluate and communicate the findings of basic science and clinical research studies to a broad audience. Medical students will gain knowledge and skills that are directly applicable to communication of scientific and clinical concepts in both traditional clinical and alternate careers in medicine. While the School of Medicine offers a foundational approach to communicating clinical concepts to patients, an intensive course focused on evaluating scientific and medical literature and application of that material to offer patients appropriate resources regarding their treatment is not currently offered. In addition, there is no current offering for guiding medical students in the application of these skills as it pertains to traditional and alternate career paths in medicine.

Credits: 1.00

#### **MEOSA-700      Biomedical Sciences Research Seminar – MSTP**

This is a year-long weekly seminar which focuses on ongoing laboratory research that underlies the physiological systems being presented in the medical curriculum. Students committed to a combined MD-PhD program are eligible. The overall goals of the course are to provide medical students with insights into ongoing laboratory research that underlies the topics being presented in the medical curriculum. This course is for students who have committed to a dual-degree MD-PhD program in order to better integrate a physician-scientist focus throughout their curriculum: a) Be able to describe current laboratory research projects that are designed to better define the human physiology being covered in the medical school curriculum, e.g., neuroscience research underlying neuroanatomy course content; b) To be able to more thoroughly read and critically review current primary literature that focuses on the molecular and mechanistic basis of medical research; c) To develop skills in oral presentation or current medical research to their peers.

Credits: 2.00

### Surgery

#### **MESUR-301      Medicine and the Search for Meaning**

What is suffering, and how does it differ from pain? What are some common, humane approaches to suffering? As doctors, while we seek to respond to others' suffering, how can we best take care of ourselves? To address these questions, students will discuss short readings from literature, philosophy, religion, and sociology. They will also become familiar with narrative medicine and how, by practicing it, they can cultivate greater awareness of the different dimensions of suffering. Students will be expected to write two short papers: one on the ethical basis for their own response to suffering, and a second on their plan for self-care as a physician.

Credits: 0.50



School of Medicine  
2024-2025 Course Catalog

**MESUR-565 Foundations of Surgical Specialties**

The goal of this pre-clinical elective course is to provide first-year medical students an introduction to surgical subspecialties. The BCM core curriculum is focused almost exclusively on topics and cases in internal medicine. This elective is designed to supplement the core curriculum with 13 case presentations related to interesting bread-and-butter clinical scenarios that arise on the surgery wards. The course will allow students to gain an introduction to the medical management of surgical patients and discuss surgical cases with BCM Surgery faculty members who are experts in their fields.

Credits: 1.00

**MESUR-566 Intro to Statistical Methods in Surgical Clinical Research**

This preclinical elective will provide students the opportunity to be exposed to common statistical research methods using a flipped classroom format with an application-based focus. The class will be centered on coding techniques in Stata in the context of clinical research questions, while also introducing students to the fundamentals of clinical research and scientific communication.

Credits: 1.0

**MESUR-567 From Code to Care: AI & ML for Health Care Applications**

From Code to Care: AI & ML for Health Care Applications is a preclinical elective designed to equip first and second-year medical students with foundational knowledge and skills in artificial intelligence (AI) and machine learning (ML) for healthcare applications. This course introduces students to the basics of coding in Python and progresses towards utilizing simple AI and ML tools in this environment. Through interactive sessions, students will explore how to apply AI in healthcare responsibly, with a focus on key considerations such as equity, privacy, and the risks of overfitting. Emphasis will also be placed on understanding when and how AI should be integrated into clinical workflows to ensure ethical and effective patient care.

Credits: 0.50

***Non-Clinical Advanced***

**Center for Medical Ethics & Health Policy**

**MEETH-415 Health Policy Analysis**

This elective, the third in a series of four in the Health Policy Pathway, is designed to introduce students to major methodologies used in health policy scholarship and prepare students for a capstone research project in their fourth elective, MEETH 419. Students will be required to have taken MEETH 413 and MEETH 414 prior to this course so they will have a fundamental understanding of health policy. Ultimately, it is the students who enter this course that are committed to completing the Pathway. In this course we will systematically approach policy analysis through frameworks the primary methods used in analysis. Over 2 weeks, students will have required interactive sessions- workshops and method-based immersions. While students will be exposed to multiple methods for policy analysis, a focus will be on landscape analysis as this will be the formal policy analytic method we recommend they use in MEETH 419.



School of Medicine  
2024-2025 Course Catalog

Credits: 1.00

**MEETH-418 Introduction to Clinical Medical Ethics**

Gain practical experience in the identification, management, and prevention of ethical issues in clinical practice settings. Define ethics consultation and processes for conducting and evaluating ethics consultation. Develop tools of research and scholarship in clinical ethics, building on foundations of the first-year required ethics course and the second-year reading course in bioethics. Increase familiarity with specialized topics in clinical ethics related to individual professional goals and interests. Prepare project for the fourth-year research elective in the Baylor Medical Ethics Pathway.

Credits: 4.00

**Emergency Medicine**

**MEERM-204 A World Tour of (American) Health Care- 2 weeks**

In this course we will discuss comparative health systems and survey the policy responses of a range of nations to the strains imposed by the evolution of modern health care systems. We will seek to explain why nations differ in their policy choices, explore the pros and cons of some of these approaches, and draw implications for U.S. policy debates. Students should leave the course with an enhanced understanding of the range of strategic responses to the major policy problems facing modern societies, and this understanding should help them to comprehend more fully both the dynamic environment in which they work and the complexities of health care reform.<sup>3</sup>

Credits: 2.00

**MEERM-633 Caregiving & Medicine: Balancing the Personal & Professional**

This elective is designed for trainees assuming new caregiving roles, such as becoming new parents (through birth, adoption, or fostering) or providing care to a child or adult (e.g., guardianship, elder care, long-term care medical, or rehabilitative care). It offers protected time for trainees to fully dedicate themselves to their caregiving responsibilities while engaging in flexible, guided reflection to explore the insights, lessons, and skills gained from these experiences that will intern help them in their futures careers as physicians.

Credits: 4.00

**Medicine**

**MEMED-208 Humanities in the Hospital: The Pen and the Patient - 2 week**

Physicians practicing in the high stakes world of clinical medicine depend on excellent written and verbal communication skills to provide compassionate and efficient patient care. This elective will give students the opportunity to develop critical written and verbal communication skills in the context of clinical care.

Credits: 2.00



School of Medicine  
2024-2025 Course Catalog

## Obstetrics and Gynecology

### **MEOBG-544 Practicing Medicine in a Dynamic Health Care Industry**

This elective aims to expand students' understanding of pertinent personal and professionally related non-clinical topics relevant during their undergraduate medical education, postgraduate training and professional career. The course will include small classroom discussions and analysis of these topics with faculty and guest faculty speakers, and off-campus opportunities to connect with practicing physicians from diverse specialties, career stages and employment models. In addition, students will also explore resources available to practicing physicians and engage with the local professional community via events hosted by the Harris County Medical Society. Grading will be attendance and participation based.

Credits: 4.00

## Otolaryngology-Head and Neck Surgery

### **MEOTO-512 Advanced Surgical Anatomy**

This advanced anatomy elective will feature three separate tracts of focus:

1. Head and Neck: for students interested in Neurosurgery, Otolaryngology, Ophthalmology, etc.
2. Visceral: for students interested in General Surgery, Obstetrics & Gynecology, Cardiothoracic Surgery, etc.
3. Musculoskeletal: for students interested in Orthopedics, Plastics, etc.

Credits: 4.00

### **MEOTO-513 Advanced Surgical Anatomy – Medical Education**

This advanced anatomy elective based on the Temple campus will feature three separate tracts of focus:

1. Head and Neck: for students interested in Neurosurgery, Otolaryngology, Ophthalmology, etc.
2. Visceral: for students interested in General Surgery, Obstetrics & Gynecology, Cardiothoracic Surgery, etc.
3. Musculoskeletal: for students interested in Orthopedics, Plastics, etc. This advanced anatomy elective will feature three separate tracts of focus:

Credits: 4.00

## Pediatrics

### **MEPED 600 Pediatric Educational Leadership**

On this 4-week educational leadership elective, students selected as "Pediatric Student Chiefs" will serve as student leaders and the primary liaisons between the clerkship students and Pediatric educational faculty. They will help to orient clerkship students to expectations of the Pediatric clerkship and student roles. Student Pediatric Chiefs will have roles in rotation curriculum, creating, organizing and facilitating learning sessions and will be provided shadowing experiences and educational modules on Clinical education and leadership.



School of Medicine  
2024-2025 Course Catalog

Credits: 4.00

## Surgery

### **MESUR-203 Virtual Vascular Surgery - 2 Week**

The COVID pandemic has led to a challenge for future trainees to partake in clinical electives to gain insight into the vascular surgery program at BCM. To allow this as a continued opportunity, with the enthusiastic interest of the faculty, resident and medical students in teaching and learning, we have created a technology zoom based learning curriculum. This will be a 2- week course for interested visiting fourth year medical students to learn from online faculty and resident lectures, self-learning through assigned reading and online videos on various topics in vascular surgery and remotely attend endovascular and open surgical cases. This course will also allow medical students to demonstrate their interest and fund of knowledge via participation in journal club on landmark trials, as well as during case presentations. Students will get to know our faculty and residents closely through one-on-one mentorship.

Credits: 2.00

### **MESUR-562 Fundamentals of Programming Using STATA**

The purpose of this class is to teach the fundamentals of the use of STATA for the purpose of analyzing multivariable data. Specifically, we will use the United Network for Organ Sharing (UNOS) Organ Procurement and Transplantation Network (OPTN) database and perform retrospective analyses (ie. analysis on nonspecific data collected prior to project initiation) on deidentified patient data.

Credits: 4.00

## *Non-Clinical Research*

## Anesthesiology

### **MEANE-506 Anesthesiology Research**

This elective offers students with strong interest the opportunity to explore some area of anesthesiology research by participating in laboratory studies, clinical studies, or both. A number of full-time Ph.D. Faculty members and many clinical faculty members participate in either basic laboratory or clinical research projects. Areas of basic investigation include ion channel structure-function relationships, regulation of cerebral and subcortical blood flow, endothelial and peripheral vascular pharmacology and physiology. Laboratory, as well as clinical study, is active in the subspecialty areas of obstetric anesthesia, cardiovascular anesthesia, and pediatric anesthesia.

Credits: 4.00

## Center for Medical Ethics & Health Policy

### **MEETH-419 Research in Clinical Medical Ethics**

This month-long elective is the culmination of both the Health Policy and the Medical Ethics Pathways. A student wishing to complete both Pathways must meet all separate Pathway pre-requisites but can fulfill



School of Medicine

## 2024-2025 Course Catalog

the research requirement for both Pathways using the same project, provided the project includes both a robust ethics and robust policy analysis. This elective is designed to offer suitably prepared students an opportunity to do research of a conceptual or empirical nature and to write up a preliminary research report of approximately 3,000 words. Students whose work is judged to be of potentially publishable quality are encouraged to submit their work for publication.

Credits: 4.00

### Center for Space Medicine

#### **MESPM-615    Space Medicine Research**

Students will have an opportunity to meet BCM faculty, staff and fellows, and to familiarize themselves with ongoing research within CSM, and TRI. In some instances, outstanding investigators with TRI, as well as astronauts and flight surgeons will be available. Students will select a research area of interest and be matched with an appropriate mentor. Students will be expected to participate in the planning, conducting and analysis of space medicine research, as well as in associated activities such as literature review and discussions. Collaborations with NASA may be possible. Students will have access to CSM laboratories focusing on biomedical innovation, exploration medicine, and astro-omics. Laboratory studies will be augmented by field experience. Students will gain experience presenting their research and results to peers and faculty. They will also prepare a written research report of their findings for assessment.

Credits: 4.00

### Dermatology

#### **MEDER- 507    Dermatology Clinical Research**

This research elective offers students the opportunity to explore an area of dermatology research by participating in clinical studies. Students will have the opportunity to become involved in ongoing projects or to initiate a project of their own depending on their interests and experience. The student is responsible for finding a PI/research mentor and obtaining pre-approval for a project prior to applying for the elective. Interested students are encouraged to start the process early for planning.

Credits: 4.00

### Emergency Medicine

#### **MEERM-504B    Emergency Medicine Research**

This elective offers practical experience for students interested in emergency medicine research. The student will work closely with a faculty member on a clinical, operational, or educational project. During the investigation the student will design, carry out, and analyze significant portions of an independent project. Many opportunities exist for presentation of results at local and national meetings.

Credits: 4.00



School of Medicine  
2024-2025 Course Catalog

## Family and Community Medicine

### **MEFAM-535 Community Project in Underserved Care**

In this elective, students will work as a group to design and conduct a community project to benefit a segment of the underserved population. Students will be expected to conduct their project by partnering with an established community organization. With the assistance of the community partner, the students are expected to conduct a needs assessment of the population to be served and design a project to meet the needs. Students will also be expected to include an evaluation component into their project so that they can assess if their project was successful in meeting its objectives and the needs of the population served.

Credits: 1.00

## Medicine

### **MEMED-584 Hematology Research – BTH**

The student participates in designing and carrying out a limited research project of either clinical or laboratory nature under the close day-to-day supervision of a full-time faculty member. The aim is to have the scope of the project sufficiently limited that it can be completed in the elective period. It is anticipated that the student should write up the project for presentation locally or at a regional meeting and, if warranted, for publication. Because of the short period of the elective, early contact with the instructor is encouraged so that planning may begin before the elective period. Writing up the report of the project may take place after conclusion of the elective period.

Credits: 4.00

### **MEMED-631R Quality Improvement for Personal & Professional Development**

Competencies for quality improvement (QI) and patient safety are required elements across the spectrum of medical education. The changing landscape of healthcare and its delivery will mandate medical professionals understand as well as be trained and skilled in health care quality improvement. This elective will mentor and train the student in fundamental concepts of quality improvement and patient safety, basic quality improvement methods and analyses, and provide an opportunity for professional and personal development. Students will pair with a mentor experienced in QI training and healthcare improvement science. The students will learn fundamentals of healthcare quality improvement including its research as well as how to approach system-based problem solving, data analysis, and implementation science. Students will apply the methods used in quality improvement to the completion of a personal improvement project. Students will also have the opportunity to participate in an ongoing interprofessional QI curriculum.

Credits: 4.00

### **MEMED- 647 Medical Humanities Research**

This elective will give students the opportunity to apply their knowledge of the medical humanities that they have developed over the course of the Pathway to a particular topic of interest. At the completion of



School of Medicine

## 2024-2025 Course Catalog

Humanities in the Hospital and prior to taking this elective, each student is matched with a mentor from the HEAL faculty whose area of expertise aligns with the focus of the student's final project. The project must either be a research paper of publishable quality or a work of art that is portfolio ready.

Credits: 4.00

### Molecular and Human Genetics

#### **MEGNT-554 Genetic Research Project**

The Department of Molecular and Human Genetics at Baylor College of Medicine is ranked first in the country in grants and funding from the National Institutes of Health. Our faculty's interest span such areas as genomics, DNA biology, gene expression, and the molecular basis of human disease. Various faculty participate in research including clinical, translational, computational, and basic science. Projects may include the compiling and drafting of clinical case reports, compilation of clinical and/or molecular data, evaluation of clinical laboratory results, and many others.

Credits: 4.00

### Neurology

#### **MENEU-501B Investigative Neurology**

The elective is designed to expose the student to the steps involved in investigative neurology, including formulation of a hypothesis and a research plan, the implementation of the plan, and interpretation of the resulting data. The elective is designed by the student, course director, and the faculty with whom the student is working to meet the specific desires of the student.

Credits: 4.00

### Plastic Surgery

#### **MEPLS-504 Clin Research Clerkship in Plastic Surgery**

Opportunities include clinical research which entails chart review for clinical reports, publishing and scientific presentations. Students on the research elective can participate in ongoing research project or develop their own. The students are encouraged to participate in all research meetings in the Division and to submit their work to regional and national scientific meetings.

Credits: 4.00

### Psychiatry and Behavioral Sciences

#### **MEPSY-568 The Menninger Clinic Psychiatry Research**

This elective is designed with the goal of introducing medical students to psychiatric research. Participants will have the opportunity to become acquainted with different aspects of research in psychiatry, including research assessments, data analysis, and scientific writing. Under the guidance of faculty members with



School of Medicine  
2024-2025 Course Catalog

extensive research experience, students will be encouraged to develop their own data analysis project and to assist in the completion of a scholarly product.

Credits: 4.00

### Radiation Oncology

#### **MERAO-502 Radiation Oncology Research**

The student will appraise the literature available on their chosen research topic. The student will develop the methods needed to answer the clinical question. The student will apply ethical principles to their research.

Credits: 4.00

### Student Affairs

#### **MEOSA-500A Medical Research Pathway Term 1**

Faculty-mentored full-time research. The first of five elective terms comprising the Medical Research Pathway (One Year). Participation in the design, conduct, and reporting of research including some didactic course work and other activities to encourage intellectual interaction and exchange among the students and faculty in the program.

Credits: 8.00

#### **MEOSA-500B Medical Research Pathway Term 2**

Faculty-mentored full-time research. The second of five elective terms comprising the Medical Research Pathway (One Year). Faculty-mentored full-time research and the participation in the design, conduct, and reporting of research including some didactic course work and other activities to encourage intellectual interaction and exchange among the students and faculty in the program

Credits: 8.00

#### **MEOSA-500C Medical Research Pathway Term 3**

Faculty-mentored full-time research. The third of five elective terms comprising the Medical Research Pathway (One Year). Faculty-mentored full-time research and the participation in the design, conduct, and reporting of research including some didactic course work and other activities to encourage intellectual interaction and exchange among the students and faculty in the program.

Credits: 8.00

#### **MEOSA-500D Medical Research Pathway Term 4**

Faculty-mentored full-time research. Fourth of five electives comprising the Medical Research Pathway (One Year). Faculty-mentored full-time research and the participation in the design, conduct, and reporting



School of Medicine  
2024-2025 Course Catalog

of research including some didactic course work and other activities to encourage intellectual interaction and exchange among the students and faculty in the program.

Credits: 8.00

**MEOSA-500E Medical Research Pathway Certification**

Faculty-mentored full-time research. Fifth of five elective comprising the Medical Research Pathway (One Year) Completion of this term indicates a Certification of Completion. Participation in the design, conduct, and reporting of research including some didactic course work and other activities to encourage intellectual interaction and exchange among the students and faculty in the program.

Credits: 8.00

**Surgery**

**MESUR-540 Pediatric Surgical Research**

The goal of the elective is to formulate a question to be asked, to develop a plan to answer the question, carry out the research necessary to answer the question, then compile the information in a presentable form. Projects may vary from retrospective clinical research in the form of chart reviews, to actual bench experience in our basic science laboratories.

Credits: 4.00

**MESUR-563 Global Surgery Research**

An estimated 5 billion people do not have access to safe, timely, and affordable surgical care. The field of academic global surgery is dedicated to the improvement in quality surgery and anesthesia access through greater understanding and enhancement of surgical infrastructure. During this rotation, students will examine key questions of surgical disparities worldwide and participate in related research. Students will work with global surgery faculty to formulate key research questions, develop an understanding of ethical approaches to global surgery scholarship, and work to complete new and existing global and disparities-related studies.

Credits: 4.00

**Urology**

**MEURL-401 Urologic Research**

The Urologic Research elective can be done with a research mentor in Adult Urology or in Pediatric Urology. This elective is designed for the student who has a strong interest in exploring some aspect of urologic research and the project may continue beyond the limits of the one-month elective. Students will have the opportunity to become involved in ongoing projects, or to initiate a project of their own, depending on their interest and experience. Directed reading and participation in research conferences is an integral part of the elective. Students interested in this elective should contact the Course Director, Course Faculty, or another faculty member to discuss the research options, and choose an area of investigation and a faculty preceptor in advance of the month beginning if possible. The Department has a



School of Medicine  
2024-2025 Course Catalog

very active research program in many areas of urology, in both clinical and basic laboratory investigation, available for student involvement.

Credits: 4.00

*Clinical Electives*

**Anesthesiology**

**MEANE-200      Cardiovascular Anesthesiology - 2 week**

Cardiovascular Anesthesiology is an exciting subspecialty of anesthesiology. Its scope is ever broadening. It includes administering anesthetics to patients for a variety of surgical procedures, including those for coronary artery disease, valvular heart disease, congenital heart disease of the adult, as well as for heart failure (ventricular assist devices and heart transplantation) and lung, liver and kidney transplantation. The purpose of the rotation in cardiovascular anesthesiology at the Texas Heart Institute is to introduce the student to the complex problems seen in patient with cardiovascular disease, and to experience the anesthetic management of the coexisting illnesses with which these patients present. Emphasis is placed on the perioperative management of these patients. Along with the physiologic and pharmacologic concepts of anesthesiology, the student will be introduced to a variety of techniques used to monitor patients presenting for cardiovascular surgery.

Credits: 2.00

**MEANE-201      Obstetric Anesthesiology - 2 week**

The medical student will become a member of the anesthesiology team and will be expected to participate in multiple clinical areas: Labor and Delivery suites, Gynecology and Surgical Operating Rooms, Pre-anesthesia Consulting and Testing Clinic (PACT), and Gastroenterology suites. The medical student will have a daily schedule that explains the different work areas and obligations during that particular day.

Credits: 2.00

**MEANE-202      Pediatric Anesthesiology - 2 week**

The student will receive supervised instruction in the principles and techniques of anesthetic management of children undergoing surgery. The student will work 1-on-1 with fellowship-trained and board-certified pediatric anesthesiologists on a daily basis. They will be introduced to the peri-operative management of children in a variety of pediatric development phases – from the neonate to the adolescent. Students will be supervised directly as they gain skills in airway management, venous access and monitoring of vital signs.

Credits: 2.00

**MEANE-203      Anesthesiology Ben Taub - 2 week**

The elective experience demonstrates the role of the clinical anesthesiologist. Every day, the student will assume responsibility of assigned patients in the operating room or remote anesthesia site. The student will spend time preparing patients for surgery in the pre-operative area.



School of Medicine  
2024-2025 Course Catalog

Credits: 2.00

**MEANE-204 Anesthesiology VA - 2 week**

The elective experience demonstrates the role of the clinical anesthesiologist in the Veterans Administration clinical setting. Every day, the student will assume responsibility of assigned patients in the operating room. The student will spend time preparing patients for surgery in the pre-operative area.

Credits: 2.00

**MEANE-205 Regional Anesthesiology – 2 week**

The student will receive supervised instruction in the principles and techniques of regional anesthesia and postoperative pain management of adult patients undergoing surgery. The student will be part of the team which includes a Faculty Anesthesiologist, a Regional Anesthesia Resident, and an Acute Pain Management Nurse Practitioner. The student will participate in preoperative assessment and preparation of patients. They will assist with performance of a variety of regional anesthesia techniques—upper extremity, lower extremity and truncal peripheral nerve blocks. Students will also participate in daily rounds with the Acute Pain Management team as they manage post-operative inpatients.

Credits: 2.00

**MEANE-401 Clinical Anesthesiology**

Students acquire supervised experience in the preoperative preparation, anesthetic management, and early post-operative care of patients from all surgical specialties.

Credits: 4.00

**MEANE-425 Anesthesiology**

Perform a preoperative evaluation according to the patient's medical condition. Understand the pharmacology of induction agents and differentiate the induction agents needed to care for a cardiac, trauma, obstetrical or neuroanesthesia patient. To become familiar with basic airway management skills including mask ventilation and endotracheal intubation.

Credits: 4.00

**MEANE-502 Obstetric Anesthesiology**

Designed primarily for students planning a career in Anesthesiology, this advance clinical clerkship provides students supervised experience with labor analgesia techniques, i.e., epidural and intrathecal opioids, combined spinal epidural, patient-controlled epidural analgesia and continuous local anesthesia infusion. Students also receive experience with spinal anesthesia technique for cesarean sections and postpartum tubal ligation. In addition to obstetric cases, anesthetics performed for elective and emergency gynecological and surgical cases enable students to acquire airway management and venous access skills.

Credits: 4.00



School of Medicine  
2024-2025 Course Catalog

**MEANE-504 Pediatric Anesthesia**

Students receive supervised instruction in the care of children undergoing surgery in the Texas Children's Hospital Operating Rooms, the principles of anesthetic management and the treatment of patients unconscious for any cause. This elective provides students a unique, controlled environment in which to acquire skills in airway management, venous access, patient assessment, and monitoring.

Credits: 4.00

**MEANE-505A Cardiovascular Anesthesiology**

The purpose of the rotation in cardiovascular anesthesiology at the Texas Heart Institute is to introduce the student to the complex problems seen in patients with cardiovascular disease, and to experience the anesthetic management of the coexisting illnesses with which these patients present. In essence, the perioperative management of these patients is emphasized. Along with the physiologic and pharmacologic concepts of anesthesiology, the student will be introduced to a variety of techniques used to monitor patients presenting for cardiovascular surgery.

Credits: 4.00

**MEANE-507 Pain Medicine**

During this elective, students receive supervised instruction in the comprehensive, multidisciplinary evaluation and treatment of patients with chronic pain syndromes. A team of faculty anesthesiologists, fellows, residents, psychologists, nurses, physical therapists, and consultants from neurology, neurosurgery, orthopedics, medicine, and physical medicine designs and individual treatment program for each patient. These patients often have chronic pain syndromes - reflex sympathetic dystrophy, myofascial syndrome, trigeminal neuralgia, temporomandibular joint disease, and Raynaud's disease - that do not respond to conventional medical care.

Credits: 4.00

**MEANE-508 Pediatric Cardiovascular Anesthesiology**

A four week elective designed to introduce the students to all facets of anesthesia care for the patient with congenital heart disease. Patient ages will range from newborn to adult, and clinical experience will include time in the general and cardiac operating rooms, cardiac catheterization laboratory, MRI suite and intensive care units.

Credits: 4.00

**MEANE-800 Clinical Anesthesiology – BSWH**

Clinical Anesthesiology is an elective suitable for M3 or M4 students to explore career exploration, general experience, introduction to the specialty, and Anesthesiology performance, participation and observation in the OR, Day Surgery and PACU to enhance their education, training, and skills.

Credits: 4.00

**MEANE-820 Clinical Anesthesiology- BSWH- 2 Weeks**



School of Medicine  
2024-2025 Course Catalog

This will be an experiential elective where a student will be paired with a resident on a daily basis and will participate in the anesthetic care of patients.

Credits: 2.00

**MEANE-821      Obstetric Anesthesia - BSWH- 2 Weeks**

This is a two-week elective designed to provide an overview of obstetric anesthesia. Students will participate in the care of obstetric patients undergoing vaginal delivery, cesarean delivery, postpartum tubal ligation, cervical cerclage, external cephalic version, and dilation and curettage.

Credits: 2.00

**MEANE-822      Cardiothoracic Anesthesiology - BSWH- 2 Weeks**

This is a two-week elective designed to provide an overview of cardiothoracic anesthesia. Students will participate in the care of patients undergoing a variety of cardiothoracic surgical procedures to include coronary artery bypass grafting, valve replacement, mechanical circulatory support, aortic surgery, and/or thoracic surgery.

Credits: 2.00

## Dermatology

**MEDER-200      Clinical Dermatology - 2 week**

This elective is designed to expose the medical student to various aspects of dermatology and to gain a working knowledge of how to recognize skin signs of systemic diseases, normal findings (including benign growth of the skin) and common skin malignancies. The rotation will consist of outpatient encounters with dermatology resident and attending physician. A broad spectrum of disease entities will be seen that range in patient stage from initial diagnosis to those patients that have disease that has been refractory to treatment. The student will be exposed to inflammatory, infectious, neoplastic, metabolic, congenital and structural disorders and will be involved in the discussion of differential diagnoses, diagnostic evaluation, and outline of treatment plans. The goal is to have the student understand how dermatologists apply an integrated interdisciplinary approach to the management of skin disorders.

Credits: 2.00

**MEDER-201      Clinical Dermatology - BTH - Jamail - 2 week**

This elective allows medical students to explore their interest in dermatology. Medical students will see patients with different attending physicians at two different clinics (located at Jamail Specialty Care Center and Smith Clinic) and also work with the residents. The goal of this elective is to introduce the medical students to different aspects of dermatology. By the end of this elective, medical students are expected to develop their skills in skin examination, especially accurate description of skin lesions and rashes. In addition, they learn about formulating differential diagnosis, performing biopsies, and the basics of managing different skin conditions. Medical students are also required to attend didactic lectures.

Credits: 2.00



School of Medicine  
2024-2025 Course Catalog

**MEDER-502      Clinical Dermatology**

This elective is designed to expose the medical student to various aspects of dermatology and to gain a working knowledge of how to recognize skin signs of systemic diseases, normal findings (including benign growth of the skin) and common skin malignancies. The rotation will consist of outpatient encounters with dermatology resident and attending physician. A broad spectrum of disease entities will be seen that range in patient stage from initial diagnosis to those patients that have disease that has been refractory to treatment. The student will be exposed to inflammatory, infectious, neoplastic, metabolic, congenital and structural disorders and will be involved in the discussion of differential diagnoses, diagnostic evaluation, and outline of treatment plans.

Credits: 4.00

**MEDER-505      Pediatric Dermatology**

This course is designed to instruct the student in the diagnosis and treatment of both common and uncommon dermatological problems seen in pediatric patients.

Credits: 4.00

**MEDER-506      Dermatological Surgery**

The objective of this course is to expose the student to a variety of dermatology surgery procedures and to be exposed to various benign and malignant skin tumors. The student will observe and assist with surgical procedures such as curettage and electrodesiccation, cryotherapy, simple excision, Mohs micrographic surgery, and various reconstructive procedures. In addition, the student will observe and assist with laser surgery, botulinum toxin injection, and chemical peels.

Credits: 4.00

**MEDER-800      Dermatology– BSWH**

This elective is designed to provide a broad overview of the clinical presentation and management of common Dermatologic conditions seen in a large group practice. Opportunity for self-study is provided as well. Housing is not provided and there is no required night call. The Faculty will strive to provide the student with the opportunity to develop skills and demonstrate understanding in various areas of Clinical Dermatology.

Credits: 4.00

**MEDER-820      Dermatology-BSWH-2 Week**

The student will be exposed to a broad spectrum of disease entities with carrying a presentations and disease stage. The student will, moreover, be exposed to inflammatory, infectious, neoplastic, metabolic, congenital, and structural disorders and will be involved in the discussion of differential diagnoses, diagnostic evaluation, and outline of treatment plans. The goal is to have the student understand the integrated interdisciplinary approach to the management of skin disorders.

Credits: 2.00



School of Medicine  
2024-2025 Course Catalog

## Emergency Medicine

### **MEERM-200      Emergency Medicine - BSL - 2 week**

This course was designed to give students a clinical Emergency Medicine experience at an academic, quaternary care facility. At this site, they will have the opportunity to work in a fast-paced environment seeing patient with a multitude of pathology. This site is a Stroke, cardiac catheterization, and transplant center. During the rotation they will get to work as part of an inter-disciplinary team taking care of patients with rare complex medical conditions. They will be expected to take a focused history and exam, formulate plan, communicate with consultants effectively to coordinate patient care, as well as perform procedures.

Credits: 2.00

### **MEERM-203      Emergency Medicine Electrocardiogram Interpretation-2 weeks**

Students will gain experience with use of electrocardiograms (ECG) as a clinical tool within the emergency room setting discussing indications for ECG, performing ECGs, and focusing on a standard approach to ECG interpretation. Students will focus on Association of American Medical College's Entrustable Professional Activity (EPA) number 10 as it relates to ECG interpretation identifying common and emergent pathologies on ECG and use ECG in the management and resuscitation of emergency room patients. Students will work clinical shifts in the Emergency Department at Baylor St. Luke's Hospital with exposure to a breadth of ECG pathologies.

Credits: 2.00

### **MEERM-504      Emergency Medicine - BTH & BSL**

The Emergency Medicine Elective is a four-week elective that is designed to give students exposure to the field of Emergency Medicine and the emergent approach and stabilization to the undifferentiated patient. As part of this rotation, students will learn the emergency medicine approach to and management of common chief complaints. To provide continuity to the clinical experience, the student will be paired with a senior resident for the four-week block.

Credits: 4.00

### **MEERM-504A      Emergency Medicine Ultrasound**

The Emergency Ultrasound elective rotation offers practical experience for students interested in applications of ultrasound in an emergency setting. Medical students will become familiar with the fundamentals of ultrasound physics, technical aspects of performing emergency ultrasound exams and appropriate use of ultrasound in a variety of clinical situations. The course will incorporate hands-on experience and didactics in the following ultrasound areas: Physics/Instrumentation, Biliary, Renal, Aorta, FAST, Cardiac, Procedures, Pelvic (including endovaginal ultrasound), Deep Venous Thrombosis, and Skin/Soft Tissue/Musculoskeletal.

Credits: 4.00

### **MEERM-620      Medical Toxicology**



School of Medicine

## 2024-2025 Course Catalog

The Medical Toxicology elective is designed to teach students how to evaluate patients with possible poisonings and other toxicological conditions, including adverse drug reactions, occupational exposures, envenomations and complications of substance abuse and withdrawal. Students will evaluate patients in the emergency departments, on the wards and in the intensive care unit under the direct supervision of the course director. Interesting cases from the SE Texas Poison Center will also be discussed without evaluating the patients at the bedside.

Credits: 4.00

### **MEERM-632 Introduction to the Practice of Telemedicine**

Students will gain experience utilizing telemedicine principles in practice. Students will focus on learning the history of telemedicine, how to implement in clinical practice and how to deliver appropriate clinical care to patients utilizing telemedicine modalities. They will consider how to ensure ethical principles, patient safety and privacy and will assess the importance of telemedicine in achieving health equity. They will examine barriers to care using Telemedicine and challenges in diagnostic decision making. They will explore the future indications of Telemedicine in their own practice. They will also discuss Artificial Intelligence in medicine and its utility for assessment purposes.

Credits: 4.00

### **MEERM-800 Focused Emergency Medicine Services (EMS) – BSWH**

Develop an appropriate emergent differential diagnosis based on an accurate history and physical on patients presenting with urgent problems. Recognize immediate life-threatening illnesses. Develop management plans for common EMS related complaints based on interpretation of common tests and procedures. Perform basic procedural skills under appropriate supervision. Demonstrate effective communication with patients and their family members in an ER setting.

Credits: 4.00

### **MEERM-801 Emergency Medicine – BSWH**

The practice of emergency medicine entails the rapid assessment and stabilization of patients presenting with acute injuries and illnesses as well as those with exacerbations of many chronic illnesses.

Credits: 4.00

### **MEERM-802 Pediatric Emergency Medicine – BSWH**

Our goal is for you to develop hands on experience caring for the needs of children in the emergency department setting. In the Emergency Department at McLanes Childrens Hospital we care for over 34,000 children annually. This environment provides ample opportunity for the elective student to improve history taking, physical exam and presentation skills, and diagnostic testing interpretation in a fast paced, clinical environment. As a member of our team, you will gain experience with a wide array of medical, trauma and surgical conditions amongst all levels of acuity. Students are also recommended to complete some shifts overnight to have a greater understanding of emergency medicine as a career.

Credits: 4.00



School of Medicine  
2024-2025 Course Catalog

**MEERM-803      Emergency Ultrasound– BSWH**

Point-of-care ultrasound has become an essential tool in the armamentarium of physicians from the emergency department to the ICU to the wards and clinics. It is vital in procedures from central venous/arterial catheters to para/thoracentesis to nerve blocks. It speeds our diagnostic process allowing us to narrow our differentials, focus our treatment plans and accelerate patient disposition to the appropriate next setting for care. This clinical rotation based in the Emergency Department will combine didactic sessions, image review, journal club, and self-directed online multimodality learning with hands-on scanning of patients with emergency medical conditions together with attending and resident physicians in clinical shift settings and dedicated weekly scanning shifts.

Credits: 4.00

**MEERM- 804      Advanced Subspecialty Emergency Medicine – BSWH**

Course will combine emergency medicine patient care with a focus on pre-hospital medicine, point of care ultrasound, toxicology, research, administration and forensic medicine evaluation. Enable a student to broaden their educational base and enhance their ability to make decisions about the care of emergency department patients.

Credits: 4.00

**MEERM- 820      Introductory Pediatric Emergency Medicine- BSWH - 2 Week**

Begin to develop a logical and time efficient approach to the assessment of the urgent and emergent pediatric patient. Become orientated to procedures needed to stabilize and resuscitate pediatric patients. Develop technical skills through managing multitude of pediatric patients. Learn how to interact with families and caregivers, especially in stressful situations. Develop communication skills via telephone and consultants. Students will develop the ability to take accurate, concise history and physical examinations.

Credits: 2.00

**MEERM- 821      Forensic Emergency Medicine- BSWH- 2 Week**

Participate in emergency department evaluation of forensic patients and work clinically with our forensic team. Further the educational experience in the clinical care of patients that present with a chief complaint/concern of domestic violence, intimate partner violence, sexual assault or violent crimes while improving the clinical acumen of students in recognizing the problems of these patients as individuals. Enable a student to broaden their educational base and enable them to make decisions about the care of forensic patients. Provide students with experience in caring for patients experiencing domestic violence and/or intimate partner violence and recognizing these patients in any setting. Provide students with exposure to evidence collection, legal implications for patient care, and patient advocacy to include county/state/federal organizations.

Credits: 2.00

**MEERM- 822      Introduction to Emergency Ultrasound- BSWH- 2 Week**

Point-of-care ultrasound has become an essential tool in the armamentarium of physicians from the emergency department to the ICU to the wards and clinics. It is vital in procedures from central venous/arterial catheters to



School of Medicine

## 2024-2025 Course Catalog

para/thoracentesis to nerve blocks. It speeds our diagnostic process allowing us to narrow our differentials, focus our treatment plans and accelerate patient disposition to the appropriate next setting of care. This introductory clinical rotation based in the Emergency Department will combine didactic sessions, image review, and self-directed online multimodality learning with hands-on scanning of patients with emergency medical conditions together with attending and resident physicians in clinical shift settings and dedicated afternoon scanning shifts.

Credits: 2.00

### Family and Community Medicine

#### **MEFAM-200      Procedures in Primary Care - 2 week**

Students taking this elective will have an opportunity to learn about the various office-based procedures done by a Family Physician in Primary care settings. This would include joint injections, trigger point injections, Carpal tunnel therapeutic injections, cyst and lipoma removals, Skin tag excision, foreign body removal from external auditory canal, circumcisions, Sebaceous cyst removal, Incision and drainage, Nexplanon insertion/removal, IUD insertion/removal and Colposcopy. The students will have an opportunity to get hands-on experience to assist and perform these procedures under faculty supervision.

Credits: 2.00

#### **MEFAM-201      Addiction Medicine - 2 week**

This is a two week elective to give students broad clinical exposure to addiction medicine. The purpose of the Addiction Medicine elective is for the BCM medical student to gain an understanding of the medical care of persons with Substance Use Disorders (SUD) across a diverse spectrum of substances, stages of use, and presentations, including harm reduction for people who continue to use. BCM students will recognize patients with SUD, conduct an appropriate substance use specific history, and recognize the importance of health care team relationships for quality care delivery. Students will also learn about the use, risks, and benefits of medication treatment for SUD and overdose prevention education and naloxone distribution (OEND) strategies.

Credits: 2.00

#### **MEFAM-504      Clinical Preceptorship in Family Medicine**

This elective is offered to any interested student who wishes additional experience in ambulatory family medicine after completing the Family and Community Medicine Clerkship. For this elective, the student will be assigned to a family physician preceptor or group of family physician preceptors for the four-week elective. The student will see patients with their preceptor(s) in the office setting for the four weeks of the elective.

Credits: 4.00

#### **MEFAM-800      Hospital Based Family Medicine - BSWH**

For students to become familiar with issues in hospital-based health care deliver, including DRG's, effective utilization of resources, and improving quality of care. Students will also have time in outpatient care, developing similar strategies. Opportunities exist for scrubbing in on minor surgical cases and performing bedside procedures such as central venous line placement, lumbar puncture, paracentesis, and thoracentesis.



School of Medicine  
2024-2025 Course Catalog

Credits: 4.00

## Medicine

### **MEMED-201 Rheumatology - BTH - 2 Week**

Students will serve on an inpatient rheumatology consult team at Ben Taub General Hospital and attend outpatient rheumatology clinic at the Smith Clinic (twice a week).

Credits: 2.00

### **MEMED-202 Comprehensive HIV Care for the Underserved - 2 week**

This is a 2-week introductory course enabling the student to explore the concept of comprehensive care coordination between multidisciplinary teams in the context of patients living with Human Immunodeficiency Virus (HIV). The student will learn about the scope of practice for various care providers including physician specialists, service linkage workers, case managers, social workers, pharmacists and nurses. The goal of the course is for the student to understand how the actual practice of medicine and delivery of health care patients living with HIV depends on a well-developed team approach. The quality of interprofessional practice affects the value and safety of the patient's experience. This course will be unique in that it is structured to follow a patient through his/her journey within the health care system, and not primarily focus on the provider's perspective. This course is unique in that it will include both an inpatient and an outpatient component as one goal to allow a student an opportunity to understand transitions of care from the hospital to the ambulatory system. The course allows the student the opportunity to not only explore a career in the specialty but also gain competencies in interprofessional education that can be applied to any field of medicine.

Credits: 2.00

### **MEMED-203 Nephrology - BTH - 2 weeks**

This 2 week elective will provide a broad exposure to Nephrology, and aims to improve the future physician's management of patients with chronic diseases including hypertension and diabetes mellitus. The learner will also be exposed to public policy as it relates to the care of patients who require dialysis. The elective will occur within Harris Health Hospital system and BCM affiliated clinics. The outpatient clinics include transplant, dialysis, CKD, and glomerulonephritis.

Credits: 2.00

### **MEMED-204 General Medicine Consults & Perioperative Medicine - 2 Week**

This course will provide students experience in preoperative risk stratification, perioperative medical management, and general internal medicine consultation. During this two-week elective, the student will work daily on the inpatient Medicine Consult Service at Ben Taub Hospital and in the ambulatory Medicine Preoperative Clinic at Ben Taub Tower. The student will work alongside upper-level medicine residents and will be directly supervised by Ben Taub/BCM hospitalist teaching faculty. The course will provide an excellent foundation in perioperative medicine and medical management of non-medicine patients for students interested in pursuing residencies in internal medicine, anesthesia, surgery, and surgical subspecialties.



School of Medicine  
2024-2025 Course Catalog

Credits: 2.00

**MEMED-205 Hospital Medicine - BSL - 2 week**

The Baylor St. Luke's Medical Center's (BSLMC) Hospital Medicine Elective will give students the opportunity to provide direct care to complex adult patients in a tertiary-care hospital. They will work one-on-one with a hospitalist to admit, coordinate care, treat, and discharge patients. This will involve managing patients who require a higher level of care such as organ transplants, complex cardiac interventions including LVADs, and advanced cancer. At BSLMC, hospitalists are the attending physician for most patients, including those admitted for neurologic and surgical issues. Thus, students will practice co-management with consulting medical subspecialists and surgical specialists to provide high value efficient hospital care.

Credits: 2.00

**MEMED-207 Outpatient Internal Medicine and Primary Care – 2 weeks**

During this clinical rotation, interested medical students will have the opportunity to practice outpatient internal medicine and primary care in an academic health care setting. Working with faculty preceptors, students will participate in a broad spectrum of patient care and gain a comprehensive skillset including triaging acute symptoms, managing chronic conditions, conducting preventative visits, and practicing counseling and motivational interviewing.

Credits: 2.00

**MEMED-428A Pulmonary Disease – VAMC**

Students will be incorporated into the Pulmonary Consult service at the MEDVAMC which consists of a BCM Pulmonary & Critical Care fellow, a BCM Internal Medicine Resident and VA Faculty Attending that is affiliated with BCM. Students be involved with direct patient care including daily rounds, urgent clinic visits, as well as Multi-Disciplinary Tumor Board and case review. They will see a variety of patients with acute and chronic pulmonary diseases both in the inpatient and outpatient setting. Commonly encountered disease processes include respiratory failure, pleural effusions, lung cancer, lung nodules, COPD, asthma, ILD, and pulmonary infections.

Credits: 4.00

**MEMED-515A Clinical Cardiology & Electrocardiography**

On this elective the student has the opportunity to be involved intimately with the primary evaluation, diagnostic studies, treatment of the patients, and depending upon maturity, to assume primary responsibility in the care of patients. Bedside diagnosis is stressed. An excellent four-week in-service lecture program is available, which includes a one-hour course weekly in basic ECG interpretation and a one-hour course weekly in bedside examination of the heart. The student has the opportunity to relate closely to one or several attending physicians in cardiology for a more intimate and supervisory relationship. Daily ECG reading and review sessions permit the student to read and to be instructed from over 3,000 ECG's monthly. Facilities include a large inpatient cardiology service, ECG lab, cardiac catheterization lab, treadmill, echocardiography and nuclear medicine laboratory, and an active cardiovascular surgical service.

Credits: 4.00



School of Medicine  
2024-2025 Course Catalog

**MEMED-515B Clinical Cardiology**

The student interested in cardiology also obtains a basic framework and familiarity with the field so that s/he may progress further in specialized student and can assure themselves that the practice of cardiology is, indeed, what they expected. The object of this course is to prepare the student to recognize and treat common cardiovascular conditions at the level required for a primary care physician, or a physician practicing in other specialties than cardiology.

Credits: 4.00

**MEMED-515C Cardiology Consult/CCU – BTH**

To give the student an opportunity to learn the art and science of providing a cardiologic consultation. To educate students on how to collect and correctly interpret information on pertinent cardiac history and physical exam, significant lab and EKG findings, cardiac catheterization, echocardiography, Holter monitoring, and exercise and pharmacologic stress testing to enhance diagnostic skills. To enable students to develop skills in the management of patients presenting with acute coronary syndromes, including ST elevation myocardial infarction, non Q-wave myocardial infarction, and unstable angina. To learn the hemodynamics of acute cardiac disease.

Credits: 4.00

**MEMED-525A Clinical Endocrinology**

Each student is attached to a specific hospital (BTGH, VAMC or BSLMC), with a team consisting of the Attending of the month, the Endocrine Fellow of that hospital, and at times an Internal Medicine Resident on the Endocrine rotation. The student usually spends half a day in the in-patient setting and the other half of the day in the out-patient setting. The student sees all inpatient consults in that hospital with this team, but also attends all the outpatient clinics of his/her Endocrine Fellow. The student attends 3-4 outpatient clinics per week, each focusing on a different subspecialty area of endocrinology). During the rotation, the student is assigned patients to work up independently and consults with the Endocrine Fellow and Attending. The student is expected to follow the patients closely and write follow-up notes on the chart on a daily basis. The student then presents the patients to the Attending, and diagnostic and therapeutic plans are discussed.

Credits: 4.00

**MEMED-526F VAMC Academic Clinical Gastroenterology**

The elective offers an opportunity to be involved in the diagnosis, evaluation and treatment of patients with a wide variety of gastrointestinal diseases. Inpatients and outpatients are seen. The student is actively involved in the care of patients with complicated GI diseases. The student also participates in rounds and GI section conferences with special time devoted to learning diagnostic studies of the GI tract. The conference schedule includes GI pathology, Journal Club, GI Grand Rounds, Readings in Gastroenterology, Medical Surgical Conference, and GI Research Conference. Upon completion of the elective the student should have a good grounding in patient evaluation and uses and limitations of the diagnostic tools (endoscopy, endoscopic ultrasound, etc.)

Credits: 4.00

**MEMED-526G BTH Academic Clinical Gastroenterology**



School of Medicine

2024-2025 Course Catalog

This course will expose students to the gastroenterology consult service. Students will see consults and follow patients with GI and liver complaints. In addition, students will have opportunities to observe procedures. There will be teaching at the bedside and on rounds.

Credits: 4.00

**MEMED-535 Clinical Hematology – BTH**

The student works up in-patients on whom consultation has been requested (from any service), present them on rounds, write notes on the chart, follow the patients daily make rounds with the team at least five times per week, perform bone marrows under supervision, review blood smear and bone marrow slides, attend Hematology Clinic and Sickle Cell Clinic weekly (seeing patients under attending Supervision), and attend the two major city-wide Hematology Conferences weekly. Diseases commonly seen include a broad range of anemias, including sickle cell and other hemoglobinopathies, coagulation and platelet disorders, and hematological malignancies, including acute and chronic leukemia, lymphoma, and myeloma.

Credits: 4.00

**MEMED-537 Clinical Hematology – VAMC**

The goal of the medical student hematology rotation at the VA is to give the medical students a hands-on experience in the diagnosis and management of benign and malignant hematology. The goals include teaching our students to develop a systematic approach to diagnosis and staging of disease like Hodgkin and Non Hodgkin Lymphoma, myeloid malignancies including myelodysplastic and myeloproliferative disorders, and plasma cell dyscrasias such as multiple myeloma. The rotation is also aimed at teaching the students interpretation and management of common hematological conditions including anemia, thrombocytopenia, coagulation disorders, and hypercoagulable states, among others. Students will become familiar with interpreting peripheral smears, protein electrophoresis, and other common lab hematology tests as applicable to patients in the clinic.

Credits: 4.00

**MEMED-538A Infectious Disease – BTH**

Students see newly referred patients in rotation and often go over their cases with residents and/or fellows before presenting them to faculty at daily teaching rounds. The students will rotate on both the General ID service and an HIV-specialty consult ID service. Principles of diagnosis and management are stressed, and patients are seen until the ID problem is thought to be resolved. Students join faculty at city-wide infectious disease rounds each week as well as other individual teaching conferences. These conferences can include introduction to microbiology, antibiotic management, case discussion, etc. Outpatient experience is available at Smith Clinic in the form of a rotation of one-half day each week.

Credits: 4.00

**MEMED-538C Infectious Disease – VAMC**

ID consult service, provides consultation to inpatients in the medical, surgical, and other wards (neurology, rehabilitation, spinal cord injury, nursing home). The consult team is composed by the ID faculty, ID fellow, an internal medicine resident, 1-2 medical students, and a clinical ID pharmacist, resident, and/or student. The



School of Medicine

2024-2025 Course Catalog

consult service receives in average 3-5 consults/week-day and 1-2/day on week-ends (approximate average of 90/month). Consultations cover a variety of topics, including the most frequently encountered general ID problems (urinary tract infection, bacteremia, pneumonia, osteomyelitis, endocarditis, neutropenic fever, fever of unknown origin, prosthetic joint infections, infections in the solid organ transplant patient, among others) as well as consultations on HIV infected patients admitted with opportunistic infections or other problems.

Credits: 4.00

**MEMED-546C Clinical Oncology- VAMC**

Students round on the oncology patients at Veterans Affairs Medical Center daily and will work-up new consults as they are referred to the service. This is primarily outpatient oncology patient care experiences.

Credits: 4.00

**MEMED-546D Clinical Oncology – BTH**

Understand the basic diagnostic and staging workups of the common cancers; learn the clinical presentations natural history and complications of the major cancers; understand the principles of the various therapeutic modalities used to treat cancer, including their mechanisms of action, indications and therapy.

Credits: 4.00

**MEMED-552 Clinical Pulmonary – BTH**

The course will provide clinical experience in the recognition, diagnosis and treatment of common and unusual pulmonary diseases. Common diseases including lung cancer, common and uncommon lung infections, tuberculosis, infections in the immunocompromised host, complicated asthma and COPD are encountered regularly. Patients with uncommon diseases such as pulmonary hypertension and interstitial lung diseases are also seen with some frequency. The course also provides opportunities for direct observation of invasive procedures involving the respiratory system such as thoracentesis, chest tube management and bronchoscopy.

Credits: 4.00

**MEMED-556D Clinical Renal Disease – BSL**

The student will attend rounds and conferences, work up consultations, and present them to the attending nephrologist. The student will be part of a team which includes a core medical student, intern, and fellow. The patient load is typically 1-2 patients per student. The student will learn management of electrolytes and IV fluids, chronic kidney disease, and transplant nephrology. Procedures learned or observed may include urine sediment analysis, dialysis catheter placement, kidney ultrasound, and kidney biopsies. The student will become skilled at interpreting electrolytes, acid/base abnormalities, and managing all aspects of dialysis - hemodialysis, peritoneal dialysis, and continuous ICU dialysis. Students are expected to review and present clinically relevant topics to the other team members.

Credits: 4.00

**MEMED-559A Rheumatology – VAMC**



School of Medicine

2024-2025 Course Catalog

Understand the pathophysiology of basic rheumatologic disease. List important components of clinical history in rheumatologic conditions. Be able to perform comprehensive physical exam and discuss common findings in rheumatologic disease.

Credits: 4.00

**MEMED-575 Geriatrics - The Methodist Hospital**

Students will work up older patients who are admitted to the hospital consult service. Daily rounds are held with the attending, fellow, and resident. The student will participate in a geriatric outpatient assessment clinic, which is based on a multi-disciplinary model at Park Plaza. Other visits may include nursing homes, personal care homes, or assisted living centers. Didactic components include an on-going geriatric topic lecture series and interdisciplinary team meetings, which are bi-weekly. Additional educational opportunities include a monthly multi-disciplinary conference at The Methodist Hospital and monthly journal club at the Veterans Hospital.

Credits: 4.00

**MEMED-579 Palliative Care for Indigent Patients**

This is a four-week elective clinical rotation aiming to enhance students' knowledge of the management of patients with life-limiting illness as well as students' appreciation of the ways in which these patients and their families cope with the challenges of living with life-limiting illness. Special focus will be given to the challenges faced by the indigent community in Harris County.

Credits: 4.00

**MEMED-587 Medicine/Pediatrics Primary Care**

The Medicine-Pediatrics Primary Care Elective will offer and allow interested medical students the opportunity for exposure to the practice of both Internal Medicine and Pediatrics in a community based primary care setting. The students will participate in the primary health care of a broad range of patients including a full spectrum of primary care for newborns, infants, children, adolescents, adults and the elderly. In addition to the outpatient management of acute and chronic illnesses, preventative health care across the full spectrum of age groups and women's health are emphasized. Students will also have the opportunity to learn more about the complexity that comes with the management of a diverse patient population of primarily under-served and under-insured patients.

Credits: 4.00

**MEMED-630 Life with Intellectual & Developmental Disability**

The Caring for Individuals with IDD Across the Lifespan elective aims to provide training to medical students in the field of developmental medicine—the care of individuals with intellectual/developmental disabilities across the lifespan. It is a rotation composed of multidisciplinary clinical, didactic, community, and advocacy experiences that act to highlight the unique features of life and clinical care for individuals with a wide variety of intellectual and developmental disabilities. Students will be asked to educate, interact, and care for people, and caregivers of people, with IDD in an empathetic and respectful manner. There will be discussion and exposure to how acute and preventative care, community engagement, and funding are unique for this population with is often underserved and underfunded. The clinical experience will primarily occur at the Baylor Transition Medicine clinic, a medical



School of Medicine  
2024-2025 Course Catalog

home for adults with IDD, and various outpatient TCH clinics that serve this population. Additionally, there will be multiple opportunities to engage with community partners.

Credits: 4.00

**MEMED-636 Inpatient Palliative Care-BSL**

Students will see palliative care patients with a variety of advanced medical conditions, not limited to cardiac disease through the Texas Heart Institute, metastatic cancer and liver disease, such as decompensated cirrhosis undergoing transplant evaluation. The student will be taught supportive and palliative care management of patients with serious medical illnesses, with emphasis on complex symptom management, communication skills and advance care planning. Future physicians need these foundational skills in supportive and palliative care medicine of hospitalized patients to aid in comprehensive patient care. Student will gain experience in end of life care, including care of imminently dying hospitalized patients.

Credits: 4.00

**MEMED-800 Gastroenterology Clinic - BSWH**

Introduce the student to the spectrum of diseases and problems seen in the outpatient clinical practice of gastroenterology. Reinforce basic concepts regarding the pathophysiology, clinical evaluation and management of the more common problems seen in gastroenterology and hepatology. Acquaint the student with the GI investigative procedures their indications, practice and interpretation. Familiarize the student with the indications for and interpretation and clinical correlation of GI radiological techniques.

Credits: 4.00

**MEMED- 801 Gastroenterology Hospital Service – BSWH**

Reinforce the clinical diagnostic skills obtained by the student during his third-year clerkship in medicine. Introduce the student to the specialized diagnostic procedures relating to gastrointestinal disorders with emphasis on their indications and interpretations. Familiarize the student with the management of some of the more commonly encountered gastrointestinal disorders.

Credits: 4.00

**MEMED-803 Clinical Cardiology and Electrocardiology - BSWH**

Introduce the students to the clinical management of hospitalized cardiovascular patients/Consultation service. Strengthen the student's abilities in cardiovascular history and physical examination. Introduce and/or reinforce skills in electrocardiographic interpretations. Introduce students to certain cardiac techniques including echocardiography, nuclear cardiology, and invasive cardiac procedures (coronary angiography/PA catheter).

Credits: 4.00

**MEMED-804 Cardiovascular ICU – BSWH**



School of Medicine

### 2024-2025 Course Catalog

Introduce students to the management of acute cardiac emergencies with emphasis on coronary care, cardiac arrest and cardiac arrhythmias. Reinforce the student's skills in bedside evaluation and history taking of angina and clinical presentation of myocardial infarctions. Familiarize the student with current techniques in management of acute myocardial infarction including the treatment of arrhythmias and congestive heart failure in the acute infarct setting. Introduce the student to post myocardial infarction rehabilitation and education practices. Introduce the student to the care of cardiovascular complication for Medical ICU patients as consulting service.

Credits: 4.00

#### **MEMED-805 Supporting Palliative Care– BSWH**

Students rotating with the Supportive & Palliative Care (SPC) team see patients with serious illness in the hospital and the outpatient clinic. Students will learn essential communication skills, basic symptom management and participate with an interdisciplinary team, which includes a social worker, chaplain, psychologist and child life specialist. Regardless of one's eventual area of expertise, all physicians will care for patients with serious illness, complex symptoms and people who are experiencing grief and existential distress. This course will be helpful for all those that deal with sensitive patient and family issues, regardless of specialty. The rotation will also encourage the student to care for themselves by teaching and modeling approaches to self-care and resiliency that they may be carried into future clinical practice.

Credits: 4.00

#### **MEMED-806 Elective in Internal Medicine – BSWH**

Provide fourth year medical students with the opportunity to work with Internal Medicine faculty and residents on a general Medicine service. Provide an opportunity for medical students to get a better experience in Internal Medicine if they are considering Internal Medicine or primary care as a possible career.

Credits: 4.00

#### **MEMED-807 Infectious Diseases Clinic – BSWH**

Introduce the student to the spectrum of diseases and problems seen in the outpatient clinical practice of infectious disease. Reinforce basic concepts regarding the pathophysiology, clinical evaluation and management of the more common problems seen in infectious disease. Acquaint the student with the practical aspects of antimicrobial agents commonly used. Familiarize the student with the indications for and interpretation and clinical correlation of microbiological diagnostic tools.

Credits: 4.00

#### **MEMED-808 Infectious Diseases Clinic – BSWH**

This 4-week elective course in Hematology/Oncology will expose senior medical students to inpatient consultative hematology & oncology, inpatient supportive care of patients with cancer and the outpatient evaluation of patients with classical hematology illness.

Credits: 4.00



School of Medicine  
2024-2025 Course Catalog

**MEMED- 820    Gen Med Consults & Perioperative Medicine- BSWH- 2 Week**

This course will provide students experience in preoperative risk stratification, perioperative medical management, general internal medicine consultation, and general medicine procedures. During this two-week elective, the student will work daily on the inpatient Medicine Consult service at Baylor Scott & White Memorial Hospital. The student will work alongside upper-level medicine residents and will be directly supervised by BSW/BCM hospitalist teaching faculty. The course will provide an excellent foundation in perioperative medicine and medical management of non-medicine patients for students interested in pursuing residencies in internal medicine, anesthesia, surgery, and surgical subspecialties, and will also provide experience in bedside medical procedures.

Credits: 2.00

**MEMED- 821    Nephrology - BSWH- 2 Week**

This two-week elective introduces medical students to the evaluation and management of patients with kidney disease in the outpatient setting. Students will participate in nephrology consultations, learn to interpret renal laboratory tests and urinalysis, and gain exposure to conditions such as Hypertension, Chronic Kidney Disease, Glomerulonephritis, Kidney Stones, Electrolyte Disorders, and Dialysis Therapies. There will also be exposure to bladder scans, measuring post void residual volume, and in clinic urine microscopy.

Credits: 2.00

**Molecular and Human Genetics**

**MEGNT-200    Adult Genetics - 2 week**

The Adult Genetics elective involves evaluating adult patients with known/suspected genetic disorders at 3 different outpatient locations including VA, Smith Clinic (BTGH) and Baylor Faculty Group Practice (McNair campus) as well as inpatient consults at SLEH, BTGH and VA whenever requested. Students are expected to obtain a full history, perform a focused physical examination, formulate an assessment and plan and present to the attending. For each consultation, the student is required to obtain a 3-4 generation family history and draw a pedigree. Students will be guided towards pedigree drawing. Other aspects of this rotation include, interpretation of exome results, collecting family history information on the phone and attendance at didactic sessions and conferences held in the departmental didactic sessions and conferences held in the department.

Credits: 2.00

**MEGNT-201    Pediatric Clinical Genetics - 2 week**

The clinical elective in Pediatric Genetics involves evaluating patients on the inpatient consult service and occasionally in the outpatient clinics. Most of the patients are newborns, infants and children.

Credits: 2.00

**MEGNT-202    Prenatal Genetics - 2 week**

The clinical 2 week elective in Prenatal Genetics focuses on providing genetic counseling to patients in the preconception, prenatal, and preimplantation settings. This rotation serves a diverse population of patients in a



School of Medicine  
2024-2025 Course Catalog

variety of settings and for a range of indications including advanced maternal age, first trimester screening, abnormal serum screening results, birth defects detected by ultrasound, abnormal results disclosure, infertility, significant family histories and teratogenic exposures. The students will actively participate in genetic counseling sessions in order to assess reproductive risk, evaluate testing options, and coordinate follow up as needed.

Credits: 2.00

**MEGNT-525      Adult Genetics**

Students who choose this elective will learn to diagnose and manage adults with childhood onset of genetic conditions such as Neurofibromatosis and Marfan syndrome as well as adult onset of genetic conditions such as Ehlers Danlos syndrome and Lynch syndrome.

Credits: 4.00

**MEGNT-544      Pediatric Clinical Genetics**

The clinical elective/ selective in Medical Genetics involves evaluating patients on the inpatient consult service and in the outpatient clinics. During your rotation in Clinical Genetics, you are expected to meet with the genetics residents/fellows daily. Your main responsibility while on the Clinical Genetics service is to evaluate patients and families on whom a genetics consultation has been requested as an inpatient. You will be required to obtain a full medical history, complete a physical examination, and formulate an assessment and plan for diagnosis and treatment.

Credits: 4.00

**MEGNT-800      Adult Genetics- BSWH**

The Adult Genetics elective involves evaluating adult patients with known or suspected genetics conditions in the Baylor, Scott and White Healthcare Genetics Clinic in Temple, TX as well as inpatient consults at Baylor, Scott and White Temple Memorial Hospital. Students will report to the main offices of the adult Genetics practice on the 3rd floor of the Brindley Circles clinic building and they will receive their orientation from the clinic manager. Prior to starting their rotation, they will receive an email from our staff regarding details of the rotation and the schedule for the week that they will begin the rotation.

Credits: 4.00

**MEGNT-801      Pediatric Genetics- BSWH**

The 4-week clinical elective in Pediatric Genetics in Temple involves primarily evaluating patients in the outpatient clinical setting at McLane Children's Specialty Clinic and occasionally the McLane Children's Hospital or NICU for inpatient consultation. Most of the patients are newborns, infants and children. The student is to report to the Pediatric Genetics clinic on the 4th floor at McLane Children's Specialty Clinic. The student's primary responsibility while on the Pediatric Genetics rotation is to evaluate patients and families for who a genetics consultation has been requested as an outpatient in the clinic setting at McLane Children's Specialty Clinic.

Credits: 4.00



School of Medicine  
2024-2025 Course Catalog

**MEGNT-820      Adult Genetics- BSWH- 2 Week**

The Adult Genetics elective involves evaluating adult patients with known or suspected genetics conditions in the Baylor, Scott and White Healthcare Genetics Clinic in Temple, TX as well as inpatient consults at Baylor, Scott and White Temple Memorial Hospital.

Credits: 2.00

**MEGNT-821      Pediatric Genetics – BSWH- 2 Week**

The 2-week clinical elective in Pediatric Genetics in Temple involves primarily evaluating patients in the outpatient clinical setting at McLane Children's Specialty Clinic and occasionally the McLane Children's Hospital or NICU for inpatient consultation. Most of the patients are newborns, infants and children.

Credits: 2.00

**MEGNT-822      Prenatal Genetics – BSWH – 2 Week**

The faculty will strive to: Enable the student to determine appropriate indications for a clinical genetics' evaluation in respect to reproductive health. Provide an approach for the student to assess risk for a genetic disorder based on family history, medical history and physical exam findings. Assist the student to identify types of clinical genetic and genomic testing for diagnostic and screening purposes and to recognize the implications and limitations of genetic test results. Demonstrate respect, empathy, accountability, and integrity when interacting with and communicating genetic information to patients, family members and other healthcare professionals.

Credits: 2.00

## Neurology

**MENEU-200      Electrodiagnostic Medicine: EMG & Nerve Conduction - 2 Week**

Electromyography (EMG) and nerve conduction studies (NCS) are utilized by neurologists, neurosurgeons, physiatrists, orthopedic surgeons, primary care physicians, and others to help in the diagnosis of peripheral nervous system pathology. The elective will consist of 2 weeks of experience in the Neurology EMG Laboratory, working with clinical faculty, fellows, residents, and technicians in performing and interpreting nerve conduction studies and EMG. One half-day per week will be set aside for self-directed learning.

Credits: 2.00

**MENEU-201      Epilepsy and EEG - BSL- 2 Week**

This elective will introduce students to key management principles and technical advances within this growing field. The student will participate as a team member at the BSLMC Epilepsy Monitoring Unit, working with faculty, fellows, residents and EEG technologists. They will have an opportunity to participate (as an observer) in surgical cases (e.g., implantation of depth/grid electrodes, intraoperative cortical mapping). In addition, for up to two-half days per week, students will have the opportunity to attend epilepsy clinic and gain exposure to the management of this condition in an outpatient ambulatory setting.



School of Medicine  
2024-2025 Course Catalog

Credits: 2.00

**MENEU-501A Adult Neurology (Inpatient)**

The course is designed by the student and course director to meet specific needs of the student. It can include exposure to patient populations with the rarer neurologic problems seen at a tertiary referral center, the acute neurologic problems seen at a county hospital, or the common neurologic problems seen at a veteran's hospital. It can involve subspecialty exposure and the elective may be on either a consult service or an inpatient service. The student receives very personal attention as rounds usually consists of only the student, one attending, and one or two residents. This allows the student to get to know the faculty and neurology program well, and gives the faculty a chance to get to know the student very well.

Credits: 4.00

**MENEU-511A Pediatric Neurology (Inpatient)**

The course is designed to emphasize pediatric neurology. It can involve subspecialty exposure and the elective may be on either a consult service or an inpatient service. The student rounds with one attending, one or two residents, a fellow, and core clerkship students (usually 2 other students). This allows the student to get to know the faculty and neurology program well, and gives the faculty a chance to get to know the student very well.

Credits: 4.00

**MENEU-511B Pediatric Neurology (Outpatient)**

The course is designed by the student and course director to meet specific needs of the student. The student receives very personal attention as rounds usually consists of only the student, one attending, and one or two residents. This allows the student to get to know the faculty and neurology program well, and gives the faculty a chance to get to know the student very well.

Credits: 4.00

**MENEU-512 Adult Neurology (Outpatient)**

The course is designed by the student and course director to meet specific needs of the student. The student receives very personal attention as rounds usually consists of only the student, one attending, and one or two residents. This allows the student to get to know the faculty and neurology program well, and gives the faculty a chance to get to know the student very well.

Credits: 4.00

**MENEU-800 Elective in Neurology – BSWH**

Teach the principles and skills underlying the recognition and management of neurologic diseases that a general practitioner is most likely to encounter in practice. Note: Select 3rd year students who have plans to enter the field of Neurology and/or Neurology Residency candidate.

Credits: 4.00



School of Medicine

2024-2025 Course Catalog

**MENEU-820      Electrodiagnostic Medicine EMG & NCS – BSWH – 2 Week**

The elective will consist of 2 weeks of experience in the Neurology EMG Laboratory, working with clinical faculty, fellows, residents, and technicians in performing and interpreting nerve conduction studies and EMG.

Credits: 2.00

**Neurosurgery**

**MENSU-200      Clinical Neurosurgery - 2 week**

This elective is an introduction to clinical neurosurgery. Students will spend two weeks at one of the five teaching hospitals in the Baylor neurosurgery residency program acquainting themselves with the logic of diagnostic investigation and understanding the thought process involved in treatment decisions as well as the basic mechanisms of neurosurgical disease.

Credits: 2.00

**MENSU- 201      Pediatric Neurosurgery- TCH- 2 Week**

This elective is an introduction to the field of pediatric neurosurgery. This field encompasses the surgical treatment of disorders of the brain and spine from the fetal period up to age 21 and includes congenital conditions, neurovascular disorders, tumors, movement disorders, epilepsy, and spinal disorders. Students will spend two weeks at Texas Children’s Hospital attending didactic conferences, participating in OR cases, and attending clinic to learn about the types of disorders pediatric neurosurgeons treat, and the management of these conditions. Students will meet with the team in the morning, and then go to the operating room or clinic. After surgery or clinic is finished, the student will participate in afternoon rounds prior to leaving for the day. This course is designed for students interested in a variety of specialties who are interested to learn more about pediatric neurosurgery.

Credit: 2.00

**MENSU-501      Clinical Neurosurgery**

This elective is an introduction to clinical neurosurgery. The course features close contacts with patients and emphasizes the logic of diagnostic investigation and understanding the thought process involved in treatment decisions as well as the basic mechanisms of neurosurgical disease.

Credits: 4.00

**MENSU-800      Neurological Surgery – BSWH**

Provide an advanced level of surgical training in Neurosurgery with training in both pre- and post-op care of neurosurgical patients as well as OR and procedural experience. Give some experience in emergency neurosurgical care by taking in house call with the junior resident. Allow for more in-depth involvement in the care of critically ill patients within the intensive care unit setting on patients assigned to neurosurgery team.

Credits: 4.00



School of Medicine  
2024-2025 Course Catalog

## Obstetrics and Gynecology

### **MEOBG-200      Ultrasound and Prenatal Diagnosis - 2 week**

During the rotation, the student will work closely with the Maternal-Fetal Medicine faculty, prenatal genetic counselors and sonographers. They will be exposed on how to take genetic histories, construct a pedigree and understand the indications for prenatal screening and diagnostic testing. The student will also observe ultrasound studies and will be present for the interpreting physician's analysis of cases. Included in this rotation are detailed fetal anatomic surveys, Doppler analysis, biophysical profiles and follow-up ultrasound exams of high-risk patients. Students will develop familiarity in patient counseling after abnormal ultrasound findings and learn how to incorporate prenatal imaging into individual risk modification through genetic counseling.

Credits: 2.00

### **MEOBG-201      OB/GYN & HIV - 2 week**

This course will expose students to: prenatal care of pregnant women living with HIV, social determinants of health including transportation, housing, food insecurity -- approaches to individuals newly diagnosed with HIV – a multidisciplinary approach to patient care, preconception counseling for serodifferent couples and patients living with HIV -- national guidelines for the management of pregnant women living with HIV --routine well woman care for women living with HIV --contraception counseling for women living with HIV --guidelines and management of genital dysplasia in women living with HIV.

Credits: 2.00

### **MEOBG-202      Family Planning - 2 week**

Students will be exposed to the full spectrum of reproductive health care. This will include: contraceptive counseling, placement of Long Acting Reversible Contraceptive (LARC) devices, screening and treatment for STIs, well person care, gender affirming hormone therapy, pregnancy options counseling, pregnancy dating ultrasound, medical and surgical pregnancy termination. There will be didactic readings on: epidemiology of abortion, legal restrictions specific to the state of Texas, conscientious objection and conscientious provision of healthcare, contraception, and advocacy.

Credits: 2.00

### **MEOBG-403      Labor & Delivery (Nights) - BTH**

The students will further their experience in the clinical care of both uncomplicated and high-risk obstetrics patients. Describe and manage common problems in obstetrics, such as diabetes and hypertensive disorders in pregnancy, third trimester bleeding, peripartum infection. Demonstrate increased knowledge of intrapartum care including: normal and abnormal course of labor, fetal monitoring, cervical examinations, premature rupture of membranes, preterm labor. Observe and/or actively participate in obstetrics procedures, such as normal spontaneous vaginal deliveries, operative vaginal deliveries, perineal laceration repair, cesarean sections, and postpartum tubal ligations. Perform a history & physical and/or follow assigned patients from triage and the antepartum service as well as patients in labor, delivery, and the postpartum period.

Credits: 4.00



School of Medicine  
2024-2025 Course Catalog

**MEOBG-504      Gynecologic Oncology**

Students will participate in clinic evaluation of patients and participate in operating room cases. The student will learn how to assess patients for possible gynecologic malignancies including adnexal masses and post-menopausal bleeding. The student will become familiar with imaging modalities used in gynecologic oncology. The student will gain knowledge about risks and benefits of treatment modalities in women with gynecologic malignancies in various stages.

Credits: 4.00

**MEOBG-507      Maternal-Fetal Medicine**

This elective will provide the student with a comprehensive experience in both inpatient and outpatient management of the high-risk pregnancy. The student will spend 2 weeks on the Antepartum Service at Ben Taub Hospital where they will take part in daily rounds and work alongside the resident on service. They will then spend 2 weeks in the outpatient setting where they will gain first-hand ultrasound experience, and take part in outpatient clinics with full-time Maternal Fetal Medicine Specialists, OB/GYN residents and genetic counselors at Texas Children's Maternal Fetal Medicine Clear Lake clinic. Lastly, the student will spend time at Quentin Mease every Monday of the rotation in a Perinatal HIV clinic.

Credits: 4.00

**MEOBG-526      Pediatric and Adolescent Gynecology**

This elective will provide students with a comprehensive experience in both inpatient and outpatient management of gynecologic conditions specific to pediatric and adolescent patients. The rotation will give the student an opportunity to sharpen interviewing, physical examination and clinical problem-solving skills. By the end of the rotation, the student will be able to appreciate the similarities and differences in addressing reproductive healthcare needs in this unique age group when compared to adults.

Credits: 4.00

**MEOBG-530      Fetal Intervention**

This course is designed to review the diagnostic criteria and management options of selective fetal growth restriction, twin anemia polycythemia sequence, twin-to-twin transfusion syndrome, in-utero open and fetoscopic spina bifida closure, fetal lower urinary tract obstruction and congenital diaphragmatic hernia as well as diagnostic cordocentesis and intrauterine transfusions for the management of fetal anemia. In addition, this course will provide the opportunity to review the management of other congenital anomalies amenable for in-utero or peripartum interventions.

Credits: 4.00

**MEOBG-531      Minimally Invasive Gynecologic Surgery**

This course is designed to review the diagnostic criteria and management options of uterine fibroid, ovarian cyst as well as chronic pelvic pain with endometriosis. The course is designed to broaden the student's understanding of the fundamentals of MIGS as they pertain to gynecologic surgery. The main focus will be on laparoscopy and



School of Medicine

## 2024-2025 Course Catalog

robotic surgery, including innovative techniques such as single-incision surgery and transvaginal Natural Orifice Endoscopic Surgery. The student will have the opportunity to assist the participating faculty and fellows with inpatient and outpatient MIGS at PFW, St. Luke's and Ben Taub. In addition, they will have the opportunity to attend all of the department lectures, including grand rounds, and the GYN conference, which focuses on teaching fundamental surgical skills. The student will be encouraged to use the simulation lab for laparoscopic skills when not in cases or clinic.

Credits: 4.00

### **MEOBG-541 Reproductive Endocrinology & Infertility**

Medical students will be exposed to the appropriate application of currently available diagnostic and therapeutic modalities in clinical Reproductive Endocrinology and Infertility (REI). This is primarily a clinical rotation with an introduction to learning about conducting research also a requirement for the elective. The student will also be instructed in beginning to understand posing clinical research question, and review of relevant scientific research and literature through didactics and some hands on participation depending on the student's interest.

Credits: 4.00

### **MEOBG-542 Reproductive Psychiatry**

The student will observe and conduct interviews with women on both an outpatient and inpatient consultation basis who are experiencing mental health symptoms connected to reproductive life events including menstruation, infertility, pregnancy, postpartum, perinatal loss, and menopause. The student will review patients' records in order to facilitate patient care, perform initial assessments and follow up interviews with consult patients, and assist in contacting collateral and performing literature review as indicated. The student will be an active participant in treatment plan development, in weekly interdisciplinary treatment discussions, and in monthly journal club meetings. On occasion, students may be involved in ad hoc interdisciplinary meetings of inpatients for whom the team is serving in a consulting role.

Credits: 4.00

### **MEOBG-543 High Risk Surgical Obstetric Care at PFW**

This course is designed to provide learners with a focused surgical experience in the management of high-risk surgical obstetric patients that showcase a multidisciplinary approach to improving maternal and fetal outcomes and surgical care of the peripartum patient, and that target individual learner goals and objectives. Students will be expected to build upon skills learned in basic OB/GYN rotations such as interviewing and exam skills, developing a differential diagnosis, recognizing patients who require inpatient or acute management, surgical emergencies, and indications and considerations for non-obstetrical surgery in the pregnant patient.

Credits: 4.00

### **MEOBG-800 Obstetrics and Gynecology AI/Externship – BSWH**

Further the educational experience in the clinical care of patients with obstetric and gynecologic disorders and improve the clinical acumen of students in recognizing and managing the problems of these patients. Encourage the student to enhance his/her educational base and to make decisions about the care of patients with OB/GYN



School of Medicine  
2024-2025 Course Catalog

problems. Provide student with a broad experience in OB/GYN for continued evaluation of career decisions. Provide students with exposure to the various OB/GYN education activities of Scott and White and affiliated programs.

Credits: 4.00

**MEOBG- 801     Obstetrics and Gynecology/Maternal Fetal Medicine- BSWH**

Introduce student to the management of high-risk pregnancies. Further the educational experience in the clinical care of patients with complex pregnancies. Improve the clinical acumen of students in managing perinatal complications. Introduce student to technology/monitoring high-risk pregnancy.

Credits: 4.00

**MEOBG- 820     Maternal- Fetal Medicine Elective in OBGyn- BSWH- 2 Week**

Further the educational experience in the clinical care of patients with obstetric and gynecologic disorder and improve the clinical acumen of students in recognizing and managing the problems of these patients. Encourage the students to enhance their educational base and to make decisions about the care of patients with OB/GYN problems.

Credits: 2.00

**Ophthalmology**

**MEOPH-200     Ophthalmology - BTH - 2 week**

This is an introductory clinical elective at Ben Taub General Hospital designed to expose the student to the day-to-day activities in ophthalmology. He/she will have the opportunity to mold his/her rotation to best fit motivations and interests, combining both an operating room and a clinical office experience. The basic components of an ophthalmological history and examination will be learned. The student will familiarize himself/herself with the basic fundamental aspects of common ophthalmological diseases. The students will primarily work alongside the residents in the clinic, but will have the opportunity to perform components of the history and examination on their own as well.

Credits: 2.00

**MEOPH-201     Ophthalmology - VAMC - 2 week**

This is an introductory clinical elective at MEDVAMC designed to expose the student to the day-to-day activities in ophthalmology. He/she will have the opportunity to mold his/her rotation to best fit motivations and interests, combining both an operating room and a clinical office experience. The veteran population provides a unique clinical and surgical experience with different subspecialty exposures in oculoplastics, cataract, glaucoma and vitreoretinal diseases such as macular degeneration. The basic components of an ophthalmological history and examination will be learned. The student will familiarize himself/herself with the basic fundamental aspects of common ophthalmological diseases. The students will primarily work alongside the residents in the clinic, but will have the opportunity to perform components of the history and examination on their own as well.



School of Medicine  
2024-2025 Course Catalog

Credits: 2.00

**MEOPH-512 Pediatric Ophthalmology & Strabismus**

This is an active clinical practice involving outpatient clinic visits, inpatient consultations, and surgery. The student will be involved in observations and evaluation of patients in the clinic. The student will be encouraged to participate in the consultations at the end of the day, as well as to observe surgery on the certain days as is appropriate.

Credits: 4.00

**MEOPH-514 Vitreoretinal Surgery**

Students will receive a broad exposure to vitreoretinal diseases and conditions, the slit-lamp examination, critiquing and discussion of particular conditions seen on any particular day and with the use of any ancillary testing.

Credits: 4.00

**MEOPH-515 Neuro-Ophthalmology**

To understand the basic principles of Neuro-Ophthalmology with one on one teaching opportunity by the Department Chair of Ophthalmology at Methodist Hospital.

Credits: 4.00

**MEOPH-516A Diseases of the Eye: Cataract and Refractive Errors**

This is an advanced full-time clinical elective designed to expose the student to diseases of the eye, specifically cataract surgery, refractive surgery, and related problems. In addition, emphasis will be placed on refractive errors and their treatment. During the 4-week experience the student will be expected to become familiar with both the ophthalmic examination and with common conditions affecting the anterior segment of the eye concentrating on: cataract, and intraocular lens complications, and refractive errors of the eye and their management. By the last weeks of the rotation, the student will be expected to be performing examinations on their own, assisting in surgery, and presenting patients to the staff.

Credits: 4.00

**MEOPH-516B Diseases of the Eye: Cornea & Anterior Segment**

This is a full time clinical elective designed to expose the student to corneal diseases and other anterior segment, lid, and orbital pathology and surgery. During the 4 week experience the student will be expected to become familiar with both the Ophthalmic examination and common conditions affecting the cornea and anterior segment of the eye, including Fuchs dystrophy, keratoconus, corneal infections, etc. The student will also be involved in ocular surgeries, including corneal transplantation, LASIK, and PRK, as well as other miscellaneous anterior segment procedures. By the last weeks of the rotation, the student will be expected to be perform examinations on their own, assist in surgery, and present patients to the staff.



School of Medicine  
2024-2025 Course Catalog

Credits: 4.00

**MEOPH-516C Diseases of the Eye: Ocular Surface Dis. & Dry Eye**

The student will shadow faculty and participate in the clinical and surgical care of patients with cornea and ocular surface diseases at the Alkek Eye Center and Ben Taub Ophthalmology Clinic. The student will learn the skills of the basic eye examination techniques, cornea tear film and ocular surface eye exams, and be exposed to corneal, limbal stem cell and amniotic membrane transplantation.

Credits: 4.00

**MEOPH-516D Oculoplastic, Lid, & Orbital Diseases**

This is a full time clinical elective designed to expose the student to lid, and orbital pathology and surgery. The student will be seeing patients in both the clinic and the operating room. During the 4 week experience the student will be expected to become familiar with both the Ophthalmic examination and common conditions affecting the eye and ocular adnexa including lid tumors, cosmetic procedures, orbital diseases, etc. The student will also be involved in ocular surgeries, including lid and orbital procedures, as well as other oculoplastic procedures. By the last weeks of the rotation, the student will be expected to be perform examinations on their own, assist in surgery, and present patients to the staff.

Credits: 4.00

**MEOPH-516E Glaucoma**

Students will be provided a clinical experience in Ophthalmology, specifically in the area of glaucoma, in an academic outpatient and surgical setting. The student will shadow faculty members and participate in the clinical and surgical care of patients with glaucoma and other conditions of the anterior segment at the Alkek Eye Center and throughout the Baylor affiliated hospitals. The student will learn basic eye examination techniques, basic eye surgery techniques, and the basics of the diagnosis and management of glaucoma and other anterior segment conditions. As the rotation progresses, student responsibilities will increase, and the successful workup of new patients with glaucoma is expected.

Credits: 4.00

**MEOPH-800 Comprehensive Ophthalmology – BSWH**

Upon completion of rotation students should be able to: Perform Basic Ophthalmic History and Bedside Examination. Identify Basic Ocular Anatomy. Generate a Differential Diagnosis of Common Ocular and Visual Problems.

Credits: 4.00

**MEOPH-820 Introduction to Ophthalmology – BSWH – 2 week**

This elective is designed to provide medical students with an introduction to the field of ophthalmology. This hands-on elective offers students the opportunity to explore the fundamental principles of eye care, diagnostic



School of Medicine  
2024-2025 Course Catalog

techniques, and management strategies for common ophthalmic conditions. Through interactions, observation, and practical training, students will develop a foundational understanding of ocular health.

Credits: 2.00

### Orthopedic Surgery

#### **MEORS-200 Orthopedic Surgery - 2 week**

The students will be assigned to one of four clinical sites: BTGH, VAMC, TCH, or BSLMC with a specific faculty member (BSLMC/TCH) or with a site director (BTGH/VAMC) on a service based rotation. The course was created to help give students in the clinical rotations more options.

Credits: 2.00

#### **MEORS-501 Orthopedic Surgery**

The elective rotation in Orthopedic Surgery is designed to provide medical students going into orthopedics with further exposure to the field of Orthopedic Surgery through lectures and clinical experiences over the course of four weeks. Each student is also recommended to take up to eight overnight calls during their month long rotation.

Credits: 4.00

#### **MEORS-800 Orthopedic Surgery – BSWH**

Provide an experience for those considering Orthopedic Surgery as a subspecialty. Introduce the student to a variety of orthopedic problems both ambulatory and in-patient. Assign the student in patient orthopedic patients to workup, assist in surgery, and care for in the postoperative period. Improve the student's ability to care for the ambulatory orthopedic patient. Introduce the student to the field of trauma in orthopedic surgery. Introduce the student to the scope and field of orthopedic reconstructive surgery.

Credits: 4.00

#### **MEORS-820 Orthopedic Surgery – BSWH – 2 week**

Elective in the sports medicine subspecialty within Orthopedic Surgery. Students will rotate in the clinic and operating room settings and gain exposure to the subspecialty of sports medicine.

Credits: 2.00

#### **MEORS-821 Orthopedic Sports Medicine – BSWH – 2 week**

The 2-week elective course in Orthopedic Surgery is designed to provide a broad-based educational experience and exposure to orthopedic surgery. This elective may also prepare students for a more extensive 4-week elective rotation.

Credits: 2.00



School of Medicine  
2024-2025 Course Catalog

## Otolaryngology – Head and Neck Surgery

### **MEOTO-200 Otolaryngology - 2 week**

This elective is an introduction to clinical Otolaryngology - Head & Neck Surgery. Students will spend two weeks at Baylor St Luke's Medical Center (in the OR, rounding and seeing consults with residents) and with the faculty in clinic acquainting themselves with the basic mechanisms of otolaryngological disease, diagnostic investigation and treatment decisions.

Credits: 2.00

### **MEOTO-503 Clin. Otolaryngology - Head & Neck Surgery**

This elective is designed to acquaint the student with the diagnosis and treatment of common diseases of the head and neck. Emphasis is placed on developing skills in the diagnosis and initial management of disorders such as head and neck cancer, ear infections, hearing loss, dizziness, allergic rhinitis, sinusitis, pharyngitis, dysphagia, cough, speech disorders, voice changes, neck masses thyroid nodule, and facial paralysis.

Credits: 4.00

### **MEOTO-511 Head & Neck Surgery at MD Anderson**

The head and neck surgical oncology elective at MDA will introduce medical students to the subspecialty field of head and neck surgery. Students will learn about history taking, physical examination, and treatment decision-making used to provide comprehensive cancer care to the head and neck cancer patient. Students will participate as assistants in the operating room under the constant supervision of a full time attending. The rotation will provide students with the ability to learn about multidisciplinary care for patients with head and neck cancer.

Credits: 4.00

### **MEOTO-800 Otolaryngology – BSWH**

To provide each student with an experience in inpatient and ambulatory otolaryngology. To develop some competence in the performance of the Otolaryngology exam in both adults and children. To acquaint the student with the basic equipment used in office Otolaryngology Head and Neck Surgery: Head Mirror, Headlight, Nasal Speculum, Otoscope, Laryngeal and Nasopharyngeal Mirror, Siegle's pneumatic otoscope, Electronystagmogram, Audiometer, Tympanometer, Operating Microscope, Fiberoptic Laryngoscope. To develop competence in the diagnosis and treatment of common otolaryngologic problems and emergencies

Credits: 4.00

## Pathology

### **MEPAT-200 General Anatomic & Clinical Pathology - 2 week**

Pathology drives 70% of clinical decisions, however, is less visible than other specialties, and it is difficult for future clinicians to fully appreciate its clinical role in the diagnostic process. This rotation provides a "behind the scenes" glimpse into the day to day practice of a diverse spectrum of anatomic and clinical pathology services. Appropriate



School of Medicine

## 2024-2025 Course Catalog

utilization of pathology services, clinical tests, and blood products as tailored to the patient's clinical context will be emphasized. The future physician will be exposed to the highly collaborative nature of pathology, which works closely with other medical specialties as part of a multidisciplinary team providing high quality clinical care.

Credits: 2.00

### **MEPAT-201 Breast Pathology - 2 week**

This elective is designed to provide the learner with an introduction to general breast pathology and breast specimen processing including final diagnostic procedures. The student will encounter both microscopic and macroscopic recognition of disease by participating in the evaluation of breast surgical pathology specimens including intraoperative gross consultation, permanent selection and observe final microscopic diagnosis. In addition to the clinical experience, the student will participate in didactic training along with residents weekly. Depending on scheduling, the student will have the opportunity to attend the monthly didactic comprehensive review and tumor board.

Credits: 2.00

### **MEPAT-203 Molecular Genetic Pathology TCH - 2 Week**

With the advent of "precision medicine," molecular genetics is increasingly being incorporated into everyday clinical practice. It is important for future clinicians to have a working understanding of the uses of various molecular genetic techniques as well as pitfalls in their interpretation. Molecular Genetic Pathology is a pathology subspecialty that encompasses the study, design, application, and validation of molecular techniques to the diagnosis, prognosis, and management of patients. Medical students will collaboratively participate in daily sign-out of clinical molecular diagnostic tests with faculty, residents/fellows, and laboratory staff.

Credits: 2.00

### **MEPAT-205 Gastrointestinal Liver and Pathology - 2 week**

In this elective, students will have the opportunity to partake in a range of experiences, including cytology assessment, observing grossing of surgical specimens, intra-operative gross and frozen section evaluations, related ancillary techniques e.g. special stains; immunostains; molecular testing with a focus of GI specimen. They will get an opportunity to have one to one sessions at microscope for histological evaluations, and "sign-out" with emphasis in recognizing differentiating normal from pathology. This rotation will expose the students to the bread and butter of Gastrointestinal pathology including the various causes of esophagitis, gastritis, colitis with an emphasis on infectious etiology, as well as benign and malignant tumors. Under liver pathology, student will learn to work up fatty liver disease cases which makes a large group of United States' population and how to differentiate this from other etiologies of liver disease. They will also get exposed to various causes of Chronic hepatitis, liver transplant explant and diagnosis of liver transplant rejection.

Credits: 2.00

### **MEPAT-206 Gynecological Pathology - 2 week**

Surgical pathology plays a crucial role in decision making in patient treatment at every step from diagnosis to treatment. In this elective, an insight into processes from the time of tissue receipt in pathology department all the



School of Medicine

## 2024-2025 Course Catalog

way to release of final report to the clinical team will be provided. This course will delve into HPV testing, PAP smear review, subsequent surgical procedures with respect to cervical dysplasia and cancer. Trainees will also participate in intraoperative consultation and frozen section of ovarian tumors where rapid intraoperative diagnosis will be provided to the clinician in order to decide surgical course of management. This rotation will expose the students to histology as well as common pathologic specimens in Gynecologic pathology, for eg, endometrium different phases of menstrual cycle, effect of hormones on female genital tract, cervical dysplasia, and common ovarian tumors.

Credits: 2.00

### **MEPAT-207 Hematopathology - 2 week**

This elective is designed to provide the learner with an introductory exposure to laboratory hematology and hematopathology, which includes bone marrows, lymph node biopsies, flow cytometry, peripheral blood smears, body fluids, and urine sediments with particular emphasis on interpretative reporting of bone marrows, peripheral blood smears, and lymph node biopsies. Students rotating at Ben Taub will see primarily adult cases, while students rotating at Texas Children's will see primarily pediatric cases.

Credits: 2.00

### **MEPAT-208 Medical Microbiology and Infectious Disease Pathology – 2 week**

During this introductory rotation, the student will observe lab work that leads to an understanding of some of the general concepts utilized in the clinical diagnosis of bacterial, fungal, parasitic, and viral infectious diseases. Students will observe examples of testing methods utilized in molecular infectious disease, and infectious disease serology. Clinical and laboratory correlations will be emphasized by virtual lectures, one-on-one case discussions, plate rounds, infectious disease grand rounds, infection control meetings, antibiotic stewardship meetings, and didactics with attending laboratory directors. Tissue (common examples include lung, lymph node, gastrointestinal tract and skin) and parasitology (examples include stool O/P and blood parasites) slides will be reviewed with the attending pathologist medical director to emphasize examples of the utilization of these techniques in clinical diagnosis.

Credits: 2.00

### **MEPAT-505 Pediatric Pathology**

This elective is designed to provide the learner with an introduction to pediatric diseases with emphasis on surgical and autopsy pathology.

Credits: 4.00

### **MEPAT-509 General Pathology**

This elective is designed to provide the learner with introduction to general pathology, including surgical pathology, cytopathology, hematopathology, transfusion medicine and autopsy.

Credits: 4.00

### **MEPAT-510 Anatomical Pathology**



School of Medicine

## 2024-2025 Course Catalog

This elective is designed to provide the learner with an introduction to anatomical pathology in order to increase understanding of the pathogenesis of diseases and the pathologist's role in establishment of diagnoses.

Credits: 4.00

### **MEPAT-518D Hematopathology**

This elective is designed to provide the learner with an in-depth exposure in certain sections of laboratory hematology and hematopathology, which includes bone marrows, lymph node biopsies, flow cytometry, peripheral blood smears, body fluids, and urine sediments with particular emphasis on interpretative reporting of bone marrows, peripheral blood smears, and lymph nodes.

Credits: 4.00

### **MEPAT-530 Forensic Pathology**

During the Harris County Institute of Forensic Sciences' (HCIFS) forensic pathology rotation, Harris County medical examiners will demonstrate the forensic autopsy and describe the process of death investigation, both from a medicolegal and clinical perspective. Faculty will discuss the role, importance, and limitations of the forensic autopsy, including the importance of scene/circumstantial evidence and chain of custody. Students will have the opportunity to attend death scenes under the supervisor of forensic investigators. Additionally, students may accompany medical examiners to the Harris County Criminal and/or Civil Court to observe courtroom testimony related to forensic autopsy findings. Forensic scientists from various laboratory disciplines will provide an overview and explanation of HCIFS medical examiner and crime laboratory services during a full-day tour of the agency. The agency tour includes forensic toxicology, forensic genetics, trace evidence, firearms identification, forensic anthropology, histology, drug chemistry, and forensic investigations.

Credits: 4.00

### **MEPAT-566 Transfusion Medicine**

Laboratory tests can be used for multiple clinical purposes: screening, risk assessment, establishment of a diagnosis, support of a diagnosis, exclusion of a diagnosis, prognosis, determination of individualized therapy, and assessment of disease progression or response to therapy. The primary objective of the transfusion medicine (TM) elective is to teach the future clinician the optimal way of using the transfusion service, including related laboratory testing, in patient management.

Credits: 4.00

### **MEPAT-569 Dermatopathology**

The goal is to get an understanding of some basic dermatopathology conditions. Dermatopathology is a subspecialty of pathology, and so only a very basic knowledge is aimed at. The student will get acquainted with common dermatopathology conditions including basal cell carcinoma, squamous cell carcinoma, actinic keratosis, seborrheic keratosis, melanocytic nevi, melanoma, and representative examples of different types of inflammatory dermatoses.

Credits: 4.00



School of Medicine  
2024-2025 Course Catalog

**MEPAT-576      Molecular Genetic Pathology**

Molecular Genetic Pathology is a pathology subspecialty that encompasses the study, design, application, and validation of molecular techniques to the diagnosis, prognosis, and management of patients. It is a multifaceted clinical endeavor that is integral to the practice of both pathology and clinical medicine. The overall goal of medical student elective rotation is to provide the learner with exposure to the basic principles of molecular techniques and their applications to human disease.

Credits: 4.00

**MEPAT-580      Medical Microbiology & Infectious Disease Pathology**

During this rotation, the student participates in structured rotations at the different laboratory stations in the clinical microbiology laboratory such as bacteriology, parasitology, mycology, molecular infectious disease, and infectious disease serology. In addition to laboratory and clinical activities, students will also receive training in evaluation of infectious disease tissue slide sets, and parasitology slide sets (blood smears and stool specimens).

Credits: 4.00

**MEPAT- 800      General Anatomic & Clinical Pathology – BSWH**

Pathology is the medical discipline that involves the study of disease through the examination of tissues, organs, and bodily fluids, while providing diagnostic information to both patients and clinicians. The diverse field of pathology impacts virtually all aspects of patient care; therefore, it is important for future physicians to understand the critical role of the pathologist in the diagnostic process and within the healthcare team. This elective is designed to provide the learner with an introduction and general overview of both anatomic and clinical pathology.

Credits: 4.00

**MEPAT- 820      General Anatomic & Clinical Pathology- BSWH- 2 Week**

Pathology is the medical discipline that involves the study of disease through the examination of tissues, organs, and bodily fluids, while providing diagnostic information to both patients and clinicians. The diverse field of pathology impacts virtually all aspects of patient care, therefore it is important for future physicians to understand the critical role of the pathologist in the diagnostic process and within the healthcare team. This elective is designed to provide the learner with an introduction and general overview of both anatomic and clinical pathology.

Credits: 2.00

**Pediatrics**

**MEPED-201      Child Abuse Pediatrics - 2 Week**

This 2-week elective will help student learners to recognize child maltreatment and get a brief overview of the child abuse subspecialty. Medical students will participate on the Texas Children’s Hospital consult team. There are



School of Medicine  
2024-2025 Course Catalog

also days spent observing patient evaluations at the Children's Assessment Centers medical clinic for sexual abuse victims, with the possibility of observing forensic interviews as well.

Credits: 2.00

**MEPED-202 TCH NICU - 2 Week**

Students will gain valuable experience caring for premature neonates and infants with congenital birth defects. Students will spend one week in the Pavilion for Women NICU with a full team of residents and fellows, and one week in the West Tower NICU on an attending-only team. Students will gain knowledge of common complications of prematurity and management of these fragile infants.

Credits: 2.00

**MEPED-203 Pediatric Palliative Care - 2 Week**

The rotating student will spend 2 weeks rotating with the inpatient palliative care team at Texas Children's Hospital. This interdisciplinary team is made up of physicians, nurses, nurse practitioners, a social worker, chaplain, and a grief and bereavement specialist. The student will participate in daily rounds with the inpatient team, seeing patients in all units of Texas Children's Hospital. The student will also participate in the palliative care team weekly interdisciplinary meeting as well as any patient/family conferences that occur. The student will also be provided a series of palliative care articles and directed text readings to increase their knowledge to be studied during any down time or at their discretion.

Credits: 2.00

**MEPED-204 Pediatric Rheumatology - 2 week**

This is an introductory course to the basics of pediatric rheumatology. During this elective the medical students will begin to develop musculoskeletal exam skills, recognize patients with possible rheumatic diseases, and be introduced to the appropriate tests to diagnose rheumatic disease. Students will learn about the primary care physician's role in managing rheumatic conditions. The medical students will rotate in the rheumatology ambulatory seeing new and return patients in the morning. They will rotate with the inpatient service each afternoon helping to perform consults.

Credits: 2.00

**MEPED-205 Pediatric Hematology/Oncology - 2 week**

A major feature of this elective is the opportunity for the student to become familiar with the important aspects of pediatric hematology/oncology. The student may spend time on the inpatient and outpatient services at the West Campus Texas Children's Cancer and Hematology Centers. The student works with the course director to determine whether inpatient or outpatient (or both) experiences best meet his or her needs.

Credits: 2.00

**MEPED-207 Foster Care Pediatrics – 2 Weeks**



School of Medicine

2024-2025 Course Catalog

This elective is designed to give medical students an overview of the special needs children in foster care face in the healthcare setting, with a particular focus on health equity, social determinants of health, and trauma-informed care. At the end of the rotation, medical students will have a thorough understanding of the foster care system in Texas, the unique healthcare challenges children in foster care face, and how to advocate for the health and well-being of children in foster care in the clinical setting.

Credits: 2.00

**MEPED-454 Child Abuse Pediatrics**

This elective will help student learners to recognize that child maltreatment occurs across pediatric practice, irrespective of socioeconomic status, ethnicity or geography. Medical students will participate on the Texas Children's Hospital consult team and will learn how to craft analyses that can be useful both medically and when cases are reviewed in family or criminal court. There are also days spent observing patient evaluations at the Children's Assessment Center's medical clinic for sexual abuse victims, with the possibility of observing forensic interviews as well. Court dates are unpredictable and cannot be guaranteed, but opportunities to observe members of the Child Protection Team testifying about patient cases in court will be prioritized.

Credits: 4.00

**MEPED-460 Sport Medicine Preceptorship**

This primary educational and clinical goals are to facilitate expertise in the evaluation, examination, and treatment of musculoskeletal injuries.

Credits: 4.00

**MEPED-505A Pediatric Infectious Diseases**

To increase medical student knowledge and experience in the evaluation and management of children with a suspected or confirmed pediatric infectious disease.

Credits: 4.00

**MEPED-506 Developmental Pediatrics**

This elective is one month long and is designed to expand the student's management and evaluation skills in general developmental behavioral pediatrics. Students doing the elective will see a variety of developmental conditions such as Down Syndrome, Spina Bifida, Autism, ADHD, medically complex children, sleep problems, toileting problems, behavior problems, prematurity, intellectual disability or learning disabilities. Students will have the opportunity to learn and practice "hands on" developmental evaluation tools, and work within multidisciplinary teams to help develop treatment plans.

Credits: 4.00

**MEPED-508 Pediatric Hematology/Oncology**



School of Medicine

2024-2025 Course Catalog

This elective is an opportunity to become familiar with the major features of pediatric hematology-oncology and explore a student's potential interest in our field.

Credits: 4.00

**MEPED-509 Clinical Pediatric Diabetes and Endocrinology**

In this course, the student will demonstrate mastery of the work-up and management of common endocrine conditions, while performing an in-depth study and clinical immersion in pediatric diabetes and endocrinology. Learning activities include 1 week in diabetes inpatient service, 1 week in endocrine inpatient service and 2 weeks in diabetes/endocrinology clinics at Texas Children's Hospital. The student will take part in daily family-centered rounds during the inpatient rotation, have primary responsibility for the care of patients, prepare and take part in daily seminars, case discussions and interactive conferences.

Credits: 4.00

**MEPED-516A Care of the Normal Newborn**

In this course, the student will demonstrate continued mastery of the newborn exam, while performing a more in-depth study of neonatal medicine. Learning activities include 2 weeks at Ben Taub General Hospital in the level I nursery and level II NICU followed by 2 weeks at Texas Children's Hospital in the level 1 nursery. The elective student will be part of a house staff team as it rotates through normal newborn and intermediate care nurseries.

Credits: 4.00

**MEPED-516E Patient Advocacy Clinical Rotation**

This elective is designed to allow the student to participate in a clinical rotation at Texas Children's Hospital Level II, III, IV nurseries with an emphasis on patient advocacy improving child health equity. The student will address the issues encountered by patients trying to navigate the healthcare system to obtain information and needed services. In addition, they will advocate on behalf of these patients.

Credits: 4.00

**MEPED-518 Pediatric Cardiology**

The main goal of this elective is to allow the student to gain auscultatory experience, as well as increase exposure to out-patient general and sub-specialty cardiology issues. This elective is primarily based in the general and sub-specialty Cardiology clinics both at the Medical Center Main Campus and Cardiology Community Health Centers. The student may also be assigned to the General Cardiology or Sub-specialty consult service, depending on interest and availability.

Credits: 4.00

**MEPED-524 Pediatric Gastroenterology, Hepatology & Nutrition**

The learner will demonstrate learner appropriate level skills in evaluating and diagnosing common gastrointestinal disorders along with describing their knowledge of the pathophysiology of common gastrointestinal conditions.



School of Medicine  
2024-2025 Course Catalog

Credits: 4.00

**MEPED-532 Pediatric Rheumatology**

During the course of this elective the medical students will improve musculoskeletal exam skills, be able to recognize possible rheumatic diseases, and be able to order the appropriate test and cost efficient tests in order to diagnose rheumatic disease. Students will be able to appropriately refer patients to rheumatology, and will learn which rheumatic conditions can be managed by primary care physicians. Students will also learn to interpret specialty specific rheumatologic laboratory and imaging studies. The medical students will rotate in the rheumatology ambulatory seeing new and return patients. They will work with attendings to improve exam and diagnostic skills. They will rotate with the inpatient service helping to perform consults. Medical students will work with residents, fellows, and attendings while on inpatient service.

Credits: 4.00

**MEPED-539 Pediatric Allergy/Immunology**

The Allergy & Immunology Rotator is expected to participate as an integral trainee member of the Allergy & Immunology team with clinical experiences (out-patient clinics and in-patient encounters: refer to Clinical Rotator Experience) to gain understanding of presentation and management of common immunologic, allergic and inflammatory disorders.

Credits: 4.00

**MEPED-545 Adolescent Medicine & Sports Medicine**

The Adolescent Medicine elective for BCM medical students is designed to expose students to the following: confidential care of adolescents (including taking a thorough social history – HEEADSSS Assessment); inpatient and outpatient management of eating disorders; weight management; psychopharmacologic management of anxiety and depression; sexual and reproductive health care; and gender health & wellness.

Credits: 4.00

**MEPED-548 Retrovirology- HIV, International Adoption & Travel Medicine**

To provide the medical student experience with HIV diagnosis, treatment and prevention among HIV-exposed and HIV-infected infants, children and adolescents.

Credits: 4.00

**MEPED-549 Emergency Pediatrics**

Our goal is for you to develop hands on experience caring for the needs of children in the emergency department setting. This environment provides ample opportunity for the elective student to improve history taking, physical exam and presentation skills, and diagnostic testing interpretation in a fast paced, clinical environment. As a member of our team, you will gain experience with a wide array of medical, trauma and surgical conditions amongst all levels of acuity.



School of Medicine  
2024-2025 Course Catalog

Credits: 4.00

**MEPED-550 Pediatric Pulmonology**

The elective pediatric pulmonary course is focused on developing the students' clinical skills as well as increasing their knowledge on basic science related to the most frequent pathologies affecting the respiratory system in pediatrics. Clinical cases, ancillary studies including radiology and pulmonary physiology studies, and therapy will be addressed in depth.

Credits: 4.00

**MEPED-551 Pediatric Nephrology**

The elective is designed to provide exposure to evaluation, work up, and management of patients with renal disease in the outpatient and inpatient settings. The student will be exposed to common and complex nephrology management issues, including acute and chronic renal replacement therapies and renal transplantation.

Credits: 4.00

**MEPED-564 Neonatal ICU**

Students will build their understanding of neonatal physiology, newborn stabilization and management of neonatal diseases encountered during the time of the elective.

Credits: 4.00

**MEPED-572 Pediatric Emergency Medicine – CHRISTUS Children's**

The student will evaluate patients in the CHRISTUS ED. The ED sees 64,000 patients per year with a good mix of medical, trauma, surgical and complex patients. The student will learn to do focused H & Ps and learn the management of pediatric acute conditions. This rotation will allow the student the opportunity for procedures. Students are supervised by faculty and have the opportunity to interact with Pediatric, Family Medicine and Emergency Medicine residents.

Credits: 4.00

**MEPED-574 Clinical Genetics – CHRISTUS Children's**

Medical students on this rotation will be provided with numerous opportunities to develop core genetic competencies. Clinical work will be supervised by a board certified clinical geneticist and genetic counselors, with primary emphasis on learning through direct patient care. Students will collect histories, construct 3-generation pedigrees, obtain thorough physical examinations with attention to dysmorphology, review medical documents, develop assessments and plans, and order and interpret genetic testing. Teaching will be at the bedside and will focus primarily on case analysis as a route to understanding general principles.

Credits: 4.00

**MEPED-575 Pediatric Hematology/Oncology – CHRISTUS Children's**



School of Medicine

2024-2025 Course Catalog

This rotation will provide a high degree of autonomy and one-on-one teaching by faculty in Pediatric Hematology/Oncology. The student will learn to demonstrate pediatric intern level knowledge, attitudes and skills appropriate for the subspecialty by the end of the rotation. Half of the rotation (2 weeks) is spent in the clinic setting, learning the common outpatient problems encountered in hematology and oncology. The student will see patients independently, discuss findings, assessments, and plans with attending physicians, and complete appropriate documentation. Three multidisciplinary clinic experiences, in Cancer Genetics, Pediatric Cancer Survivorship, and Vascular Anomalies, will be included in the outpatient component of the rotation.

Credits: 4.00

**MEPED-577 Neonatology – CHRISUTS Children’s**

This rotation will provide a high degree of autonomy and direct faculty interaction. It will provide the student the tools to prepare for postgraduate training by functioning in an inpatient clinical setting with the maximal responsibility a student can be allowed.

Credits: 4.00

**MEPED-578 Pediatric Hospital Medicine – CHRISTUS Children’s**

This rotation will provide a high degree of autonomy and direct faculty interaction. This rotation will provide the student the guidance to allow the student to demonstrate pediatric intern level knowledge, attitudes and skills by the end of the rotation.

Credits: 4.00

**MEPED-581 Pediatric Neurology – CHRISTUS Children’s**

This rotation will provide a stimulating introduction to child neurology in both the inpatient and outpatient settings. The rotator will have direct access to work with faculty one on one for enhanced learning and skill building opportunities. For part of the rotation, the student will be working with the on call neurologist fielding ER, floor and ICU consults and following primary neurology patients admitted to the Epilepsy Monitoring Unit. EEG interpretation, both routine and long term monitoring will also be taught. Another portion of the elective will be spent in a variety of outpatient general child neurology and subspecialty clinics (epilepsy, Prader-Willi, sleep, etc.)

Credits: 4.00

**MEPED-591 Advance Care- Community Pediatrics**

This elective gives students the opportunity to demonstrate pediatric intern level knowledge, attitudes and skills. The student is assigned to one of the Texas Children's Hospital Pediatric Hospital Medicine (PHM) teams at the community West Campus site.

Credits: 4.00

**MEPED-592 Community Pediatric Critical Care- TCH West Campus**



School of Medicine  
2024-2025 Course Catalog

Course is designed for medical students to introduce them to the fascinating world of pediatric critical care in the freestanding community pediatric hospital. This course is designed to allow student to get an introduction to the care of "bread and butter" critical care patients in a community setting. This will also provide students with unique opportunity to take care of critically ill children from admission to discharge from PICU.

Credits: 4.00

**MEPED-594 TCH Woodlands NICU**

This elective will introduce students to the care of the premature and critically ill neonate. Students will gain valuable experience caring for premature neonates, infants with respiratory distress, sepsis and common surgical conditions, and infants with congenital birth defects. Students will gain knowledge of common complications of prematurity and the nutritional needs of both well and sick neonates.

Credits: 4.00

**MEPED-597 Community Pediatric Critical Care – TCH Woodlands**

The goal of the Pediatric Critical Care elective is to introduce medical students to the complexity involved in the care of critically ill and injured children as well as understand the benefits of approaching care in a systematic manner and team-based approach. Additionally, we seek to introduce medical students to the variety of interventions and monitoring modalities that are commonplace in an intensive care unit.

Credits: 4.00

**MEPED-800 Pediatric Cardiology- BSWH**

Explain how to distinguish normal from abnormal cardiovascular signs and symptoms. Teach the importance of recognizing and managing the cardiac conditions in children. Review and discuss available catheter and interventional surgical procedures for congenital and acquired pediatric heart disease.

Credits: 4.00

**MEPED-802 Hospital Based Pediatric Care - BSWH**

Provide support and experience necessary for transition from basic understanding of common pediatric problems to assumption of primary patient care. Encourage student to refine his or her pediatric knowledge and skills. Introduce appropriate use of pediatric specialty and sub-specialty consultants. Encourage further development of skills needed to define and locate valuable sources of information dealing with various aspects of pediatric knowledge. Introduce student to management of uncommon pediatric diseases. Allow in depth look at the specialty of pediatrics as a possible career choice.

Credits: 4.00

**MEPED-803 Pediatric Pulmonology – BSWH**

Discuss the interpretation of pulmonary function tests, demonstrate the use of nebulizer, airway clearance device, teach indications of bronchoscopy, provide asthma education. Provide clinical experience in multidisciplinary



School of Medicine  
2024-2025 Course Catalog

clinics like complex asthma team clinic, cystic fibrosis clinic and tracheostomy and ventilator clinic to provide exposure to chronic medical care.

Credits: 4.00

**MEPED-804 Pediatric Gastroenterology – BSWH**

Teach a broad spectrum of pediatric gastroenterology outpatient care including failure to thrive, abdominal pain, constipation, inflammatory bowel disease, cystic fibrosis, pediatric nutrition, and liver transplantation (pre-and post-operative) care. Develop care plans for pediatric gastroenterology inpatient care including treatment of pediatric gastrointestinal bleeding, inflammatory bowel disease exacerbation, cystic fibrosis exacerbation, and neonatal cholestasis (in the NICU). Discuss how to care for pediatric gastroenterology outpatient diseases including abdominal pain, constipation, gastroesophageal reflux, and pediatric liver disease.

Credits: 4.00

**MEPED-805 Neonatal Intensive Care Unit - BSWH**

Provide support and experience necessary for transition from basic understanding of common pediatric problems to assumption of primary patient care. Encourage further development of skills needed to define, locate and evaluate valuable sources of information dealing with various aspects of neonatal knowledge.

Credits: 4.00

**MEPED-806 Pediatric Neurology - BSWH**

This rotation will provide a stimulating introduction to child neurology in both the inpatient and outpatient settings. The student will have direct access to work with faculty one on one for enhanced learning and skill building opportunities. By the end of the elective, the student should have gained expertise of neurology intake history, detailed neurology examination, basics of interpretation of neuroimaging and neurodiagnostic testing, construction of differential diagnosis, and formulation of the plan of care for important childhood neurological conditions.

Credits: 4.00

**MEPED- 821 Pediatric Neurology - BSWH- 2 Week**

Teach a broad spectrum of pediatric neurology outpatient care including seizures, developmental delay, cerebral palsy, headache and neuromuscular diseases. Teach the indications of routine and continuous video EEG and neuroimaging.

Credits: 2.00

**MEPED- 822 Pediatric Endocrinology – BSWH - 2 Week**

This course provides an overview of Pediatric Endocrinology, including, but not limited to, diabetes, thyroid disease, growth and puberty concerns, adrenal disorders, and other endocrine disorders.



School of Medicine  
2024-2025 Course Catalog

Credits: 2.00

**MEPED- 823      Newborn Nursery – BSWH - 2 Week**

The 2-week elective in the Well Newborn Nursery provides senior medical students with supervised, hands-on experience caring for healthy term and late-preterm infants during the immediate postnatal period. Students will continue to develop skills in performing comprehensive newborn assessments, identifying normal variants and common neonatal conditions, counseling families on routine newborn care, and collaborating with nurses, lactation consultants, social workers, and other members of the care team.

Credits: 2.00

**Physical Medicine Rehabilitation**

**MEPMR-200      Pediatric Rehabilitation - 2 week**

The rotation at TCH for Pediatric PM&R is a comprehensive elective that allows students to be exposed to inpatient, outpatient, and consult settings. The students will be exposed to a broad spectrum of pediatric functional disorders and the role of PM&R in the diagnosis and management of these disorders including electrodiagnostics, oral medications, bracing, equipment, and detailed prescriptions for physical, occupational, and speech therapies. The student also participates in the coordination of medical and community resources necessary to the long term management of these patients.

Credits: 2.00

**MEPMR-201      Intro to Rehabilitation Medicine at BTH - Consults - 2 week**

The Ben Taub PMR consult team evaluates the functional needs of patients with diagnoses of traumatic brain injury, spinal cord injury, amputation, major multiple trauma, stroke and disability from other medical and neurological diagnoses in the setting of a inpatient consult service at a County hospital. The physicians work with the physical, occupational and speech therapists to assess and improve the patient's mobility, self-care, language, speech and swallow within the limitations of the patient's illness. The student will have the opportunity to learn about assessing function, what the different therapy disciplines do, and about basic adaptive equipment like canes, walkers and wheelchairs.

Credits: 2.00

**MEPMR-203      Brain Injury & Stroke Rehabilitation - 2 week**

Students will be given an opportunity to understand the dynamics of traumatic brain injury (TBI) and stroke rehabilitation. A familiarity with medical and functional complications after brain injuries such as spasticity, cognitive deficits and agitation, aphasia, dysphagia, neuropathic pain, and joint contractures will be gained. Furthermore, the student will become familiar with the intervention of spasticity, from pharmacological treatments of botulinum toxin injections to implantable devices. Emphasis will also be placed on the roles of various other health care providers in TBI rehabilitation, including the physical therapist, occupational therapist, speech pathologist, neuropsychologist, and social worker. The outpatient clinic experience will provide a strong experience in understanding the barriers and challenges of re-integrating TBI survivors back to their occupation, school, or home.



School of Medicine  
2024-2025 Course Catalog

Credits: 2.00

**MEPMR-205 Pain Medicine/MSK - 2 week**

The elective provides the medical student a comprehensive introduction to the practice of pain management and musculoskeletal medicine. Students Will be exposed to a broad spectrum of patients with disabilities based on underlying disorders of the musculoskeletal system and/or sports related injuries, often compounded by acute or chronic pain syndromes.

Credits: 2.00

**MEPMR-503 Pediatric Rehabilitation**

Upon completion of this elective, the student should understand the principles of evaluation (including electrodiagnostics) and management (including medications, bracing, equipment and therapies) of children with acute and chronic motor disorders. The student also participates in the coordination of medical and community resources necessary to the long term management of these patients.

Credits: 4.00

**MEPMR-504 Intro to Rehabilitation Medicine at BTH – Consults**

The Ben Taub PMR consult team evaluates the functional needs of patients with diagnoses of traumatic brain injury, spinal cord injury, amputation, major multiple trauma, stroke and disability from other medical and neurological diagnoses in the setting of a consult service. The physicians work with the physical, occupational and speech therapists to assess and improve the patient's mobility, self care, language, speech and swallow within the limitations of the patient's illness.

Credits: 4.00

**MEPMR-509 Brain Injury & Stroke Rehabilitation**

Students will be given an opportunity to understand the dynamics of traumatic brain injury (TBI) and stroke rehabilitation. A familiarity with medical and functional complications after brain injuries such as spasticity, cognitive deficits and agitation, aphasia, dysphagia, neuropathic pain, and joint contractures will be gained. Furthermore, the student will become familiar with the intervention of spasticity, from pharmacological treatments of botulinum toxin injections to implantable devices. Emphasis will also be placed on the roles of various other health care providers in TBI rehabilitation, including the physical therapist, occupational therapist, speech pathologist, neuropsychologist, and social worker. The outpatient clinic experience will provide a strong experience in understanding the barriers and challenges of re-integrating TBI survivors back to their occupation, school, or home.

Credits: 4.00

**MEPMR-515 Pain Medicine/MSK**

The elective provides the medical student a comprehensive introduction to the practice of pain management with overlapping experiences in musculoskeletal disorders. Students will be exposed to broad spectrum of clinical



School of Medicine

## 2024-2025 Course Catalog

management of pain rehabilitation problems including evaluation and prescription with emphasis on medical and psychosocial and interventional modes of prescription. Students will be given the opportunity to observe and participate in all aspects of care provided to persons w/acute, subacute, and chronic pain syndromes.

Credits: 4.00

### **MEPMR- 516 Spinal Cord Injury Medicine- VAMAC**

In this elective, students will gain a broad understanding of spinal cord injury (SCI) medicine, primary care of people with SCI, and disability awareness. Students will gain experience with the International Standards for Neurological Classification of Spinal Cord Injury (ISNCSCI) to understand how spinal cord injuries are classified. They will also learn about conditions common with SCI such as neurogenic bladder, neurogenic bowel, spasticity, neuropathic pain, nociceptive pain, and pressure injuries. Students will see Veterans with SCI in the inpatient, outpatient, and home care settings. Finally, they will also have the opportunity to witness functional gains and community re-integration by spending time with our therapy team.

Credits: 4.00

## Plastic Surgery

### **MEPLS-200 Plastic Surgery - 2 week**

Students will shadow residents and faculty throughout clinical and surgical environments while learning about plastic surgery, hand surgery, and reconstruction surgery. Students will also have the opportunity to participate in many didactic teaching conferences and the Plastic Surgery Grand Rounds.

Credits: 2.00

### **MEPLS-503 Clinical Clerkship in Plastic Surgery**

Students will shadow faculty throughout clinical and surgical environments while learning about plastic surgery, hand surgery, and reconstruction surgery. Students will also have the opportunity to participate in many didactic teaching conferences and the Plastic Surgery Grad Rounds.

Credits: 4.00

### **MEPLS-800 Plastic Surgery – BSWH**

Provide an exposure to a broadly-based plastic and reconstructive surgery practice including Pediatric and Adult cranio-facial, hand, microsurgery, soft tissue tumor, trauma, burn surgery and aesthetic.

Credits: 4.00

## Psychiatry and Behavioral Sciences

### **MEPSY-200 Introduction to Emergency Psychiatry - 2 week**

Students will be exposed to psychiatric emergencies in the Ben Taub Emergency Center. Students will be paired with the residents and faculty in order to evaluate patients presenting in a psychiatric crisis. Students will be



School of Medicine  
2024-2025 Course Catalog

collaborate with multidisciplinary team which includes social workers, nurses, chemical dependency counselor, and physicians.

Credits: 2.00

**MEPSY-201 Introduction to OCD Clinical Care - 2 Week**

This elective provides an introduction to an obsessive-compulsive disorder (OCD) outpatient clinic and lab. It will be based in the Baylor Psychiatric Clinic (BPC), located at the Jamail Specialty Care Center. Students will experience the day-to-day operations of an outpatient setting, and will be instructed by leading faculty in the field. They will leave the course with a basic understanding of the evaluation and treatment of OCD and the current OCD literature.

Credits: 2.00

**MEPSY-202 Introduction to Outpatient and Forensic Psychiatry - 2 Week**

This elective is designed to introduce medical students outpatient psychiatry and a mental health court within a large VA hospital and the Harris County criminal justice system. This elective will be based at VAMC and the affiliated Veterans' Court Program. The program focuses on the evaluation and treatment of mentally ill male and female veterans and the forensic evaluation of those who are referred to a mental health court.

Credits: 2.00

**MEPSY-204 Introduction to Telepsychiatry - 2 Week**

This elective provides medical students an introduction to telepsychiatry and the technology utilized in administration of telehealth within a large VA hospital. The program will include practice in telepsychiatry care delivery with patients and instruction from faculty. There will be a focus on developing clinical and non-clinical skills necessary to evaluate a patient, create a strong therapeutic relationship, and document care via telepsychiatry. In particular, students will learn troubleshooting and the challenges associated with using telehealth.

Credits: 2.00

**MEPSY-205 Private Practice Outpatient Psychiatry - 2 weeks**

Elective designed to provide exposure to medical students of out patient private practice psychiatry with emphasis on fast paced evaluation and management skills, patient triage and sustainability skills of a non-institutional entity. students will also experience exposure to transcranial magnetic stimulation treatments in patients with severe major depressive disorder.

Credits: 2.00

**MEPSY-206 Intro to Consult Liaison Child & Adolescent Psychiatry- 2 week**

Students will be exposed to psychiatric consultations at Texas Children's Hospital. Students will work directly with a faculty attending in order to evaluate patients and provide psychiatric recommendations and appropriate follow



School of Medicine

## 2024-2025 Course Catalog

up to hospitalized patients. Students will potentially learn how to manage common psychiatric diagnoses such as delirium, catatonia, autoimmune encephalitis, acute suicidality, addiction issues, anxiety and depression related to prolonged medical illness, and they will improve their skills for interacting with challenging patients and family situations.

Credits: 2.00

### **MEPSY-503      Emergency Psychiatry**

This is a night call elective. Students are assigned to Ben Taub Psychiatry Emergency Room and function as sub-interns with responsibility of assessing patients in the psychiatric emergency room and for evaluating patients with psychiatric symptoms in the medical/ surgical observation areas.

Credits: 4.00

### **MEPSY-525      Geriatric Psychiatry**

This elective provides students the opportunity to be involved in the assessment and treatment of elderly psychiatric patients in a variety of settings that include the outpatient clinic and, when available, their homes. During the visits students will learn about common geriatric psychiatry illnesses and treatments. The student will be a part of the Electroconvulsive Therapy (ECT) treatment during which will afford them the opportunity to participate in ECT procedures thereby learning about the anesthesia, treatment parameters, and recovery process. The student will be a part of evaluation of patients referred for ECT which will allow for learning of the history taking, treatment recommendations, and discussions with the patient about the treatment coupled with obtaining informed consent.

Credits: 4.00

### **MEPSY-539A      Psychiatry at The Menninger Clinic**

This elective is designed to expose medical students to advanced psychiatric care with a highly treatment resistant population. The inpatient programs have a psychodynamic approach and, at the same time, heavily focus on diagnostic testing and advanced psychopharmacology. The outpatient elective heavily focuses on psychiatric interventions, including ECT, TMS, fMRI guided TMS, and ketamine. The elective provides an opportunity for students to refine basic skills while learning about more advanced treatments.

Credits: 4.00

### **MEPSY-543      Outpatient Psychiatry with a Forensic Focus**

This elective is designed to expose medical students to outpatient psychiatry with a forensic focus in a large VA hospital and in the Harris County criminal justice system. The program focuses on the evaluation of mentally ill male and female veterans who are referred to a mental health court.

Credits: 4.00

### **MEPSY-545      Inpatient Psychiatry - Ben Taub Hospital**



School of Medicine  
2024-2025 Course Catalog

This elective is designed to expose medical students to Inpatient Psychiatry in the largest urban county medical hospital in Harris County. This elective provides students with extensive experience in evaluating and treating patients in an urban county hospital inpatient setting.

Credits: 4.00

**MEPSY-546      Outpatient Child & Adolescent Psychiatry**

This elective is designed to provide medical students exposure to child, adolescent and adult outpatient psychiatry practice in diverse settings. This elective provides students with experience in evaluating and treating a diverse population of children and adolescent patients in academic and private practice setting.

Credits: 4.00

**MEPSY-561      OCD Clinical Care**

This elective is designed to expose medical students to an outpatient setting focused on OCD clinical care with research components. Students will have the opportunity to observe and participate in daily sessions with adult patients, and become familiar with the evaluation and treatment of obsessive compulsive disorder.

Credits: 4.00

**MEPSY-562      Introduction to Psychiatric Care of the Hospitalized Patient**

Students will learn how to manage delirium, acute suicidality, addiction issues, anxiety and depression related to prolonged medical illness, and they will improve their skills for interacting with challenging patients and family situations.

Credits: 4.00

**MEPSY-565      Learning Outpatient Psychiatry – TMS**

Medical students will get longitudinal exposure of outpatient psychiatry in the private practice setting. This longitudinal clinical experience will include a wide range of psychiatric diagnosis, differential diagnosis, and clinical management including selection of medications and counseling interventions in the child/ adolescent/ and the adult patient population as presented in a private practice setting.

Credits: 4.00

**MEPSY-566      Global Mental Health**

Participation in multidisciplinary rounds to understand the role of inter-disciplinary providers in caring for complex trauma patients. Through this elective students will learn how municipalities, governments and law enforcement, have addressed HT and the refugee crisis locally and globally.

Credits: 4.00

**MEPSY-800      Child and Adolescent Psychiatry-BSWH**



School of Medicine

2024-2025 Course Catalog

This is a 4-week elective and will introduce the student to child psychiatry. The student will learn the process of child psychiatric evaluation and will be introduced to issues related to diagnostic classification in children and adolescents. They will be exposed to various treatment modalities used in child psychiatry, including exposure to the issues surrounding the use of psychotropic medications in children.

Credits: 4.00

**MEPSY-801 Consultation/Liaison Psychiatry – BSWH**

This 4-week elective will provide the student the opportunity to experience and practice primary psychiatric care of patients under the close supervision of a senior staff physician. Increase the student's familiarity and knowledge to recognize and treat common psychiatric disorders occurring in the medical-ill (e.g. delirium, dementia, substance abuse, anxiety, depression, somatoform disorders); recognize common medical problems and/or drug side effects which may masquerade as psychiatric illness; work effectively with treating staff and/or families to support and educate them so as to minimize the emotional and behavioral impact of the patient's illness; understand how medical illness may alter psychopharmacologic strategies, and why.

Credits: 4.00

**MEPSY-802 Elective in Inpatient Psychiatry – BSWH**

This 4-week elective will provide the advanced student the opportunity to experience and practice primary psychiatric care of patients under the close supervision of a senior staff physician. Increase the student's familiarity and knowledge with the use of psychoactive medications; help the student gain further knowledge and experience in determination of individual patient treatment regimens; help the student gain experience in the complex interactions between patients, therapists, and family members; help the student gain experience in evaluating emergency patients through the opportunity to be the first physician evaluating patients in the emergency room; help the student gain experience as a co-therapist in group psychotherapy; help the student gain experience in longer term care with the patients via the opportunity to participate in follow up outpatient appointments.

Credits: 4.00

**MEPSY-803 Transcranial Magnetic Stimulation Clinic – BSWH**

Introduce the student to the basic physics of transcranial magnetic stimulation (TMS). Use basic concepts of the procedure in a hands-on clinical environment. Discuss the indications for TMS treatment, relative and absolute contraindications, and criteria for patient selection and safety parameters. Familiarize the student with the entire treatment course of TMS for a patient, from referral, initial eval, treatment, and post-treatment follow-up.

Credits: 4.00

**MEPSY- 820 Child & Adolescent Psychiatry- BSWH- 2 Week**

This is a 2-week elective and will introduce the student to child psychiatry. The student will learn the process of child psychiatric evaluation and will be introduced to issues related to diagnostic classification in children and adolescents. They will be exposed to various treatment modalities used in child psychiatry, including exposure to the issues surrounding the use of psychotropic medications in children.



School of Medicine  
2024-2025 Course Catalog

Credits: 2.00

## Radiation Oncology

### **MERAO-200 Introduction to Radiation Oncology - 2 week**

Radiation oncology is a multifaceted specialty which requires special attention to many core competencies in medicine - from ethical to professional to knowledge-based. This two week course aims to give medical students an introduction to the field of radiation oncology, regardless of intent to ultimately pursue the field. Specifically, the course focuses on the unique aspects of humanity in cancer care, understanding the role of radiotherapy in medicine, and honing in on an appreciation of anatomy through physical exam and radiology. This no-pressure learning environment is ideal for any junior medical student without previous exposure to radiation oncology. Students with clinical experience who are planning to apply to radiation oncology should pursue the 4 week elective.

Credits: 2.00

### **MERAO-501A Radiation Oncology**

The radiation oncology clerkship is designed to give the medical student a close-up view of the intricacies of radiation therapy from the initial consult through the specialized treatment planning and finally to the radiation treatment of the patient.

Credits: 4.00

### **MERAO-800 Clinical Radiation Oncology – BSWH**

Radiation Oncology is an elective suitable for career exploration, general experience, introduction to the specialty, and get an insight into the application of radiation therapy to various types of cancer and benign conditions to enhance their education, training and skills.

Credits: 4.00

## Radiology

### **MERAD-200 High Value Radiology & Appropriate Use - 2 Week**

Future physicians will be introduced to the tenets of high-value care, and how this can be accomplished with appropriate imaging utilization, imaging related safety (regarding radiation exposure and MRI safety), appropriate use of intravenous contrast, and cost of imaging. The course will be comprised of daily case read-outs with the faculty and residents and pertinent, value-based online modules. The students will have the opportunity to participate in protocoling studies, contacting providers about appropriateness of imaging orders and critical imaging findings, contrast media allergy premedication and MRI compatibility of different implants, devices and material when protocoling cases.

Credits: 2.00

### **MERAD-506 Diagnostic Radiology**



School of Medicine

2024-2025 Course Catalog

Rotate through Abdominal CT, Chest, Emergency Center, Interventional Radiology, Magnetic Resonance Imaging, Musculoskeletal and Neuroradiology.

Credits: 4.00

**MERAD-509 Pediatric Radiology**

The student will review plain films with the attending radiologist each day, observe the performance and interpretation of advanced imaging procedures, and attend all radiologic teaching conferences and relevant interdisciplinary conferences which occur during the elective period.

Credits: 4.00

**MERAD-520 Neuroradiology**

Students are expected to work with both residents and attendings to get exposed to the role of CT and MRI in the diagnosis of the most common diseases related to the brain, orbits, face, neck and spine.

Credits: 4.00

**MERAD-522 Interventional Radiology**

Over the course of the rotation, the student should develop an understanding of: The basic and more complex procedures performed in the body interventional radiology section including patient selection, preprocedure workup, and periprocedural management. The role of the various imaging modalities (fluoroscopy, CT, ultrasound) in the practice of interventional radiology. Basic radiographic anatomy pertinent to interventional radiology procedures.

Credits: 4.00

**MERAD-524 Chest Radiology**

Students will be assigned to the Chest reading room for the month, to rotate between CXR and chest CT. Students are expected to work with both residents and attending's to become comfortable with reading chest imaging.

Credits: 4.00

**MERAD-526 Abdominal Imaging**

The course is focused on learning the appropriate ordering of studies and image interpretation of common abdominal imaging modalities.

Credits: 4.00

**MERAD-800 Diagnostic Radiology – BSWH**

The intent of this course is to re-familiarize the medical student with the basic principles of radiologic imaging. Students will be shown the many different modalities used within the department of Radiology and will become



School of Medicine  
2024-2025 Course Catalog

familiar with interpreting medical diagnosis results using those modalities. It is our hope that this course will lead to a better understanding of the many services provided by Radiology.

Credits: 4.00

**MERAD-801      Body Imaging – BSWH**

The fourth-year elective in Body Imaging is a 4-week experience designed for motivated students planning a career in radiology. The course is organized as one-week rotations in Thoracic Imaging, Abdominopelvic CT, Body and Musculoskeletal MR, and Ultrasound. A degree of flexibility is allowed dependent on areas of particular interest. Students frequently encounter the opportunity to submit an interesting case to the American College of Radiology Case in Point repository for potential peer reviewed online publication.

Credits: 4.00

**MERAD- 820      Clinical Radiology- BSWH- 2 Week**

This Radiology course provides students with knowledge of the methods of medical imaging; conventional radiography, ultrasound, computerized tomography, magnetic resonance imaging, interventional radiology and nuclear radiology, and application of these methods to specific clinical problems.

Credits: 2.00

**Surgery**

**MESUR-200      Cardiothoracic Surgery - 2 week**

This 2 week elective will provide the student with experiences in adult cardiothoracic surgery in either the private and public sectors. The student will experiences rounding, time in the operating room (mornings) and participating in the preoperative evaluation and postoperative care of the patients on the cardiothoracic rotation.

Credits: 2.00

**MESUR-201      Colorectal Surgery - BSL - 2 week**

This 2 week elective course will serve as an introductory experience to the subspecialty of Colorectal Surgery. Students will participate in rounds of inpatients, major abdominal surgeries- robotic/laparoscopic, and open, minor outpatient surgeries, and endoscopy. During this 2 week course, the focus will be on surgical management of colorectal specific disease including benign/malignant anorectal pathology, colon and rectal cancer, and inflammatory bowel disease (IBD).

Credits: 2.00

**MESUR-202      Breast Surgery – BSL – 2 Week**

This 2 week elective course will serve as an introductory experience to the sub-specialty of breast surgery. During this 2 week course, the focus will be on diagnosis and management of breast related problems (both benign and malignant).



School of Medicine  
2024-2025 Course Catalog

Credits: 2.00

**MESUR-514 Surgical Oncology**

Apply basic knowledge to clinical situations, including but not limited to histories and physicals, diagnostic studies, pre and post-op care, daily rounds, and operating room participation.

Credits: 4.00

**MESUR-520 Congenital Heart Surgery**

The elective rotation is designed and organized to introduce the elective student to Congenital Heart Surgery in a setting of optimum patient care. Elective students will participate in all aspects of the assessment, management plan formulation, surgery, and perioperative care of children and adults with complex congenital heart disease. Students will have an opportunity to develop a thorough understanding of both normal and congenitally malformed hearts.

Credits: 4.00

**MESUR-522 Transplantation Surgery**

This elective provides the student with experience in the Abdominal Transplantation Surgery rotation. This course will expose students to transplant surgical patients involving liver and kidney transplantation as well as some elective liver operations. The student is expected to round with the residents, fellow and faculty on a daily basis. This experience includes time in the operating room (mornings) and participating in the preoperative evaluation and postoperative care of the patients on the service.

Credits: 4.00

**MESUR-525 Vascular Surgery**

This elective provides the student with experience in adult vascular surgery. The student is expected to round with residents and faculty on a daily basis. The elective will provide both operative experience, as well as the experience in the management of preoperative and postoperative vascular surgery patients.

Credits: 4.00

**MESUR-537 Surgery Intensive Care Unit**

The general surgical ICU elective is designed to facilitate and augment the student's understanding and application of basic medical sciences to patients with physiologic derangements that require an advanced level of medical care. Students will be exposed to patients from a broad array of disciplines including trauma surgery, emergency general surgery, cardiothoracic surgery, neurosurgery, ear, nose and throat surgery, vascular surgery, urology, orthopedics, plastic surgery, and gynecology. Students will be exposed to managing the critically ill surgical patient and will obtain an understanding of pre- and post-operative care in order to effectively manage the patient.

Credits: 4.00



School of Medicine  
2024-2025 Course Catalog

**MESUR-538 Pediatric Surgery**

This elective is particularly useful for students contemplating a career in surgery, pediatrics, or emergency medicine. Students will be exposed to a wide variety of pediatric general surgery and pediatric trauma.

Credits: 4.00

**MESUR-542 Cardiothoracic Surgery**

This elective provides the student with experiences in adult cardiac and general thoracic surgery. This experience includes time in the operating room and participating in the preoperative evaluation and postoperative care of the patients on the cardiothoracic service.

Credits: 4.00

**MESUR-548 General Thoracic Surgery**

This course will expose students to a dynamic thoracic surgery rotation involving elective and emergent operations, including complex lung and esophageal pathology. The student is expected to round with the residents, fellow and faculty on a daily basis. This experience includes time in the operating room and participating in the preoperative evaluation and postoperative care of the patients both on the wards and the intensive care unit.

Credits: 4.00

**MESUR-800 Elective in General Surgery - BSWH**

Provide students interested in surgery or surgical fields with an advanced experience and training in both pre- and post-op care of general surgical patients as well as expand on their OR and procedural experience.

Credits: 4.00

**MESUR-801 Vascular Surgery - BSWH**

Further the educational experience in the clinical care of patients with vascular surgical disorders and improve the clinical acumen of students in recognizing the problems of these patients as individuals.

Credits: 4.00

**MESUR-802 Pediatric Surgery - BSWH**

Provide an introduction to the special needs of children/neonates as surgical patients. Instruct the student to recognize entities peculiar to pediatric surgery. Direct the students to the management and treatment of common pediatric surgical problems.

Credits: 4.00

**MESUR-803 Surgical Oncology - BSWH**



School of Medicine  
2024-2025 Course Catalog

Provide an in-depth experience in the field of surgical oncology, especially upper gastrointestinal malignancies. Involve the student in the preoperative, intra-operative, and post-operative care of the patient. Provide a better understanding of the significance of multimodality treatment regimens in the therapy of cancer.

Credits: 4.00

**MESUR-805      Cardiothoracic Surgery - BSWH**

Familiarize student with critical care physiology, monitoring, and treatment. To have the student participate in pre-op evaluations, decision-making, operations, and postoperative care.

Credits: 4.00

**MESUR-820      Endocrine Surgery – BSWH – 2 week**

This elective provides medical students with a comprehensive introduction to endocrine surgery, focusing on the evaluation and operative management of disorders of the thyroid, parathyroid, adrenal glands. Students will participate in outpatient clinics, inpatient care, and operative procedures, gaining exposure to preoperative assessment, surgical decision-making, and postoperative management. Emphasis is placed on anatomy, pathophysiology, imaging interpretation, and multidisciplinary care.

Credits: 2.00

**Urology**

**MEURL-200      Urology - 2 Week**

The student will learn the basic components of a urologic history and examination, the fundamental aspects of common urologic conditions, and observe and assist with in-office and operating room procedures. The student can also participate with inpatient rounds alongside residents and attend department conferences such as tumor board, journal club, resident didactics, and grand rounds. Ultimately the goal will be to help the student understand the core activities and responsibilities of being a urologist.

Credits: 2.00

**MEURL-501      Clinical Urology**

Students may arrange to work with a specific faculty preceptor if they have a special area of interest, or to become integrated into a hospital service at one or more of the affiliated teaching hospitals. Elective students participate actively in patient care activities in the outpatient clinics, the hospital wards, and the operating room. Participation in teaching rounds and educational conferences and prescribed reading form essential elements of this elective experience.

Credits: 4.00

**MEURL-504      Eval. & Treat. of Male Reproductive Disorders**



School of Medicine

2024-2025 Course Catalog

This elective provides the student with an extensive background in the evaluation and treatment of a wide variety of male reproductive and sexual function abnormalities, and would be of great value for any students considering careers in primary care, urology or gynecology fields in which these sorts of problems are frequently encountered. The elective offers an opportunity to participate in a variety of urologic procedures with a strong emphasis upon the workup and management of male infertility, erectile dysfunction, sexually transmitted disease, gender dysphoria, and other male reproductive disorders.

Credits: 4.00

**MEURL-505 Urologic Oncology**

The student is an active part of the patient care team, participating in inpatient rounds, outpatient clinics, the operating room, and patient management and research conferences covering the broad field of urologic oncology. The emphasis is on the multidisciplinary management of genitourinary cancers and the treatment of cancer in the context of the overall health care of the patient. The student works closely with the urologic faculty whose primary specialty is oncology, as well as with medical oncologists, radiotherapists, and pathologists to learn firsthand about the wide variety of types of urologic cancers and the natural history, prognosis and management of each.

Credits: 4.00

**MEURL- 800 Urology- BSWH**

Students participate actively in patient care activities in the outpatient clinics, the hospital wards, and the operating room. The experience can involve all aspects of Urology including oncology, infertility, reconstruction, endourology, pediatrics.

Credits: 4.00

**MEURL-820 Urology - BSWH - 2 Week**

Provide an advanced level of urologic surgical training in both pre and post-op care of urologic surgical patients as well as OR and procedural experience. Give some experience in emergency urologic surgical care by taking in-house urology call with the junior urology resident.

Credits: 2.00

**Class of 2027  
M.D. Graduation Requirements**

Please review special notes for medical students in official BCM dual degree programs.

Foundational Sciences Years - 53 Weeks	
Fall I - 19 Weeks	
Course	Semester Credit Hours
Transitions to Medicine (TTM)	4.25
Foundations of Medicine (FOM)	3.00
Cardiac, Respiratory, Renal (CRR)	7.00
Hematology (HEME)	2.75
Practice of Medicine (POM) I: Essential Concepts	3.75
<b>Total Credits</b>	<b>20.75</b>

Spring I - 22 Weeks	
Course	Semester Credit Hours
Immune, Musculoskeletal and Integumentary Systems (IMIS)	4.75
Endocrine, Gastrointestinal and Genitourinary Systems (EGGS)	5.25
Behavioral and Neurologic Sciences (BNS)	5.50
Integrated Systems (IS)	4.50
Practice of Medicine (POM) II : Expanding Fundamentals	4.00
<b>Total Credits</b>	<b>24.00</b>

Fall II - 12 Weeks	
Course	Semester Credit Hours
Assessment Consolidation and Examination Skills (ACES)	0.50
Foundations of Academic Scholarship and Translational Research (FASTR)	1.50
Transitions to Clerkships (TTC)	4.50
Practice of Medicine (POM) III: Synthesis	2.00
<b>Total Credits</b>	<b>8.50</b>

Basic Core Clinical - 42 Weeks	
Course	Semester Credit Hours
Emergency Medicine	4.00
Family/Comm. Med.	4.00
Medicine	8.00
Neurology	4.00
OB/GYN	6.00
Pediatrics	6.00
Psychiatry	4.00
Surgery	6.00
<b>Total Credits</b>	<b>42.00</b>

Advanced Core Courses - 16 Weeks	
Course	Semester Credit Hours
Sub-Internship*	4.00
Critical Care Rotation	4.00
Transition to Residency (TTR)	3.50
Ambulatory Care Rotation	4.00
<b>Total Credits</b>	<b>15.50</b>

Elective Courses - 22 Weeks	
Course	Semester Credit Hours
Pre-Clinical and/or Clinical Electives***	22.00



2 Week Required Course	
Course	Semester Credit Hours
Service Learning, Wellness, and Narrative Medicine	0.50

Please refer to the Core Rotation Scheduling Guidelines in the Student Handbook for timelines to complete clinical core rotations.

Graduation Requirements***	Semester Credit Hours
Total Minimum Curriculum Credits - 135 Weeks	133.25

Students must take and pass the Clinical Practice Exam (CPX). Students must complete a Student Scholarship & Inquiry Project (M.D./Ph.D. students are exempt from the Inquiry Project). Students must take and pass the USMLE Step 1 & Step 2CK-prior to graduation. Students must obtain Basic Life Support (BLS) Certification prior to graduation. Students must obtain Advanced Cardiac Life Support (ACLS) Certification or Pediatric Advanced Life Support (PALS) Certification prior to graduation. Training must be from an American Heart Association (AHA) accredited course Provider. M.D./Ph.D. Program: Students joining the program after year 1 will begin the curriculum requirements at year of entry.

Students must not have any professional deficiencies in order to graduate with an M.D. degree.

\* A Sub-Internship must be taken at Baylor in Family Medicine, Medicine, Neurology, Obstetrics and Gynecology, Pediatrics, Psychiatry, or Surgery. The Sub-Internship **must be completed** prior to Transition to Residency (TTR).

\*\*\*16 of the 22 required elective credits must be clinical. For all students, no more than 6 credits of non-clinical taken at BCM can be counted toward degree requirements. For all students, a minimum of 8 clinical credits must be taken at BCM. Students enrolled in the following official BCM Dual Degree programs (MD/PhD, MD/JD, MD/MPH, MD/MBA, and MD/MS-SBMI) will require 18 total elective credits (minimum of 12 clinical credits).

**Class of 2028  
M.D. Graduation Requirements**

Please review special notes for medical students in official BCM dual degree programs.

Foundational Sciences Years - 53 Weeks	
Fall I - 19 Weeks	
Course	Semester Credit Hours
Transitions to Medicine (TTM)	4.25
Foundations of Medicine (FOM)	3.25
Cardiac, Respiratory, Renal (CRR)	7.75
Hematology (HEME)	2.75
Practice of Medicine (POM) I: Essential Concepts	3.25
<b>Total Credits</b>	<b>21.25</b>

Spring I - 22 Weeks	
Course	Semester Credit Hours
Immune, Musculoskeletal and Integumentary Systems (IMIS)	4.75
Endocrine, Gastrointestinal and Genitourinary Systems (EGGS)	5.75
Behavioral and Neurologic Sciences (BNS)	5.50
Integrated Systems (IS)	4.50
Practice of Medicine (POM) II: Expanding Fundamentals	4.50
<b>Total Credits</b>	<b>25.00</b>

Fall II - 12 Weeks	
Course	Semester Credit Hours
Assessment Consolidation and Examination Skills (ACES)	0.50
Foundations of Academic Scholarship and Translational Research (FASTR)	1.50
Transitions to Clerkships (TTC)	4.50
Practice of Medicine (POM) III: Synthesis	2.00
<b>Total Credits</b>	<b>8.50</b>

Basic Core Clinical - 42 Weeks	
Course	Semester Credit Hours
Emergency Medicine	4.00
Family/Comm. Med.	4.00
Medicine	8.00
Neurology	4.00
OB/GYN	6.00
Pediatrics	6.00
Psychiatry	4.00
Surgery	6.00
<b>Total Credits</b>	<b>42.00</b>

Advanced Core Courses - 16 Weeks	
Course	Semester Credit Hours
Sub-Internship*	4.00
Critical Care Rotation	4.00
Transition to Residency (TTR)	3.50
Ambulatory Care Rotation	4.00
<b>Total Credits</b>	<b>15.50</b>

Elective Courses – 22 Weeks	
Course	Semester Credit Hours
Pre-Clinical and/or Clinical Electives***	22.00



2 Week Required Course	
Course	Semester Credit Hours
Service Learning, Wellness, and Narrative Medicine	0.50

Please refer to the Core Rotation Scheduling Guidelines in the Student Handbook for timelines to complete clinical core rotations.

Graduation Requirements***	Semester Credit Hours
Total Minimum Curriculum Credits - 135 Weeks	134.75

Students must take and pass the Clinical Practice Exam (CPX). Students must complete a Student Scholarship & Inquiry Project (M.D./Ph.D. students are exempt from the Inquiry Project). Students must take and pass the USMLE Step 1 & Step 2CK-prior to graduation. Students must obtain Basic Life Support (BLS) Certification prior to graduation. Students must obtain Advanced Cardiac Life Support (ACLS) Certification or Pediatric Advanced Life Support (PALS) Certification prior to graduation. Training must be from an American Heart Association (AHA) accredited course provider. M.D./Ph.D. Program: Students joining the program after year 1 will begin the curriculum requirements at year of entry.

Students must not have any professional deficiencies in order to graduate with an M.D. degree.

\* A Sub-Internship must be taken at Baylor in Family Medicine, Medicine, Neurology, Obstetrics and Gynecology, Pediatrics, Psychiatry, or Surgery. The Sub-Internship **must be completed** prior to Transition to Residency (TTR).

\*\*\*16 of the 22 required elective credits must be clinical. For all students, no more than 6 credits of non-clinical taken at BCM can be counted toward degree requirements. For all students, a minimum of 8 clinical credits must be taken at BCM. Students enrolled in the following official BCM Dual Degree programs (MD/PhD, MD/JD, MD/MPH, MD/MBA, and MD/MS-SBMI) will require 18 total elective credits (minimum of 12 clinical credits).

**Class of 2029  
M.D. Graduation Requirements**

Please review special notes for medical students in official BCM dual degree programs.

Foundational Sciences Years - 53 Weeks	
Fall I - 19 Weeks	
Course	Semester Credit Hours
Transitions to Medicine (TTM)	2.25
Foundations of Medicine (FOM)	4.25
Cardiac, Respiratory, Renal (CRR)	7.75
Hematology (HEME)	2.75
Practice of Medicine (POM) I: Essential Concepts	4.00
<b>Total Credits</b>	<b>21.00</b>

Spring I - 22 Weeks	
Course	Semester Credit Hours
Immune, Musculoskeletal and Integumentary Systems (IMIS)	4.75
Endocrine, Gastrointestinal and Genitourinary Systems (EGGS)	5.75
Behavioral and Neurologic Sciences (BNS)	5.50
Integrated Systems (IS)	4.50
Practice of Medicine (POM) II : Expanding Fundamentals	4.50
<b>Total Credits</b>	<b>25.00</b>

Fall II - 12 Weeks	
Course	Semester Credit Hours
Assessment Consolidation and Examination Skills (ACES)	0.50
Foundations of Academic Scholarship and Translational Research (FASTR)	1.50
Transitions to Clerkships (TTC)	4.50
Practice of Medicine (POM) III: Synthesis	2.00
<b>Total Credits</b>	<b>8.50</b>

Basic Core Clinical - 42 Weeks	
Course	Semester Credit Hours
Emergency Medicine	4.00
Family/Comm. Med.	4.00
Medicine	8.00
Neurology	4.00
OB/GYN	6.00
Pediatrics	6.00
Psychiatry	4.00
Surgery	6.00
<b>Total Credits</b>	<b>42.00</b>

Advanced Core Courses - 16 Weeks	
Course	Semester Credit Hours
Sub-Internship*	4.00
Critical Care Rotation	4.00
Transition to Residency (TTR)	3.50
Ambulatory Care Rotation	4.00
<b>Total Credits</b>	<b>15.50</b>

Elective Courses – 22 Weeks	
Course	Semester Credit Hours
Pre-Clinical and/or Clinical Electives***	22.00



2 Week Required Course	
Course	Semester Credit Hours
Service Learning, Wellness, and Narrative Medicine	0.50

Please refer to the Core Rotation Scheduling Guidelines in the Student Handbook for timelines to complete clinical core rotations.

Graduation Requirements***	Semester Credit Hours
Total Minimum Curriculum Credits - 135 Weeks	134.50

Students must take and pass the Clinical Practice Exam (CPX). Students must complete a Student Scholarship & Inquiry Project (M.D./Ph.D. students are exempt from the Inquiry Project). Students must take and pass the USMLE Step 1 & Step 2CK-prior to graduation. Students must obtain Basic Life Support (BLS) Certification prior to graduation. Students must obtain Advanced Cardiac Life Support (ACLS) Certification or Pediatric Advanced Life Support (PALS) Certification prior to graduation. Training must be from an American Heart Association (AHA) accredited course provider. M.D./Ph.D. Program: Students joining the program after year 1 will begin the curriculum requirements at year of entry.

Students must not have any professional deficiencies in order to graduate with an M.D. degree.

\* A Sub-Internship must be taken at Baylor in Family Medicine, Medicine, Neurology, Obstetrics and Gynecology, Pediatrics, Psychiatry, or Surgery. The Sub-Internship **must be completed** prior to Transition to Residency (TTR).

\*\*\*16 of the 22 required elective credits must be clinical. For all students, no more than 6 credits of non-clinical taken at BCM can be counted toward degree requirements. For all students, a minimum of 8 clinical credits must be taken at BCM. Students enrolled in the following official BCM Dual Degree programs (MD/PhD, MD/JD, MD/MPH, MD/MBA, and MD/MS-SBMI) will require 18 total elective credits (minimum of 12 clinical credits).

**Class of 2029  
M.D. Graduation Requirements**

Please review special notes for medical students in official BCM dual degree programs.

Foundational Sciences Years - 53 Weeks	
Fall I - 19 Weeks	
Course	Semester Credit Hours
Transitions to Medicine (TTM)	2.50
Foundations of Medicine (FOM)	4.25
Cardiac, Respiratory, Renal (CRR)	7.75
Hematology (HEME)	2.75
Practice of Medicine (POM) I: Essential Concepts	4.25
<b>Total Credits</b>	<b>21.50</b>

Spring I - 22 Weeks	
Course	Semester Credit Hours
Immune, Musculoskeletal and Integumentary Systems (IMIS)	4.75
Endocrine, Gastrointestinal and Genitourinary Systems (EGGS)	5.75
Behavioral and Neurologic Sciences (BNS)	5.50
Integrated Systems (IS)	4.50
Practice of Medicine (POM) II : Expanding Fundamentals	4.50
<b>Total Credits</b>	<b>25.00</b>

Fall II - 12 Weeks	
Course	Semester Credit Hours
Assessment Consolidation and Examination Skills (ACES)	0.50
Foundations of Academic Scholarship and Translational Research (FASTR)	1.50
Transitions to Clerkships (TTC)	4.50
Practice of Medicine (POM) III: Synthesis	2.00
<b>Total Credits</b>	<b>8.50</b>

Basic Core Clinical - 42 Weeks	
Course	Semester Credit Hours
Emergency Medicine	4.00
Family/Comm. Med.	4.00
Medicine	8.00
Neurology	4.00
OB/GYN	6.00
Pediatrics	6.00
Psychiatry	4.00
Surgery	6.00
<b>Total Credits</b>	<b>42.00</b>

Advanced Core Courses - 16 Weeks	
Course	Semester Credit Hours
Sub-Internship*	4.00
Critical Care Rotation	4.00
Transition to Residency (TTR)	3.50
Ambulatory Care Rotation	4.00
<b>Total Credits</b>	<b>15.50</b>

Elective Courses – 22 Weeks	
Course	Semester Credit Hours
Pre-Clinical and/or Clinical Electives***	22.00



2 Week Required Course	
Course	Semester Credit Hours
Service Learning, Wellness, and Narrative Medicine	0.50

Please refer to the Core Rotation Scheduling Guidelines in the Student Handbook for timelines to complete clinical core rotations.

Graduation Requirements***	Semester Credit Hours
Total Minimum Curriculum Credits - 135 Weeks	135.00

Students must take and pass the Clinical Practice Exam (CPX). Students must complete a Student Scholarship & Inquiry Project (M.D./Ph.D. students are exempt from the Inquiry Project). Students must take and pass the USMLE Step 1 & Step 2CK-prior to graduation. Students must obtain Basic Life Support (BLS) Certification prior to graduation. Students must obtain Advanced Cardiac Life Support (ACLS) Certification or Pediatric Advanced Life Support (PALS) Certification prior to graduation. Training must be from an American Heart Association (AHA) accredited course provider. M.D./Ph.D. Program: Students joining the program after year 1 will begin the curriculum requirements at year of entry.

Students must not have any professional deficiencies in order to graduate with an M.D. degree.

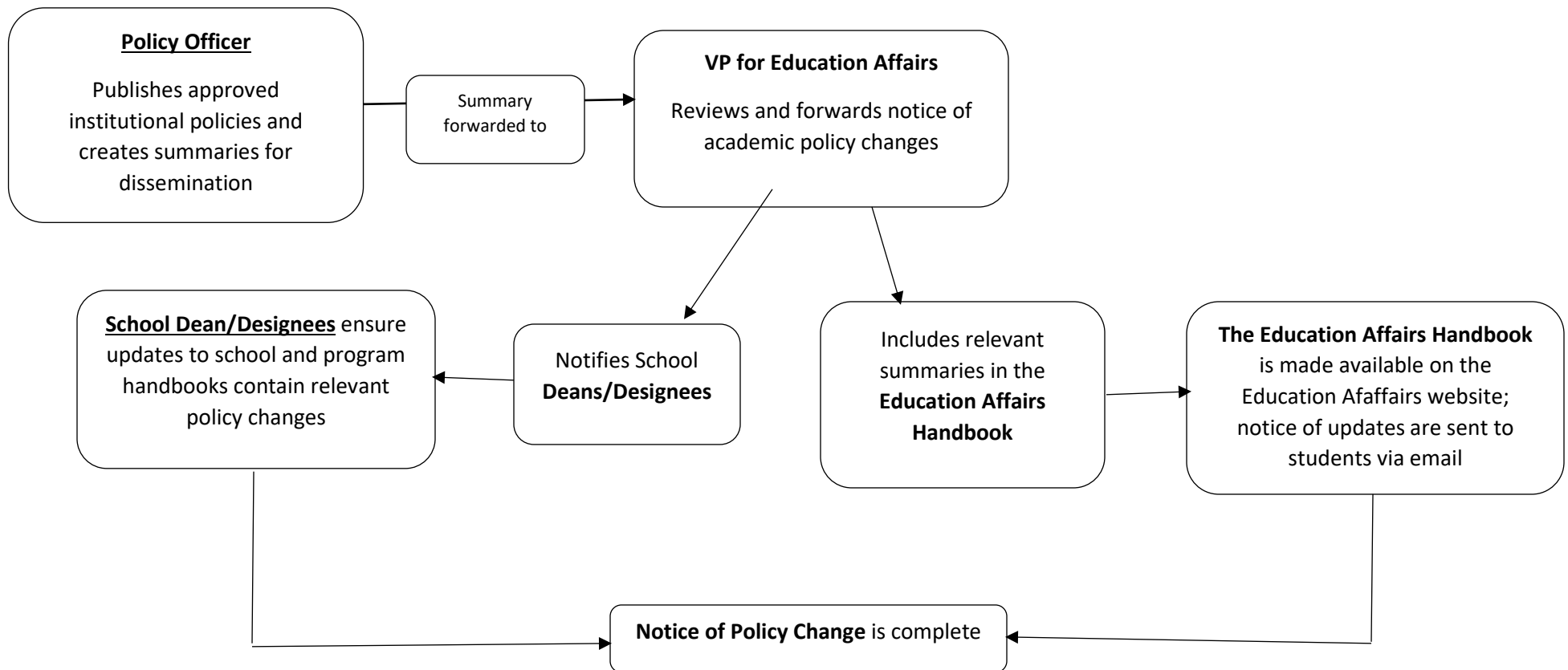
\* A Sub-Internship must be taken at Baylor in Family Medicine, Medicine, Neurology, Obstetrics and Gynecology, Pediatrics, Psychiatry, or Surgery. The Sub-Internship **must be completed** prior to Transition to Residency (TTR).

\*\*\*16 of the 22 required elective credits must be clinical. For all students, no more than 6 credits of non-clinical taken at BCM can be counted toward degree requirements. For all students, a minimum of 8 clinical credits must be taken at BCM. Students enrolled in the following official BCM Dual Degree programs (MD/PhD, MD/JD, MD/MPH, MD/MBA, and MD/MS-SBMI) will require 18 total elective credits (minimum of 12 clinical credits).



## **Baylor College of Medicine's Student Policy Communication Process**

Baylor's Student Policy Communication Process describes the steps for the dissemination of policies approved by Baylor's Institutional Policy Committee. Please refer to this process established to communicate the approved policies applicable to the student body.





**UME Student Policy Communication Process**

The School of Medicine’s UME Student Policy Communication Process describes the steps for the dissemination of policies approved by a UME Committee (Admissions, Student Affairs, Curriculum). Please refer to this process established to communicate the approved policies applicable to medical students. Policies may be disseminated via one or more offices depending on the the type of policy.

