

Pre-Clerkship Student Manual



TEXAS A&M UNIVERSITY
School of Medicine
Class of 2027
AY 2023-2024

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General Expectations for Students and Faculty

Texas A&M University Health Science Center School of Medicine Student Handbook

Students and faculty of the School of Medicine are expected to adhere to the basic policies and Standards of Conduct in the Teacher-Learner Relationship outlined in the Handbook. The [Student Handbook](#), managed by the Office of Student Affairs, includes information regarding: Policies, Procedures, and Regulations; Student Services; and Student Life. In addition, there are important [forms](#), which may be needed throughout the course of study, including: [Early Concern Form](#), [FERPA \(Family Educational Rights & Privacy Act\) Consent to Release Student Information](#), [Student Accident and Needle Stick Form](#), and [Needle Stick Policy](#).

The Pre-Clerkship Student Manual

The Pre-Clerkship Student Manual, managed by the Pre-Clerkship Program in the Office of Academic Affairs, is class-year specific. Throughout this manual, you will find information about policies, procedures, and guidelines pertaining to Pre-Clerkship as well as important contact information and other important information and links. It is important to note this manual is a “living document”, meaning it is periodically updated. **You are required to acknowledge you have read this manual.**

Medical Education Program Objectives (MEPOs)

“MEPOs are statements of the knowledge, skills, behaviors, and attitudes that medical students are expected to exhibit as evidence of their achievement by completion of the program.” Our MEPOs are tied to the Aggie Core Values: Respect, Excellence, Loyalty, Leadership, Integrity, and Selfless Service.

Learning Environment Enrichment Program

The [Learning Environment Enrichment Program](#) (LEEP) is an initiative focused on fostering a mutual commitment for cultivating a professional and dynamic learning environment dedicated to the Aggie Core Values. LEEP includes information about: [Professionalism](#), [Learning Compact](#), [Exemplary Conduct](#), [Cup of Coffee Conversations](#), [Reporting Student Mistreatment](#), [Aggie Conduct Awareness Form](#), [Learning Environment Awareness System](#), [School of Medicine Ombuds](#), and the [Medical Education Program Objectives \(MEPOs\)](#).

The information found through these links describes our core values, as well as community expectations of professional conduct. In addition, they provide a means for noting positive and concerning behaviors via our Aggie Conduct Awareness Form, which in turn provides us with a way to acknowledge professionalism by means of Cup of Coffee Conversations. **Concerns related to [Title VII](#), [Title IX](#), or risk, fraud, and/or misconduct are separated from the process and directed to the pertinent departments at Texas A&M University and the Texas A&M University System.**

Health and Well-Being Program

The School of Medicine provides wellness support for medical students through [Health and Well-being Programs](#). Dr. Darlene McLaughlin is the point of contact for M1s, while Dr. Rob Carpenter serves as the point of contact for M2s.

School of Medicine Important Contact Information

Administrative Offices

The School of Medicine’s [Administrative Offices](#) include: Admissions, Academic Affairs, Academic Support Services, Academic Technology, Business Affairs, Continuous Quality Improvement, Dean, Evaluation & Assessment, Faculty Affairs, Graduate Medical Education, Graduate Studies, Marketing & Communications, Professional Development, Research, and Student Affairs.

Office of the Dean

The [Office of the Dean](#) leads and supports all aspects of the medical education process at the school and is led by Dean Dr. Amy L. Waer, MD, FACS.

Office of Academic Affairs

The [Office of Academic Affairs](#) (OAA) is led by our Senior Associate Dean, Dr. Danielle Dickey, EdD and is dedicated to serving the educational infrastructure, students, and faculty.

Pre-Clerkship Program

The Pre-Clerkship is within OAA and is led by our Assistant Dean of Pre-Clerkship. Each of the Pre-Clerkship campuses (Bryan-College Station, Dallas, Houston EnMed, Round Rock, and Willowbrook) are supported by a leadership and staff who are your first point of contact for all things related to the Pre-Clerkship curriculum. EnMed is supported by additional leadership including Associate Dean of Education, Dr. Doug Baxter, PhD and Director of Education, Dr. Leslie Day, PhD, CSCS. See the table below for the Pre-Clerkship staff at each campus. If we do not have the answer to your question, we will find the person who does!

Directories

Pre-Clerkship Curriculum Subcommittee Leadership

Dustin DuBois, PhD	BCS	979-436-0327	dubois@tamu.edu
Vijay Giridhar, MD	Dallas	805-470-7196	vijay.giridhar@bswhealth.org
Kamlesh Yadav, PhD	Houston	713-677-7521	kamlesh.yadav@tamu.edu

EnMed Curriculum Subcommittee Leadership

Mark Slivkoff, PhD	EnMed	713-677-7592	slivkoff@tamu.edu
Nick Sears, PhD	EnMed	713-677-7545	nicksears@tamu.edu

Medical Sciences Library (MSL)

Sheila Green, MSLS	BCS, HPEB 1014	979-436-0279	sgreen@tamu.edu
General Contact	AskMSL@library.tamu.edu		

Pre-Clerkship Managers and Coordinators

Track	Location	Position	Phone	Email
Regular	BCS	Ms. Rosa Hernandez Program Manager	979-436-9528	Rosa.hernandez@tamu.edu
		Ms. London Marchman	979-436-9054	london.marchman@tamu.edu
		Mr. Arturo Marroquin	979-436-0897	arturomarroquin@tamu.edu
		Ms. Tashra Banks	979-436-9527	tasbanks@tamu.edu
		Ms. Meaghan Threadgill	979-436-9529	mthread@tamu.edu
	Dallas	Mr. David Jones Manager of Medical Education	214-818-6498	david.jones2@bswhealth.org
		Mr. Jordan Aillet	214-820-5542	jordan.aillet@bswhealth.org
		Ms. Yvette Mensah		yvette.mensah@bswhealth.org

	Round Rock	Mr. Shoaib Lalani Program Manager	512-341-4920	<u>shoaib.lalani@tamu.edu</u>
		Ms. Jennifer Thomas	512-341-4936	<u>jrthomas@tamu.edu</u>
EnMed	Houston	Ms. Holly Prevost Program Manager	713-677-7721	<u>hprevost@tamu.edu</u>
		Ms. Jessica Bell	713-677-7904	<u>jjbell@tamu.edu</u>
		Ms. Keanna Compton	713-677-7901	<u>k.compton@tamu.edu</u>
		Ms. Elise Munoz		<u>elisemunoz@tamu.edu</u>
		Ms. Kaylie Johnson-Robinson		<u>kaylie.johnson@tamu.edu</u>

Pre-Clerkship Curriculum Courses and Co-Course Directors

Semester	Course	Track	Course Co-Directors	Phone #	Email
S1	Foundations of Medicine I	BCS-Reg	Diane Chico, PhD	979-436-0323	chico@tamu.edu
			Shannon Glaser, PhD	979-436-9260	sglaser@tamu.edu
		Houston-EnMed	Michael Paolini II, MD	817-891-7013	michael.paolini2@tamu.edu
			Prachi Priya, MD	713-766-7917	priya@tamu.edu
	Foundations of Medicine II	BCS-Reg	Dustin DuBois, PhD	979-436-0327	dubois@tamu.edu
			Steven Maxwell, PhD	979-845-7206	s-maxwell@tamu.edu
		Houston-EnMed	Paul Derry, PhD	713-677-7715	derry@tamu.edu
			Kamlesh Yadav, PhD	713-677-7752	kamlesh.yadav@tamu.edu
	Medical Gross Anatomy	BCS-Reg	Katherine Brakora, PhD	979-436-0326	kbrakora@tamu.edu
			John Hubbard, PhD	979-436-0789	jkhubbard@tamu.edu
		Houston-EnMed	Leslie Day, PhD	713-677-7592	lday@tamu.edu
			Rhome Hughes, MD		rhomehughes@tamu.edu
	Practice of Medicine I	BCS-Reg	Joyce Hnatek, MD	979-776-8440	hnatek@tamu.edu
			Fabiola Saldivar, MD	979-436-0523	msaldivargarza@tamu.edu
		Houston-EnMed	Bhargavi Patham, MD	713-441-4451	bpatham@houstonmethodist.org
			Erika Greene, MD	713-363-7310	egreene@houstonmethodist.org
			Ruby Shah, MD		rpshah@tamu.edu
S2	Neuroscience	BCS-Reg	David Earnest, PhD	979-436-0328	dearnest@tamu.edu
			Ursula Winzer-Serhan, PhD	979-436-0330	winzer-serhan@tamu.edu
		Houston-EnMed	Leslie Day, PhD	713-677-7592	lday@tamu.edu
			Robert Tsai, MD, PhD	713-677-7690	robtasai@tamu.edu
	Intro to Disease	BCS-Reg	Gregg Wells, MD, PhD	979-436-0780	gbwells@tamu.edu
		Houston-EnMed	Margie Moczygemba, PhD	713-677-8114	mmoczygemba@tamu.edu
			Michael Paolini II, MD	713-677-7593	michael.paolini2@tamu.edu
	Cardiovascular	BCS-Reg	Travis Hein, PhD	254-598-8043	thein@tamu.edu
			Mariappan Muthuchamy, PhD	979-436-9264	marim@tamu.edu
		Houston- EnMed	John Wilson, MD/PhD	713-877-7910	John.s.wilson@tamu.edu
	Medical Student Grand Rounds	BCS-Reg	Steve Maxwell, PhD	979-845-7206	s-maxwell@tamu.edu
			Robin Fuchs-Young, PhD	512-699-3704	fuchs-young@tamu.edu
		Houston-EnMed	Prachi Priya, MD	713-766-7917	priya@tamu.edu
			Mark Slivokoff, PhD	480-356-1013	slivkoff@tamu.edu
	Practice of Medicine II	BCS-Reg	Rodney Lewis, MD	512-341-4920	rodney.lewis@tamu.edu
			Heidi Frias, MD	979-436-0227	friasferreira@tamu.edu
		Houston-EnMed	Erika Greene, MD	713-363-7310	egreene@houstonmethodist.org
			Ruby Shah, MD		rpshah@tamu.edu
			Bhargavi Patham, MD	713-441-4451	bpatham@houstonmethodist.org

S3	Hematology Oncology	Round Rock-Reg	Rania Cannaday, MD	512-341-4929	cannaday@tamu.edu
		BCS-Reg	Jeanne Lo, MD	217-390-0910	jeannelo@tamu.edu
		Houston-EnMed	Rhome Hughes, MD	713-677-7507	rhomehughes@tamu.edu
	Respiratory	BCS-Reg	Dustin DuBois, PhD	979-436-0327	dubois@tamu.edu
		Dallas-Reg	Mark Millard, MD	214-236-5430	mark.millard@bswhealth.org
		Houston-EnMed	Rebecca Wei Lee, MD		rwlee@tamu.edu
	Renal GU		Mark Slivkoff, PhD	480-356-1013	slivkoff@tamu.edu
		Temple-Reg	Don Chaffer, MD	254-865-2166	donchaffer@tamu.edu
		Dallas-Reg	Gates Colbert, MD	972-388-5970	gates.colbert@bswhealth.org
		Houston-EnMed	Thomas Peterson, PhD	979-574-9234	tvp@tamu.edu
	GI/Metabolism/ Nutrition		Sean Hebert, MD	713-363-8592	sean.a.hebert@uth.tmc.edu
		BCS-Reg	Paul Brandt, PhD	979-436-0246	pbrandt@tamu.edu
		Houston-EnMed	Walter Cromer, PhD	254-421-1530	wcromer@tamu.edu
	Integument MSK		Sudha Kodali, MD	713-517-6716	skodali@houstonmethodist.org
		BCS-Reg	Katherine Brakora, PhD	979-436-0326	kbrakora@tamu.edu
		Temple-Reg	Beth Scholz, MD	254-215-0373	beth.scholz@bswhealth.org
		Houston-EnMed	Myriam Guevara, MD		
	Practice of Medicine 3 HEAL		Michael Paolini, MD	817-891-7013	michael.paolini2@tamu.edu
		BCS-Reg	Craig Borchardt, PhD	979-821-2266	cwborchardt@tamu.edu
		Round Rock-Reg	Robert Milman, MD	512-341-4922	rmilman@tamu.edu
		Dallas-Reg	Mark Casanova, MD	214-820-9248	mark.casanova@bswhealth.org
	Practice of Medicine 3 O.C. Cooper Preceptorship	Houston-EnMed	Ryan Dougherty, PhD		ryan.dougherty@bcm.edu
		BCS-Reg	Robert Carpenter, MD		carpenter@tamu.edu
		Dallas-Reg	Vijay Giridhar, MD	806-470-7196	vijay.giridhar@bswhealth.org
			Neal Morgan, MD	210-482-0463	neal.morgan@bswhealth.org
		Round Rock-Reg	Rodney Lewis, MD	512-801-0831	rodney.lewis@tamu.edu
		Houston-EnMed	Bhargavi Patham, MD	713-441-4451	bpatham@houstonmethodist.org
			Ruby Shah, MD		rpshah@tamu.edu
			Amanda Arrington, MD		akarrington@houstonmethodist.org
S3.5	Endo Repro	BCS-Reg	Paul Brandt, PhD	979-436-0246	pbrandt@tamu.edu
		Houston-EnMed	Bhargavi Patham, MD	713-441-4451	bpatham@houstonmethodist.org
			Michael Pirics, MD	713-441-1026	mlpirics@houstonmethodist.org
	Evidence Based Medicine	BCS-Reg	Gregg Wells, MD, PhD	979-436-0780	gbwells@tamu.edu
		Dallas-Reg	Vincent VanBuren, PhD	512-341-4992	vanburen@tamu.edu
		Temple-Reg	Chris Johnson, MD	254-761-4444	chris.johnson@bswhealth.org
		Houston-EnMed	Rebecca Lee, MD		rwlee@tamu.edu
			Farid Omummi, MD, PHD		fomoumi@tamu.edu
	Transition to Clerkship	Dallas- Reg	Vijay Giridhar, MD	806-470-7196	Vijay.giridhar@bswhealth.org

		Round Rock- Reg	Roque Ruggero, MD		ruggero@tamu.edu
		Houston- EnMed	Erika Greene, MD	713-363-7310	egreene@houstonmethodist.org

Thread Courses	CSIEs	Round Rock-Reg	Rania Cannaday, MD	512-341-4929	cannaday@tamu.edu
		Dallas-Reg	Cristie Columbus, MD	214-820-2361	cristie.columbus@bswhealth.org
	CPCs	BCS-Reg	Jeanne Lo, MD	217-390-0910	jeannelo@tamu.edu
		Houston-EnMed-Medicine	Kamlesh Yadav, PhD	713-677-7521	Kamlesh.yadav@tamu.edu
	TBL	Houston-EnMed-Engineering	Nick Sears, PhD	713-677-7545	nicksears@tamu.edu
		BCS-Reg and EnMed	Heidi Frias, MD	979-291-9586	friasferreira@tamu.edu
	Medical Spanish		Fabiola Saldivar, MD	979-436-0523	msallivargarza@tamu.edu

Required and Recommended Textbooks

Please consult block/course syllabi for specific required or recommended textbooks, many are available as eBooks through the Medical Sciences Library. Textbooks for each course will be housed in the respective Canvas course. Log into Canvas→ Modules→ Resources→ Course Books and Resources from Library Services.

Posting and Recording of Curricular Material

[Canvas](#) is the Texas A&M University Learning Management System. It is the site the School of Medicine uses to store and distribute learning materials (handouts, slides, online learning modules, CSIEs, etc.), host lecture- and module-based quizzes, *post class announcements*, and maintain student grades. Each block/course in the Pre-Clerkship curriculum has a dedicated Canvas page where the course/block-specific content is available; both students and faculty have access to this. Because we have a paperless curriculum, students will not receive a printed copy of any materials. Students are expected to access class information via their computer or tablet and are encouraged to make direct annotations to the electronic documents.

Recording of Curricular Material

While most lectures in the Pre-Clerkship curriculum are recorded for students' educational use (not applicable at EnMed), learning sessions specifically listed as MANDATORY and all OPTIONAL review sessions are generally not recorded. Other curricular events with educational relevance are recorded as the need arises and if possible. These recordings are provided as a review tool only and should not be considered as a substitute for class attendance. Please be aware, it is the right of any faculty member to withhold a recorded lecture and to release only to those students who were absent for an acceptable reason.

Under normal conditions, recorded materials will be posted within 3 business days after completion of the event. Equipment failure, operator error, or other unforeseen problems may cause the delay or loss of recordings of curricular events. Given unforeseen events can occur that could affect the release of recorded materials, it is highly recommended for students to attend learning events during the week of exams.

- The recordings will be available to you within the MediaSite Collection of Canvas and will be associated with the appropriate block/course.
- If viewing problems arise, please contact oathelp@tamu.edu.

Video Conference Lectures

Expectations of Video Conference Lectures

- Video conference lectures are not cable or DirecTV/Dish quality. There are occasional pixilation and minor audio distortions.
- Some faculty may not be frequent users of video conferencing, so they will sometimes walk out of camera view, mumble, forget to put on a microphone, or forget to acknowledge other locations are participating in the event. Please be patient as they become more adept with video conferencing.

Student Video Conferencing Netiquette

(See the [Netiquette Guideline](#) adapted from: [Top 10 Tips for Good Zoom Hygiene and Etiquette in Education](#))

- Remember, while you may be in an informal environment, you are participating in a professional event, dress accordingly.
- Pay attention to your background and make sure your name is displayed correctly.
- Be on time, set your mic to "off" when entering the online room, and turn on your video; your instructor will let you know if it is okay to turn off your video.
- Consider using a headset with mic; it may enhance your hearing and speaking abilities, while also canceling distractions.

- Close any applications not needed for the learning event.
- Ask permission before taking a screenshot; in most cases, it is NOT okay to record the event.
- Raise your hand or use the raised hand icon feature in “Reactions,” rather than speaking over someone else. When you are through speaking, let others know.
- Ask questions and make constructive comments in the chat. Keep “private chats” professional. Remember, the chats are downloadable by the faculty and can be reviewed, including the “private” chats.
- Be sure to “Sign Out” or leave the meeting with the session is over.

Pre-Clerkship Attendance Policy

Reason for the Policy

This policy is intended to support learning while recognizing life events may affect attendance, and regular attendance of mandatory events has a positive effect on academic achievement and professional identity formation. This policy aligns with TAMU Rule 7, LCME 3.5 Learning Environment/Professionalism, and LCME 12.4 Access to Healthcare Services.

Scope

This policy applies to medical students in the Pre-Clerkship phase, including Semesters 1, 2, 3, and the first part of Semester 4, and relates to mandatory learning events, those events requiring attendance, as designated in course syllabi, the student Google calendar, and Canvas announcements.

Policy Statement

As part of professional identity formation, medical students are expected to attend mandatory sessions, arriving on time, fully prepared, ready for active participation, and staying through the completion of the learning event. Students must be in attendance for scheduled examinations.

Policy Procedure

For all planned absences from mandatory learning events, students are required to submit a *Pre-Clerkship Absence & Late Arrival Form* found [here](#), with appropriate documentation, a minimum of two weeks prior to the scheduled learning events. In the event of an unplanned absence, students are required to contact the course coordinator as soon as possible and to submit the absence form, along with appropriate documentation *within 48 hours of returning to school*. Pre-Clerkship leadership for each track will make decisions regarding the status of an absence, whether it is for an acceptable or unacceptable reason.

Definitions

- Absence — Failure to attend a mandatory event, arriving past the scheduled start time for a mandatory event by more than 10 minutes, or failure to sign-in to a mandatory event. Absences are tracked for professionalism.
- Late Arrival — Arriving or signing-in late for a mandatory event, defined as 1 to 10 minutes after the scheduled start time of the event.
- Mandatory Events — Learning events when attendance is required. These events are designated as mandatory in the course syllabus/schedule. Attendance is recorded at all mandatory events. Students are expected to arrive on time, to sign in on time, and to attend learning events to their completion.
- Non-mandatory Events — Learning events when attendance is not required, yet highly encouraged and expected as part of a professional education program. These events are designated as non-mandatory or optional in a course syllabus/schedule. For these events, students may choose to view the recording later, if available. Students are responsible for learning the content of all non-mandatory/optional events, as this may be testable material. Because recordings may take up to 72 work-day hours to be released, students should plan on attending each learning event during a test week. It is also important to note that not all sessions will be recorded and recording a session is at the discretion of the course director(s).
- Graded Activity — Evaluated task, part of the grading component as noted in a course syllabus.
- Semester — There are 3.5 semesters in the Pre-Clerkship phase:

- Semester 1: July – December
- Semester 2: January – May
- Semester 3: July - December
- Semester 4 (3+): January – February

Pre-Clerkship Attendance Policy Guidelines AY 2023-2024

This guideline serves as a *recommended procedure* for applying the Pre-Clerkship Attendance Policy for the Texas A&M University School of Medicine.

Expectation: It is the student's responsibility to attend all mandatory sessions, to check in on time, and to attend sessions through the scheduled end-time; additional time will not be added to complete a graded activity in the event of a late arrival.

[Pre-Clerkship Absence and Late Arrival Form \(EnMed\)](#)

[Pre-Clerkship Absence and Late Arrival Form \(Regular\)](#)

Late Arrival

- In the event of a late arrival, the student must complete the appropriate online form, for tracking purposes.
- Addressing Professionalism and Student Support:
 - First Late Arrival: Student must check-in with the course coordinator and complete the appropriate online form.
 - Second Late Arrival: Student must check in with the course coordinator, complete the appropriate online form, and meet with the course-codirector(s).
 - Third Late Arrival: Student must check in with the course coordinator, complete the appropriate online form, meet with the Assistant Dean of Pre-Clerkship or designee, and may be required to meet with the [Student Promotions Committee \(SPC\)](#).

Absence

- Planned Absence. Notify the Office of the Assistant Dean of Pre-Clerkship **at least two weeks prior** to upcoming absence by completing the appropriate online form. Note the mandatory event(s) that will be missed and include supporting documentation.
- Unplanned Absence. Notify the Office of the Assistant Dean of Pre-Clerkship as soon as possible in the event of an unplanned absence by completing the appropriate online form. Note the mandatory event(s) missed and *include* supporting documentation within 48 hours of returning to school.
- Addressing Professionalism and Student Support:
 - Missing up to 20% of mandatory sessions across a given course. The student will be required to:
 - Meet with course co-directors to determine if the student is making satisfactory progress, to discuss issues of professionalism, and to determine if the student requires support.
 - Students are encouraged to develop an action plan to address their progress and/or professionalism.
 - Missing more than 20% of mandatory sessions across a given course. The student will be required to:
 - Meet with the Assistant Dean of Pre-Clerkship and may also be referred to the SPC.
 - The intent of these meetings will be to address professionalism and to determine what additional supports the School of Medicine may be able to offer the student.
 - Missing 25% or more of mandatory sessions across the semester. The student will be required to:
 - Meet with the Assistant Dean of Pre-Clerkship and may also be required to meet with SPC.
 - The intent of these meetings will be to determine what additional supports the School of Medicine may be able to offer the student.

Signing in for Mandatory Sessions

- It is the students' responsibility to complete and verify the sign-in process.

- Addressing Professionalism and Student Support:
 - In the event the student is unable to sign-in on time, the student must contact the course coordinator, as soon as possible, to seek assistance in signing-in.
 - If the student does not verify attendance with the course coordinator, there is a risk the student will be counted as absent.
 - Checking in for another student or circumventing the check-in process is considered academic dishonesty and will subject students to disciplinary action, up to and including dismissal.

Graded Activities

- Late Arrivals
 - Students who arrive late yet arrive before the 10-minute grace period ends, may complete graded learning activity in the remaining allotted time.
 - Students who arrive for an exam after the 10-minute grace period, may complete the exam, but no additional time beyond the scheduled time will be allotted.
 - Students who arrive for an OSCE orientation after the 10-minute grace period, may be denied entrance and may have to make up the OSCE on another date and time to be determined by the Pre-Clerkship Program Manager or designee and based on the availability of the CLRC and SPs.
- Absences
 - Attending mandatory assessment sessions is expected and is an indicator of *professionalism*.
- Addressing Professionalism and Student Support:
 - Students who miss a mandatory assessment session due to an absence for an acceptable reason (Rule 7), will be able to make up the missed assessment(s) for a grade.
 - It is the student's responsibility to meet with the course coordinator to determine acceptable make up dates and times.
 - In some instances, the assessment cannot be replicated, and the course co-directors will determine if an alternative assessment will be offered.
 - Students who miss a mandatory assessment session due to an absence for an unacceptable reason will be expected to meet with the course co-directors to discuss the absence.
 - It is the student's responsibility to contact the course co-directors.
 - The course co-directors will determine if the assessment can be made up for a grade and will notify the course coordinator of the decision—who will then work with the student to determine make up dates and times.
 - In some instances, the assessment cannot be replicated, and the course co-directors will determine if an alternative assessment will be offered.
 - Missed assessments must be made up within 7 days of returning to school unless other arrangements have been approved by the Assistant Dean of Pre-Clerkship.

Reasons for Missing a Mandatory Session

- Acceptable Reasons (*See TAMU Rule 7*)
 - Physician-documented illness serious enough to prevent attendance
 - Participation in legal proceedings
 - Death or illness of a loved one
 - Observance of a major religious holy day
 - Presenting or representing the School of Medicine at a local, state, or national conference
 - Other situations may qualify as excused absences and will be evaluated by the Assistant Dean of Pre-Clerkship or designee on a case-by-case basis.
- Unacceptable Reasons
 - Routine appointments (e.g., annual physical exam, routine lab work, dental cleanings, utility/cable appointments)
 - Leaving early to go out of town (e.g., extending holidays, family vacations)

Attendance and Weather-Related Matters

- Dangerous Weather or Road Conditions

- Stay tuned to email and expect announcements from block/course and/or Pre-Clerkship leaders about impending plans and/or changes to the schedule.
- There will be times when inclement weather will strike one or more campuses, but not others. Be aware, campus closure/late start/early dismissal will be campus specific.
- It is highly advisable to utilize [HSC Alert services](#). You may also access the respective HSC-SOM website for additional details.

Pre-Clerkship Course and Examination Schedules

Course and examination schedules can be found in the Class of 2027 Google calendar linked here: [EnMed](#) and [Regular Track](#)

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

Examination Procedures and Policies

General Examination Information

Exams are conducted in person. Details regarding specific block and course examinations can be found within the respective block/course syllabus, and prior to each examination, students will receive a communication from their course coordinator with information regarding the number of questions on the examination and the amount of time to complete the examination. **NOTE: Students are required to bring their own laptop, AC adaptor, and Ethernet cable to the examination.** During the examination, students will be provided one laminated sheet and one marker at a time for notes and calculations.

After all students have taken the examination and faculty have completed a detailed examination question analysis, students receive a final examination score (both written and practical if a practical exam was given). Typically, examination results are released in Canvas within three to five working days following an examination but may take longer under certain circumstances.

Administration of In-Person Examinations

Pre-Clerkship blocks/courses adhere to NBME policy for all in-house examinations, including an examination check-in procedure. Check-in tables are located outside the lecture halls and open 30 minutes prior to the scheduled examination start time. Please be sure to check your email for any campus-specific check-in procedures.

At check-in, students are required to present a TAMHSC ID and sign in on the roster. Staff check each student's laptop and accessories to ensure only authorized items are brought into the examination hall, including:

- Laptop, AC power adaptor, and Ethernet cable
- Mouse and mouse pad
- Earplugs (headphones are NOT allowed)

For NBME examinations, all NBME rules are strictly enforced. **Students may not take the following in the examination room:**

- Backpacks, purses, or bags
- Coats, outer jackets, or headwear
- Hooded clothing
- Headphones
- Watches of any kind
- Reference materials (books, notes, papers)
- Food or drink (including water)
- Calculators
- Any other Bluetooth-enabled devices

Faculty and staff proctors assure consistent adherence to these policies. Further details about NBME rules can be found at: <https://www.nbme.org/support/exam-rules-and-conduct>.

For in-house examinations, NBME rules are strictly enforced as outlined above with the exception of portable electronic devices. All in-house exams are administered online using Exemplify computer-based testing software. Students are responsible for having their own laptop/tablet, AC adaptor, and Ethernet cable (and Ethernet-USB or Thunderbolt adaptor, if needed) for all examinations. **One** portable electronic device will be permitted for NetID Authentication purposes only. Campus specific instructions for collection of such devices will be communicated prior to the scheduled exam.

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

Upon completion of the examination, students should quietly assemble their belongings and return laminated sheets, markers, and NBME lab value sheet, if applicable, as instructed. Then students should quietly vacate the testing area and testing floor, as advised.

Student Feedback of Examination Performance

- For Regular Track only, the first two Foundation blocks/courses (FOM I and MGA), computer-based written and practical examination reviews occur. Examination reviews are conducted via Zoom and administered using Exemplify. Review of practical examinations, if applicable, are conducted first.
- Students can bring a printed grade report (written and practical exam) to the review session. Issues related to a specific question should be directed to the faculty lecturer or discipline leader after the review session.
- There are only 2 opportunities to leave the post-exam review:
 - Students may leave the Zoom room following the practical examination review, prior to release of the written examination password.
 - Once the written examination password is displayed, you may NOT leave the room until verification is received that you have successfully uploaded your downloaded examination.
- **If you downloaded a written and/or practical examination, regardless of whether you view the examination or not, it must be uploaded.**
- Backup computers are not provided during the examination review session. The student review must be taken on the same computer as the exam. No writing utensils are permitted during the exam review. A 360-degree view of exam review space will be done to ensure adherence to this regulation.
- For both the written and practical examinations, the examination review password is briefly revealed at the beginning of the review. At the conclusion of the review, students must submit a “blank” exam to clear the student’s computer. When finished reviewing exam, students must show a proctor the successful upload of the blank exam before leaving the Zoom session.

Review of Written Examinations (when applicable)

- Administered via Exemplify, for a duration of 30-minutes

Review of FOMI Practical Examinations

- Administered via Exemplify and the duration will be up to 20 minutes.
- There are NO reviews of Medical Gross Anatomy Laboratory Practical examinations (regular track only).
- NO additional options will be available to review the written or practical examinations.

For all other courses, the faculty, in general, ascribe to a two-tiered assessment system:

- Students are given low-stakes quizzes and self-assessments. These are designed to be a formative type of

assessment and help build a student's knowledge base. In general, students receive feedback about the quiz questions and answers, which helps form a deeper understanding of key concepts.

- Students are given high-stakes examinations and major assessments. These are designed to test the student's knowledge base and inform faculty of student achievement of learning objectives. For these summative assessments, students do not receive feedback about the exact question and answer. Rather, students receive a detailed Strengths and Opportunities report about their individual exam. These cover a variety of parameters, to guide self-appraisal, future learning, and preparation for standardized national assessments.
 - Thus, students are made aware of their gaps and strengths in areas such as discipline, competency-based learning objectives, and USMLE content.
 - Detailed analysis of item statistics by block/course leaders/directors is always performed on each high-stakes examination question, as is a review of student-generated comments from the examination itself. Issues related to a specific question or concept should be directed to the block/course leader, faculty lecturer, or discipline leader. Inquiries should be initiated via email with further discussion possible at the discretion of the faculty member.

Grading Policies

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

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

Block/Course Grades

Each final block or course grade is an independent grade submitted to the [Office of the Registrar](#) and will appear on the academic transcript as a Pass (100-70) or Fail (69 or below).

Passing a block/course in the Pre-Clerkship curriculum requires the student to:

- Earn an overall passing grade, defined as a numerical grade equal to or greater than 70%, for the block/course based on the calculation from the block/course grading scheme.
- Earn a cumulative weighted average passing grade of 70% or greater for all major assessments within the block/course.
- Meet any other course specific criteria as outlined in the course syllabus.

Each individual block/course grading scheme defines what constitutes "major assessments". The major assessments make up a minimum of 85% of the block/course grade. Successful block/course remediation is required if a student fails to meet any of the passing criteria listed above for the block/course, and most blocks/courses in the Pre-Clerkship curriculum can be remediated. In some circumstances, repetition of the entire course may be required. **It should be understood that successfully remediating a failed class does not change the fact that it was failed. Thus, a remediated class will still be counted as a failure of a course.**

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

Quizzes

A percentage of each block/course grade is derived from scheduled and unscheduled quizzes. Unscheduled quizzes consist of questions from lectures (all disciplines). Scheduled quizzes may be administered during online modules, Team-Based Learning (TBL) assessments, Clinical Synthesis and Integration Exercises (CSIEs), Clinicopathologic Correlations (CPCs), other sessions and laboratories (Histology, Gross Anatomy, Neuroscience). The number of questions for each quiz varies and the total number of quiz questions within each block/course is not predetermined. Please note, unscheduled quizzes are regarded in the same manner as the scheduled quizzes. Refer to specific block/course syllabi for specific quiz grade calculations.

NBME Customized Assessments

The National Board of Medical Examiners (NBME) Customized Assessments (CAS) are used in several courses in Pre-Clerkship. This NBME examination includes questions chosen from the NBME question bank. These questions have been permanently transferred from the United States Medical Licensing Examination (USMLE) or the NBME Subject Examinations pool. **Mandatory** attendance is required for all NBME CAS examinations.

Failures and Remediation Policies

If a student fails one block/course in the Pre-Clerkship curriculum, independent of block/course remediation status, the student is placed on Academic Warning by the [Student Promotions Committee \(SPC\)](#).

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

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

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

All students who fail a block/course are allowed to take the block/course remediation examination. If the SPC decision requires a student to repeat all Foundations or Organ Systems blocks/courses before the remediation examination has taken place, the student is still allowed to take the remediation examination to improve GPA by obtaining an F/P for a block/course grade instead of an F. Students need to know that remediation of a failed block/course does not constitute retaking the block/course.

Successful remediation does not erase the F grade in the block/course. The block/course grade on the student's transcript is recorded as an F/P. Remediation is an opportunity for a student to demonstrate competence in the failed block/course subject matter to a level acceptable to the block/course leadership. The numerical number sent to Student Affairs for GPA calculation is one (1) grade point per credit hour. Consult the [Texas A&M University Health Science Center School of Medicine Student Handbook](#) for further details about grade reporting. **For purposes of student probation or advancement, remediating a failed block does not change the fact it was failed.**

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

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

Professionalism

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

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

The AGGIE Core Values

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

Examples of Professional Behavior Include:

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

Examples of Unprofessional Behavior Include:

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

A complete description of Professionalism for Medical Students can be found in the [Texas A&M University Health Science Center School of Medicine Student Handbook](#) produced by the [Office of Student Affairs](#).

Curriculum and Faculty Evaluation

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

Completion of block and course evaluations is a mandatory exercise for all students. In addition, faculty are evaluated at various times throughout blocks and courses. You will be notified which instructors you are required to evaluate. If you do not receive a mandatory evaluation for an instructor and would like to provide feedback, please access and complete the [Virtual Feedback Form](#). All student responses are collected confidentially; the OEA can identify students in order to monitor evaluation completion. However, all student responses provided to course directors, teaching faculty, and administration will remain anonymous. Students are required to complete online evaluations of each block/course/instructor as assigned by the provided deadline. Noncompliance will be referred to the Office of Academic Affairs.

Students will receive instructions on how to access and complete the online curriculum evaluations during orientation.

In addition to completing ratings as part of the evaluation process, students have an opportunity to comment on the strengths and weaknesses of each block/course. Comments need to be constructive and professional to assure they are taken seriously and lead to improvement. The use of confrontational, derisive, or sarcastic language is not considered constructive nor professional and only diminishes the credibility of the evaluation. With this understanding, all ratings and comments are welcome. Constructive comments about individual teachers are also welcome. Students are encouraged to offer supporting comments expressing a positive learning experience to make the curriculum stronger.

An optional Virtual Feedback Form is available for all students throughout the year. All comments are anonymous and are collected periodically by the Office of Evaluation and Assessment and communicated to the appropriate parties. This form does not replace the Block/Course or Faculty evaluation. If a student has an immediate concern, please contact the block/course directors; for questions, please email the Office of Evaluation and Assessment at med-oea@tamu.edu.

Auditing Policies

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

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

Medical Sciences Library Resources

There are several options available to access required and recommended textbooks and other useful reference materials through Texas A&M University's Medical Sciences Library (MSL). EBook collections, including [Clinical Key](#) and [Access Medicine](#) databases, provide ebooks and learning reference material. For example, two required textbooks, *Netter's Atlas of Human Anatomy* and *Robbins & Cotran Pathologic Basis of Disease* (Big Robbins), are available through Clinical Key. The two recommended pharmacology textbooks are available through the Access Medicine database. In addition, Evidence-Based Medicine resources, *Bates' Visual Guide to Physical Examinations* and *First Aid Step Prep* books are available as electronic resources.

Many other resources are available in print format and may be checked out from the MSL at all SOM campus locations. Availability of both print and electronic resources may be checked in the MSL's catalog at <https://msl.library.tamu.edu/>. To access these electronic learning resources, go to: <https://tamu.libguides.com/medicine>.

Note there are many other texts and resources available at the MSL's website, including case studies.

Additional Resources

Pre-Clerkship leadership would like to reference the following policies outlined in the [Texas A&M University Health Science Center School of Medicine Student Handbook](#):

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

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

Office of Academic and Clinical Support Services

Erica Chance, Ed.D. | Assistant Director for Academic Support Services
Houston: WP 608 | 713.677.7670 | chancee@tamu.edu
Dr. Chance is primarily responsible for students in Houston.

Chris Diem '05, M.Ed. | Assistant Dean of Student Affairs
Temple: MEC 409 | 254.724.8814 | diem@tamu.edu
Mr. Diem is primarily responsible for students in Dallas and Round Rock.

Terri Toler, M.Ed. | Counseling and Development
Bryan: HPEB 1052 | 979-436-0956 | ttoler@tamu.edu
Ms. Toler is primarily responsible for students in BCS.

Sergio Vasquez, Med | Education Learning & Development Specialist
Dallas: Wadley Tower Suite 285 : 214-226-0836 | Sergio.vasquez@bswhealth.org

For appointments click [here](#) and then on the appropriate staff scheduling link.

Required Acknowledgement

Please be sure to acknowledge you have read, understand, and agree to abide by the policies and procedures stated in the Pre-Clerkship Student Manual by signing the electronic verification form.