Long School of Medicine
The University of Texas at San Antonio®







MD PROGRAM STUDENT HANDBOOK

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Welcome to the UT San Antonio Long School of Medicine

Introduction

The purpose of this handbook is to provide general information only. This document is not intended to, nor does it contain all policies and regulations related to prospective applicants or enrolled students. The provisions of this handbook do not constitute a contract, expressed or implied, between prospective applicants, enrolled students, or faculty members and The University of Texas System (UTS), The University of Texas at San Antonio Health Science Center (UTHSC), or the Joe R. and Teresa Lozano Long School of Medicine (Long SOM). Officials at the Long SOM reserve the right to change, modify, amend, or rescind this handbook, part or whole, at any time without prior notice. Changes become effective whenever the proper authorities/bodies determine so and will apply to both prospective applicants and enrolled students. Students will be informed by email of any substantive changes in Long SOM policies and regulations as soon as possible.

This handbook contains helpful and useful information for students as they progress through the undergraduate medical education (UME) program. Students are responsible for reading, understanding, and abiding by all UTS, UTHSA, and Long SOM policies and regulations. We encourage students to refer to the contents of this handbook often. The handbook can be found online on the Office for Undergraduate Medical Education intranet "My UT Health" and every class Canvas page.

Office for Undergraduate Medical Education

The Office for Undergraduate Medical Education (OUME), which provides an academic home with the support and resources students need to be successful in the medical education program, facilitates student professional identity development, and sustains their careers in medicine, is comprised of Admissions, Curriculum, and Student Affairs teams. OUME is located on the fifth floor of the Dolph Briscoe Library, suite 5.051. Visit the OUME intranet site for additional resources.

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Doctor of Medicine (MD) Degree Program Standards

Competencies and Objectives

The objectives and competencies for the educational program for the Doctor of Medicine (MD) degree program were initially developed and approved by the Long SOM Curriculum Committee in 2008. The most recent revisions were approved in 2020. The objectives and competencies are used to guide the curriculum and ensure that students who graduate have achieved competency in three (3) areas basic to being a physician by meeting the objectives listed under each.

ALTRUSIM. Medical students must be compassionate and empathetic in caring for patients and must be trustworthy and truthful in their professional dealings. They must act with integrity, honesty, and respect for patients' privacy and dignity.

KNOWLEDGE. Medical students must understand the scientific basis of medicine and be able to apply that understanding to the safe and effective practice of medicine. They must utilize self-assessment and self-knowledge to optimize their learning.

SKILLS. Medical students must acquire wide-ranging skills that will enable them to care for patients as a professional.

Every module, course and clerkship has learning objectives that connect back to the overarching objectives and competencies for the MD program.

- *Review the full list of competencies and objectives*



Technical Standards for Completion

Technical standards or essential abilities are academic performance requirements that refer to those physical, cognitive, and behavioral abilities required for satisfactory completion of all aspects of the medical curriculum and the development of personal attributes required by the completion of the medical school curriculum.

By accepting an invitation to interview, and by accepting an offer of acceptance, a student is acknowledging that they have read the Technical Standards below and can meet these standards, with or without reasonable accommodations. Once matriculated, if a student is unable to meet these technical standards with reasonable accommodations, the student may not be able to successfully meet the requirements of a medical degree.

- *Intellectual-Conceptual, Integrative, and Quantitative Abilities*
  The successful medical student will:
  - Comprehend and retain factual knowledge from readings and didactic presentations.
  - Independently gather information.
  - Analyze and synthesize learned material.
  - Apply information to clinical situations.

- *Observational Skills*
  The successful medical student will:
  - Have sufficient sensory abilities in order to support the procurement of a medical history and performance of the physical examination.
  - Understand that the diagnosis and delivery of patient care involves the sensory abilities of sight, hearing, smell and touch, and understand that sensory abilities naturally vary among people.
  - Exhibit the ability to achieve these goals using their available modalities.

- Communication Skills
  The successful medical student will:
  - Effectively communicate with patients and their families in person, in writing, and by other means available to the medical student
  - Gather detailed and complex information appropriately.
  - Explain medical information in a patient-centered manner.
  - Listen effectively recognizing, acknowledging, responding to emotions, and exhibiting sensitivity to social and cultural differences.
  - Communicate effectively and work cooperatively with all other health care team members for the good of the patient.

- Physical Abilities and Motor Functions
  The successful medical student will:
  - Have sufficient physical dexterity to master the technical and procedural aspects of patient care.
  - Exhibit sufficient strength to perform the essential duties.
  - Display adequate physical stamina and energy to carry out taxing duties over long hours for the care of patients.
  - Be able to understand and direct the methodology involved in such activities, if unable to independently perform these activities.

- Emotional, Behavioral, and Social Skills
  The successful medical student will:
  - Display emotional maturity and stability to function effectively under the stress that is inherent in medicine. Adapt and function proficiently in unpredictable circumstances or situations that change rapidly.
  - Effectively communicate with patients and their families in person, in writing, and by other means available to the medical student.
  - Gather detailed and complex information appropriately.

- *Ethics and Professionalism*
  The successful medical student will:
  - Display compassion, empathy, altruism, integrity, responsibility, and tolerance in all settings.
  - Employ sound judgment in the practice of medicine.
  - Commit to and exemplify the ideals of the profession of medicine and the community of health care professionals with whom they serve.
  - Explain medical information in a patient-centered manner.
  - Listen effectively recognizing, acknowledging, responding to emotions, and exhibiting sensitivity to social and cultural differences.
  - Communicate effectively and work cooperatively with all other health care team members for the good of the patient.

In addition to technical standards, a medical student must demonstrate ethical standards and the professional demeanor in interaction with peers, faculty, staff, patients, and their families. Students should be able to perform the essential functions listed with or without reasonable accommodation under the ADA and the ADAAAA guidelines. LSOM students or applicants who have questions about accommodations should contact the Office of Educational Support Services for more information.

LSOM provides reasonable accommodation to support qualified students. Reasonable accommodations may include and are not limited to technological adaptations or trained intermediaries, such as interpreters, who facilitate without supplanting the student's performance of an essential skill.

Students must attest to technical standards at two different points (1) As part of the TMDSAS application process and (2) prior to starting the clinical phase of the curriculum.

Graduation Requirements

The University of Texas System Board of Regents award the Doctor of Medicine (M.D.) degree upon a student's successful completion of degree requirements, recommendation by the Student Progression and Promotion Committee (SPPC) to the dean of the LSOM and certification by the dean to the president of the UTHSA. The requirements for a student to be recommended for graduation from the medical education program leading to the Doctor of Medicine (M.D.) Degree are available in the policy library.

- *Review the Graduation Requirements for the Doctor of Medicine (M.D.) Degree policy*

General Academic Progression Requirements

LSOM has specific academic progression policies for each year of the curriculum outlined in the Impact of Course Failure on Academic Progression policy. In addition, the overall progress and professional identity formation of medical students is monitored, assessed, and acted upon by the faculty to ensure consistency with program objectives and established policies. This is outlined in the Student Progression and Promotion Committee Authority and Oversight Policy. Students are advised to review both policies and are available in the policy library.

- *Review Impact of Course Failure on Academic Progression policy*
- *Review the Student Progression and Promotion Committee Authority and Oversight policy*

Learning Environment

Learning Environment & Student Mistreatment

LSOM is committed to creating an environment that promotes academic and professional success in learners and teachers at all levels. The institution strives to create an environment free of behaviors that can adversely affect the Teacher-Learner relationship. An environment where students, trainees, faculty, and staff work together, train together, and promote the highest level of patient care. All members of the LSOM medical education community have a shared responsibility to protect the integrity of the learning environment, a right to work and learn free of unlawful discrimination, harassment and mistreatment, and to report any incident in which that positive learning environment has been compromised.

- *Review the Learning Environment & Student Mistreatment policy*

Student Mistreatment

The LSOM is committed to maintaining a safe and supportive academic environment that is free of all mistreatment, whether intentional or unintentional, including but not limited to intimidation, disrespect, belittlement, humiliation, and abuse. Student mistreatment may take many forms which impact student performance. Student mistreatment in any form will not be tolerated.

Anyone who experiences or witnesses an incident of student mistreatment is encouraged to report the incident through the methods described in the procedures for reporting an incident of mistreatment, outlined in the Student Mistreatment Policy. During any investigation of a report of mistreatment, all precautions will be taken to maintain the confidentiality of the complainant to the greatest extent possible and appropriate action taken to protect against harm or any type of retaliation. Likewise, personnel actions taken by the school or university against a perpetrator may be confidential and not disclosed to the complainant.
Review Learning Environment and Student Mistreatment policy for reporting procedures

Notice of Non-Discrimination

UTHSA is committed to maintaining an environment free from discrimination in accordance with Title IX of the Higher Education Amendments of 1972, which prohibits discrimination on the basis of sex in education programs or activities. Visit the Office of Educational Support Services (OESS) Title IX webpage for more information about the University's Non-Discrimination Policies. For questions, to submit a report, or file a complaint regarding discrimination or sexual misconduct/sexual harassment, contact:

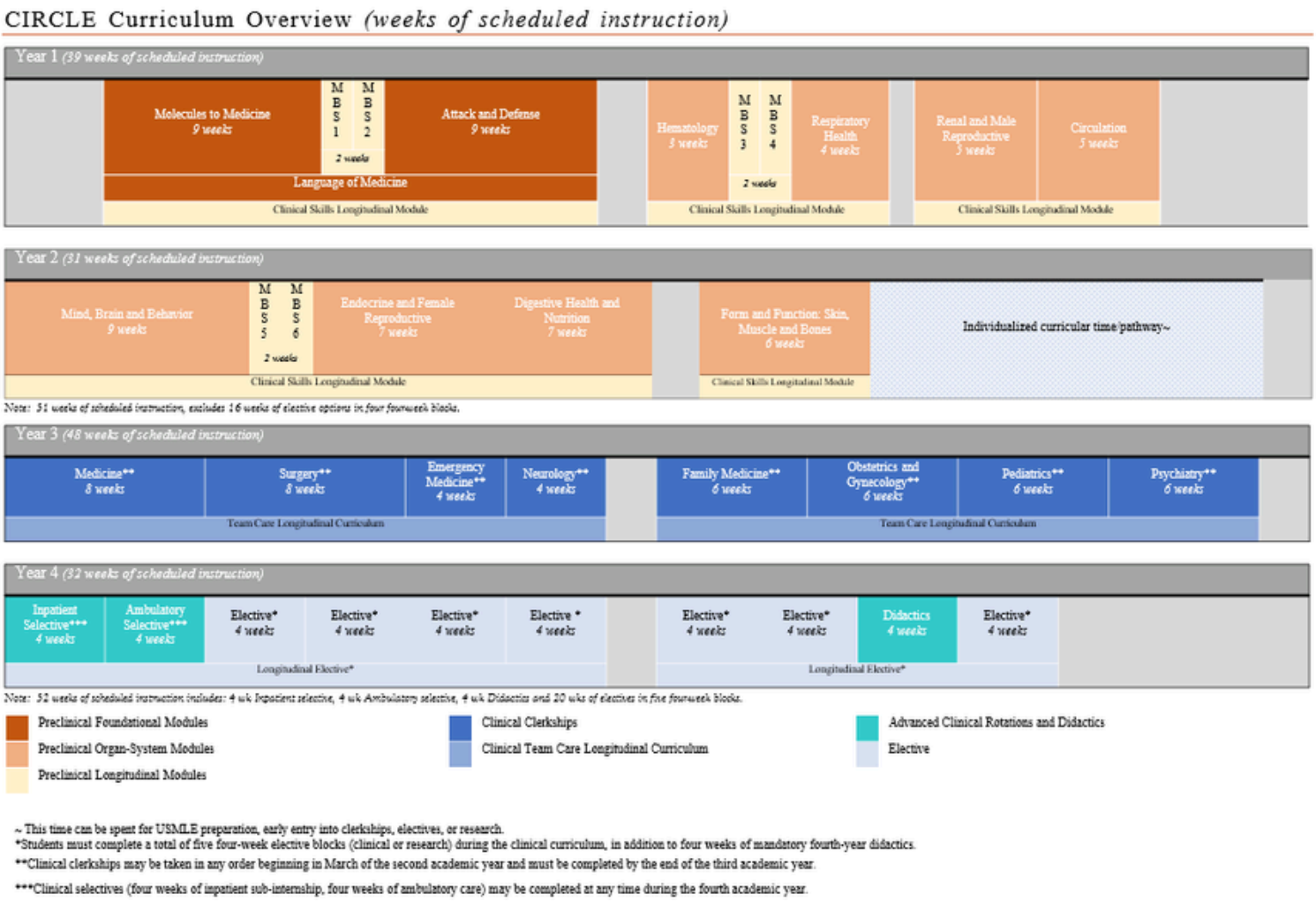
Kristin Hilty
Interim Title IX Coordinator
Email:TitleIX@uthscsa.edu
Phone: (210) 450- 8131

- *Notice of Non-Discrimination on the Basis of Sex*
- *Student Pregnancy and Parenting Non-Discrimination Policy*
- *Sexual Misconduct Policy*

The UT San Antonio Compliance Hotline is a confidential hotline available 24/7 for anonymous reporting.

Compliance Hotline: 1-877-507-7317

Curriculum Overview



~ This time can be spent for USMLE preparation, early entry into clerkships, electives, or research.
*Students must complete a total of five four-week elective blocks (clinical or research) during the clinical curriculum, in addition to four weeks of mandatory fourth-year didactics.
**Clinical clerkships may be taken in any order beginning in March of the second academic year and must be completed by the end of the third academic year.
***Clinical selectives (four weeks of inpatient sub-internship, four weeks of ambulatory care) may be completed at any time during the fourth academic year.

Updated: 191218, effective for Class of 2023 and beyond

Pre-Clinical Phase

Foundational Modules
The 20-month preclinical curriculum begins with three foundational modules, Molecules to Medicine, Attack and Defense, and Language of Medicine. Within each module, there is a progression of knowledge in a systematic fashion and weekly thematic content synthesized via a small group interactive patient case.

Organ-system Modules
There are eight sequential organ-system modules throughout the preclinical curriculum. The organ-system modules integrate anatomy, physiology, pathophysiology (pathology, histology), pharmacology, and clinical skills instruction for a comprehensive, cohesive curriculum that develops students' ability "to think like a doctor."

Longitudinal Modules
There are two longitudinal modules delivered throughout the preclinical curriculum: Medicine, Behavior, and Society (MBS) and Clinical Skills. MBS explores the areas of history, law, ethics, clinical, social, and cultural contexts of medicine as well as human behavior & development over the lifespan (cognitive, social, and emotional development from infancy to death). In Clinical Skills, students learn medical history-taking and physical exam techniques using standardized and real patients.

The preclinical phase of the curriculum concludes with students taking the National Board of Medical Examiners (NBME) Comprehensive Basic Science Exam (CBSE) and meeting established score benchmarks to progress to the clinical phase of the curriculum.

Clinical Phase

The clinical curriculum begins in March of the second academic year and allows flexibility in schedules for students to customize educational plans that align with their long-term career goals. A longitudinal educational experience, Exploring Clinical Medicine, delivers curricular themes that are common across all clerkships. Exploring Clinical Medicine includes topics such as quality improvement and patient safety, transitions of care, difficult patient encounters, professional communication, value-based care, climate change and effects on health, and more. Exploring Clinical Medicine is divided into three distinct, three-month courses, each culminating in a simulated clinical skills encounter that reflects the content covered during each course.

The clinical curriculum is comprised of 48 weeks of clerkships, eight weeks of selectives (four weeks of inpatient sub-internship and four weeks of ambulatory care sub-internship, which focus on systems of practice), 20 weeks of electives, and four weeks of didactics, which prepare students for their internships.

Core Clerkships
Students rotate in four-to-eight-week blocks of core clerkships, assuming increasing patient care responsibility commensurate with achievement of specific milestones and competencies. Clinical clerkships may be taken in any order beginning in March of the second academic year and should be completed to progress to fourth-year specific curricula.

Electives/Selectives
Electives expose students to additional medical specializations and consolidate core knowledge and skills, while selectives allow students to return to core specialties with advanced duties and responsibilities. Students are encouraged to take USMLE Step 1 promptly after the completion of the preclinical curriculum and then explore clerkships/electives to allow for much more flexibility to take advanced rotations throughout the clinical curriculum. This flexibility in the clinical schedule is particularly helpful for early match programs (ophthalmology, urology, and military), for programs which mandate away rotations (emergency medicine or orthopedic surgery), and for early USMLE Step 2 preparation. Selectives can be taken after the completion of the clerkships and consist of a four-week inpatient selective and a four-week ambulatory selective.

Dual Degree and Distinction Programs

Five dual degree programs are available to students. Both programs have separate application and degree requirements in addition to the Doctor of Medicine (MD) program. Visit each program's site to learn more.

- MD/PhD Dual Degree
- MD/OMS Dual Degree
- MD/MPH Dual Degree
- MD/MSAI Dual Degree
- MD/MBA Dual Degree

Students could pursue a degree distinction during medical school. A degree distinction demonstrates outstanding academic achievement in an area of scholarly work. The degree distinction programs require a student to meet additional requirements in addition to the MD degree requirements. There are currently three areas of distinction available: Research, Medical Education and Medical Humanities. Visit each to learn more about requirements.

- M.D. with Distinction in Research
- M.D. with Distinction in Medical Education
- M.D. with Distinction in Medical Humanities

Academic Policies and Procedures

Curriculum Governance

The Curriculum Committee (CC) is a standing committee that has the ultimate authority and responsibility for central oversight of the medical education curriculum, including the overall design, management, integration, evaluation, and enhancement of a coherent and coordinated curriculum. Voting membership consists of six preclinical Module Directors/Discipline Coordinators, three Clerkship Directors, one Fourth Year Course Director, three at large teaching faculty, and four medical students.

The CC has the following objectives:

- Define objectives which guide curricular content and provide basis of program evaluations for effectiveness;
- Ensure that student formative and summative assessments measure outcomes linked to defined curricular objectives which students receive in a timely manner;
- Define types of patients, clinical conditions, level of responsibility, and appropriate settings for student experiences;
- Incorporate opportunities for active learning, independent study, development of critical thinking and problem solving, demonstration of ethical behaviors and practice of communication skills into pedagogies and assess related student outcomes;
- Ensure comparable educational experience across sites within a discipline;
- Access expertise in curricular design, pedagogy, assessment, and evaluation methods;
- Utilize national norms of accomplishment as a frame of reference;
- Monitor content and workload in each discipline and identify gaps and redundancies;
- Evaluate both whole and component parts of the curriculum for achievement of medical education program objectives, revising curriculum continuously and with freedom from parochial, political or department pressures; and establish graduation requirements for M.D. degree candidates.

Preclinical Grade Composition

Each module and course of the pre-clinical phase of the CIRCLE curriculum is graded using a Pass/High Pass/Honors system. The following policy specifies the components that determine each grade.

- *Review Preclinical Grade Composition policy*

Clerkship Grade Composition

Each clerkship of the clinical phase of the CIRCLE curriculum is graded on an Honors/High Pass/Pass/Fail grading system. During the clerkships, a student is evaluated and graded on his/her ability to achieve appropriate levels of competency in clinical skills, knowledge and personal/professional attributes as outlined in each clerkship grading policy.

- *Review Clerkship Grade Composition policy*





Posting of Final Grades

All final preclinical module/course grades must be made available to students within 4 weeks of the last day of the modules/courses. Final clerkship grades must be made available to students within 6 weeks of the last day of the clerkships. All final grades in the curriculum will be submitted to the Office for Undergraduate Medical Education (OUME) and certified by the Student Progression and Promotions Committee (SPPC).

GPA and Class Rank Calculation

The Long School of Medicine uses an Honors/High Pass/Pass/Fail grading system for required preclinical modules and core clerkships. For GPA and class rank purposes, grades are assigned the following numeric values:

Grade	Grade points
Honors	4.0
High Pass	3.5
Pass	3.0
Remediated Pass	2.0
Fail	0.0

A course grade of Fail is recorded as Incomplete until the student completes remediation, withdraws, or another remediation plan supersedes the original grade. Once successfully remediated, the course is recorded as Remediated Pass and calculated as 2.0 grade points in the GPA.

The GPA calculation includes only required preclinical modules and required core clerkships. Electives are graded Pass/Fail and are not included in the GPA or class rank calculation.

Each required preclinical module and core clerkship is assigned a weighting factor based on its length and/or educational time. A student's grade points in each required course are multiplied by that course's weighting factor. These weighted grade points are then used to calculate the student's GPA.

The School of Medicine calculates GPA and class rank at two points:

1. Preclinical Phase GPA. Calculated at the conclusion of the preclinical curriculum. This GPA includes only required preclinical modules.
2. Final GPA. Calculated after the deadline by which all core clerkships must be completed during the fourth year, as specified in the academic calendar. This GPA includes both required preclinical modules and required core clerkships.

For the Final GPA, the preclinical curriculum and the core clerkship curriculum are each weighed equally, with each contributing 50% to the Final GPA. This equal weighting reflects the importance of both foundational medical knowledge and clinical performance, while recognizing that core clerkships involve substantial clinical contact time and application of knowledge in patient care settings.

Elective courses, regardless of when they are completed, are not included in the GPA or class rank calculation.

The LSOM's GPA and class rank calculations must accurately reflect the coursework taken by students within the current curriculum and their relative performance within that coursework. The above text and following policy apply to all students who matriculated into the first year of the LSOM CIRCLE Curriculum in 2018 and beyond. This excludes students who matriculate with advanced standing.

- *Review the GPA and Class Rank Calculation under an Honors/High Pass/Pass/Fail System policy*

Elective/Selectives

Earlier clinical elective experiences afford students the opportunity to gain exposure to and deepen their understanding of different medical specialties, allowing them to reflect on their career interests and individualize their curriculum based on their personal academic interests. To that end, students in the second year of medical school that have successfully completed the preclinical curriculum are eligible to participate in clinical elective courses. Clinical electives include all clinical rotations, research, off-site rotations, and international experiences not designated as clerkships.

Students are required to complete 4 weeks of inpatient selective and 4 weeks of an outpatient selective. The inpatient selective is designed as a bridge between the role of third-year clerk and the highly active, responsible role of the intern. The fourth-year medical student will act as a "sub-intern," serving as an integral member of the team participating in all team activities. The majority (more than 50%) of clinical activities should occur in the inpatient, ward, or ICU setting. The ambulatory selective is designed to increase the student's recognition of systems of care and their effect on patient care. Both selectives must be completed in residence at the LSOM.

Completion of electives/selectives at any time after completion of the preclinical curriculum count towards the 20 weeks of electives, 4 weeks of inpatient selective, or 4 weeks of outpatient selective necessary for degree requirements.

Grades for Electives and Selectives
The final grade for a clinical elective/selective will be pass or fail based on the student's ability to demonstrate competence and professionalism within that elective as set forth by the grading policy for that elective/selective.

- *Review For-Credit Elective policy*

Longitudinal Elective Requirements
All longitudinal elective courses must have beginning and ending dates that fall between the first and last blocks of the fourth academic year. Students must enroll in the longitudinal elective by the census date of the fourth academic year. Students receive credit for longitudinal electives as follows:

- Courses with 40-79 total contact hours receive 2 credit hours.
- Courses with ≥ 80 total contact hours receive 4 credit hours.

Students can receive a maximum of four (4) credit hours from successful completion of longitudinal elective coursework. This can be achieved from successful completion of one course with four (4) credit hours or two courses each with two (2) credit hours.

Enrichment Electives
In addition to the required curriculum, the LSOM offers several optional enrichment elective courses (with prefix ELEC) that earn no formal credit (0-credit course). Enrichment electives are taken to expand knowledge and expand clinical/interpersonal skills; however, some enrichment electives are prerequisites for preclinical students who want to participate as members/leaders of the student faculty collaborative practices or Cheever Center for Medical Humanities and Ethics (CCMHE) global health efforts. A completed enrichment elective course is listed on the medical school transcript, but no formal credit is earned for completing the course toward degree requirements.

- *Review Enrichment Electives policy*

Progression and Promotion

Student Progression and Promotions Committee

The Student Progression & Promotions Committee (SPPC) is a standing committee of the LSOM Faculty Assembly charged with reviewing the academic progress and professional development of each student during all components of the four-year medical education program, making recommendations to the dean and dean delegates. The SPPC has primary responsibility for recommending for graduation only those candidates who have satisfactorily completed all graduation requirements and demonstrated the professional conduct appropriate for a physician. Annually, the committee shall present MD degree candidates to the Clinical and Basic Science Chair members of the LSOM Leadership Council for graduation certification per the LSOM Faculty Assembly. Voting membership of the SPPC consists of three at-large teaching faculty, six teaching faculty from foundational curriculum, and six teaching faculty from clinical curriculum. The SPPC has the following specific objectives:

- Review all final grades, evaluations and scores for each student failure and endorse or recommend exceptions to the remedial and/or repeat guidelines;
- Track individual progress for each student for whom a final grade of "F" has been recorded for the remainder of the student's educational program;
- Track progress of individual students on a leave of absence or independent study;
- Endorse or recommend exceptions to the academic action guidelines (including warning, probation, suspension, or dismissal) for students failing to meet pre-set milestones for satisfactory progression;
- Recommend promotion (and graduation) for qualified students;
- Ensure that students recommended for graduation meet professional standards of conduct for physicians; and
- Monitor and advise regarding breaches of professionalism.

Interruptions to Academic Progress

Non-Academic Reasons
Students may elect to take a Leave of Absence from the LSOM. Some reasons for LOA include, but are not limited to, medical/health reasons, personal reasons, research/special study, etc.

Students must first meet with the Associate Dean of Student Affairs, or designee, and if approved, then the Office of Undergraduate Medical Education will complete the 'Student Clearance Form' to the Office of the University Registrar. It is the student's responsibility to follow return instructions and contact the Associate Dean of Student Affairs for advisement 90 days prior to the agreed upon return date for preclinical students and 180 days prior to the agreed upon return date for clinical students. Upon return from the LOA, the student will resume course/clinical work.

Fitness for Participation Policy.
Students are expected to participate in all educational, clinical, research, extracurricular, social, and University-sponsored activities safely, professionally, and productively, whether on or off campus. A student may be referred under this policy when behavior raises concern about their ability to participate safely or effectively. Concerns may involve substance use, physical or mental health conditions, behavioral issues, or other circumstances affecting safe participation. Students are encouraged to seek support voluntarily through university or off-campus resources, including Student Counseling, Wellness 360, Educational Support Services, and disability accommodations when appropriate.

Urgent concerns involving possible harm, emergencies, or criminal conduct should be reported immediately to University Police and/or 911. Other concerns should be reported to the appropriate Student Affairs Office, Dean or Designee, or Behavioral Intervention Team.



After review, the Dean or designee may determine that the student is fit to participate, may temporarily restrict participation, or may require a Corrective Action Plan. Students receive written notice and an opportunity to respond. A Corrective Action Plan may include support services, required training, or an off- campus fitness assessment. Failure to comply may delay return to activities or result in disciplinary action. When the student completes the required plan, the Dean or designee will confirm resolution in writing. If concerns continue or return, additional action may be taken under applicable University policy.

- *Review Fitness for Participation policy*

Academic Reasons

Remediation

Students who fail to meet minimum passing standards in a preclinical module according to benchmarks established by the program may be eligible for a remediation program relevant to the aspect of the course in which the student did not meet passing standards. Eligibility depends upon prior performance in other courses and remediation plans.

- *Review Remediation Framework in Preclinical Modules policy*

Repeating Coursework

Effective performance as a physician demands a high standard of achievement sustained over time. Repeated demonstration of an inability to meet minimum passing standards for acceptable performance by a medical student is cause for concern, and it is incumbent upon the LSOM to have a process in place to review such students for their suitability to continue the path to a medical degree.

Any student who fails to meet minimum passing standards in a preclinical module, clerkship, mandatory clinical or didactic course, or clinical elective is subject to review under the following policy. Students who fail to meet minimum passing standards at the conclusion of any LSOM course are subject to review of their performance in previous coursework. Failure to meet minimum passing standards in more than one course between the time of matriculation and graduation may result in requiring the student to repeat a portion of the curriculum or may result in dismissal.

- *Review Impact of Course Failure on Academic Progression policy*

Dismissal

Students may meet criteria for dismissal from the LSOM via the above policies. Additional criteria for dismissal from the LSOM are outlined in the policy below.

- Review *General Academic Progression and Professionalism Requirements for The MD Degree Program*

Appeals

Academic Grievances (informal/formal appeal process)
An academic grievance is a complaint regarding an academic decision or action that may affect a student's academic record and/or concerns adversely influencing a student's academic status. Examples include, but are not limited to, examination score, module, course or clerkship grades, clinical course narrative comments, remediation, repetition, suspension, probation, professionalism sanctions, and dismissal.

The LSOM recognizes a student's right to due process and the need to assure that student academic grievances are handled fairly, equitably and in a timely systematic manner. A medical student may choose to resolve an academic grievance in the preclinical and clinical phases of the curriculum through either an informal or formal appeal process. However, adverse actions require special attention that includes an opportunity to respond to impending actions related to advancement, graduation, or dismissal. In those cases, the Adverse Action policy takes precedence over other appeal processes. The following policies outline the processes for each.

- *Review the Academic Grievance policy*
- *Review the Adverse Action policy*

Nonacademic grievance
A nonacademic grievance is a student complaint regarding the interpretation, application, or claimed violation of a student's rights for which the student seeks a remedy. This policy does not apply to complaints involving sexual misconduct or discrimination, which are addressed under separate institutional policies.

LSOM recognizes a student's right to due process and the need to assure that nonacademic grievances are handled fairly, equitably, and in a timely, systematic manner. A medical student may pursue a nonacademic grievance by submitting the concern in writing to the Associate Dean for Student Affairs, who facilitates review and resolution with the appropriate individuals, offices, committees, or departments. If the student is dissatisfied with the proposed resolution, the student may appeal to the Dean of the Long School of Medicine, whose decision is final except for limited procedural appeals under applicable institutional policy.

- *Review the Nonacademic Grievance policy*



Licensing Examinations

National Board of Medical Examiners (NBME) Comprehensive Basic Science Exam (CBSE) Requirements

It is essential that medical students meet required benchmarks that lead to medical licensure. Although designed for the purpose of licensing physicians, pass/fail metrics on the United States Medical Licensing Examination (USMLE) Step 1 are used by graduate medical education programs in decisions to interview and rank medical students for residency positions. It is therefore incumbent upon the LSOM to establish policies pertaining to successful performance on USMLE Step 1 to ensure that graduates meet at least minimal licensing requirements and to optimize career outcomes for our students.

All students must take the CBSE at the date and time established by the Office for Undergraduate Medical Education (OUME). Inability to test on this date may delay planned coursework. Students who miss testing on this date must participate in the testing algorithm by taking the CBSE at the next offered opportunity. Students are subject to a testing algorithm and to meeting score benchmarks established by the OUME to progress to the clinical/elective phase of the curriculum, including core clerkships.

- *Review Student Progress Based on NBME CBSE Performance policy*

United States Medical Licensing Examination (USMLE) Requirements

The NBME and the Federation of State Medical Boards jointly sponsor the USMLE. A passing score on each portion of USMLE is accepted by medical boards in every state as evidence of core competencies to practice medicine. The current required exams are USMLE Step 1, USMLE Step 2 CK (Clinical Knowledge), and USMLE Step 3. The USMLE Step 3 exam is taken after medical school graduation.

It is essential that medical students meet required benchmarks that lead to medical licensure. Although designed for the purpose of licensing physicians, scores on USMLE Step 1 and USMLE Step 2 CK are often used by graduate medical education programs in decisions to interview and rank medical students for residency positions. It is therefore incumbent upon the LSOM to establish policies pertaining to the timing and passage of USMLE portions to optimize career outcomes for students and to ensure that graduates meet (at least) minimal licensing requirements. Students must take and pass USMLE Step 1, and Step 2 CK to graduate from the LSOM. Review each policy for specific testing deadlines and attempt limits.

USMLE Step Exam Policies	Testing Deadlines "at a glance"
Student Requirements for USMLE Step 1 Exam	• Recommended by September of the chronological fourth year of the medical curriculum. • Result by December 31 of the fourth year
Student Requirements for USMLE Step 2 Exam	• Recommended by September of the chronological fourth year of the medical curriculum. • Required by December 31 of the chronological fourth year of the medical curriculum.

Program Policies and Professional Expectations

General Policies

Student Email Communication
The LSOM uses email for official correspondence with students. An official UTHSCSA live mail email address is required for all students. The school expects that every student will receive email at his or her live email address (e.g., mstudent@livemail.uthscsa.edu) and will read email on a frequent and consistent basis in recognition that certain communications may be time critical. A student's failure to receive and read LSOM or University communications in a timely manner does not absolve that student from knowing and complying with the content of such communications.
Students may elect to redirect (auto-forward) email sent to their UTHSCSA live mail email address. Students who redirect email from their official UTHSCSA email address to another address do so at their own risk. If email is lost because of forwarding, it does not absolve students from the responsibilities associated with communications sent to their official UTHSCSA live mail email address.

Student Employment
Due to the intensity of the medical curriculum, students are encouraged to refrain from outside employment during the academic year. Students who feel employment is essential are advised to consult with the associate dean for student affairs before accepting employment offers. Some opportunities for employment are available for students in good academic standing such as tutoring through the Office of Student Affairs.

Change of Personal Information
Students may change their personal biographical information (address, phone number, etc.) in person at the Office of the University Registrar, or by logging on to the online My Student Center. Changes made in person are processed within 48 business hours, while changes made by students online are instantaneous. Students should note that name or social security number changes require supporting legal documentation. Changes can be processed in person at the Office of the University Registrar or by submitting the Change of Information form with supporting documentation to registrars@uthscsa.edu. For more information, please contact the registrar's office at 210-567-2621 or at registrars@uthscsa.edu.

Professionalism

Code of Professional Conduct
Medical students are expected to maintain the highest standards of professional and ethical conduct not only with patients, but also with peers, faculty, and staff of UTHSA and the broader community. The LSOM, UTHSA, and the UT System (UTS) have written expectations of professional conduct. The Code of Professional Conduct in the LSOM governs the expected behavior of medical students. Each module, clerkship or course director may also develop written expectations of professional conduct. These expectations are distributed to students, or posted for each module, clerkship, or course.

Administration of the Code of Professional Conduct for Students
Students are promoted in the medical education program based on performance in the domains of medical knowledge, clinical skills, and professionalism/altruism; therefore, any breach of professionalism carries academic consequences. A report of professional misconduct is investigated in accordance with previously established policies and procedures within the LSOM, UTHSA, and the UTS.

A potential violation of professional conduct is reported to the associate dean for student affairs (or designee) who meets with the complainant to determine the charges and to explain the investigative process as guided by the Administration of Code of Professional Conduct for Student policy.

- *Review Administration of Code of Professional Conduct for Student policy*

Scholastic Dishonesty
Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, submitting a false attendance request, falsifying proof of attendance, submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. Any such act constitutes a violation of the Code of Professional Conduct by the student.

- *Review Code of Professional Conduct*

Social Media
The appropriate use of digital technology and social media by students in medical education will serve to promote academic success in students and prepare them for successful careers in medicine. Social media platforms are powerful communication tools with the potential to have significant personal and professional influence. Given this potential, LSOM has drafted the following guidelines to help clarify how best to enhance and protect your personal and professional interests when participating in social media. These guidelines are meant to serve as a guide for users of all current and future social media platforms. Both in professional and institutional roles, students should follow the same, if not better, behavioral standards online as they would in life. The same laws, professional expectations, and guidelines apply online as in the real world.

General Principles
1. Follow all applicable institutional, LSOM and clinical training site policies/guidelines. For example, you must not share confidential or proprietary information about any entity, and you must maintain patient privacy. Among the policies most pertinent to this discussion are those concerning patient confidentiality; computer, e-mail, and internet use; HIPAA and FERPA; photography and video; and release of patient or student information to the media.
2. Be professional, use good judgment and be accurate and honest in your communications; errors, omissions, or unprofessional language or behavior reflects poorly on you or the LSOM, and may result in liability for you or the LSOM. Be respectful and professional to fellow employees, business partners, competitors, faculty, students, and patients.
3. Social media is "real life." Behavior in social media is no different from e-mail, public speech, classroom lecture, conversation with friends, or a poster on a wall, with the exception that it is always available in cyberspace. Anything considered inappropriate offline is also inappropriate online. When in doubt, it is better not to share.
4. When you are a member of the LSOM community, but acting in social media as an individual, make it clear that you are expressing your own opinion and not that of the LSOM or UT Health San Antonio.
5. Ensure that your social media activity does not interfere with your work commitments.

Responsibility to Patients and Trainees
1. The LSOM strongly discourages "friending" of patients on social media websites. Providers (faculty, house staff, or other staff) in patient care roles should not initiate or accept friend requests except in unusual circumstances such as the situation where an in-person friendship predates the treatment relationship.
2. The LSOM strongly discourages personnel in management or supervisory roles from initiating "friend" requests with trainees they manage. "Friend" requests may be accepted if initiated by the trainee, and if the supervising personnel do not believe such contact will negatively impact the work relationship or pose potential bias regarding the trainee.

Guidelines
The following guidelines outline appropriate standards of conduct related to all electronic information (text, image, or auditory) and social media that is created or posted externally on social media sites by students at the LSOM. It applies to postings on: LSOM hosted sites; social media or discussion forms (e.g., Reddit, Student Doctor) in which one's affiliation is known, identified, or presumed; or a self-hosted site, where the views and opinions expressed are not intended to represent the official views of the LSOM.

1. Take Responsibility and Use Good Judgment. You are responsible for the material that you post online. Be courteous, respectful, and thoughtful about how others may perceive or be affected by postings. Understand that content contributed to a social media site could encourage comments or discussion of opposing ideas. Responses should be considered carefully considering how they might reflect on you and/or the institution.

2. Think Before You Post. Anything you post is highly likely to be permanently connected to you and your reputation through the internet. Search engines can turn up posts years after they are created, and comments can be forwarded or copied. Future residency directors and employers can often access this information and may use it to evaluate you.

3. Protect Confidentiality and Privacy. Do not post confidential information about the LSOM, patients, students, faculty, or staff. Adhere to all applicable privacy and confidentiality policies, such as HIPAA. Even if an individual is not identified by name, if there is a reasonable basis to believe that the person could still be identified from the information, then its use or disclosure could constitute a violation of HIPAA. Additionally, online activities regarding patients that may compromise a patient's personal dignity or otherwise make them question the confidentiality of services provided are prohibited. Disclosing information about patients without written permission, including photographs or potentially identifiable information, is prohibited. These rules also apply to deceased patients and to posts in the secure section of any social media platform, even if it is accessible only to a selected group. Those who share confidential or proprietary information do so at the risk of disciplinary action.

4. Protect the Security of Yourself and Others. Activities that compromise security are those that make you personally vulnerable (such as disclosure of your location). It is important to be aware of one's vulnerability and discoverability on the Internet and in the public domain. Photos can be traced to a place and time, and it is important to be aware of not only the liability that this can cause in a patient care setting, but also the threat to safety and security that it poses in a more personal setting.

5. Respect Work and Educational Commitments. Respect institutional and educational time and property. Expect no privacy when using institutional or clinic computers. Be aware that clinical sites may have individual policies by which you must abide. Ensure that your blogging, social networking, and other external media activities do not interfere with your work or educational commitments. You should limit participation in social media activities during classroom or clinical time unless required; incidental use occurring during breaks or in a manner that is consistent with other general internet use is not prohibited by these guidelines.

6. Identify Yourself and Use a Disclaimer. If you communicate on social media about the LSOM, disclose your connection with the school and your role. If you identify your affiliation to the LSOM online, it should be clear that the views expressed are not necessarily those of the institution and that you are speaking for yourself. A disclaimer, such as, "The views expressed on this [blog; website] are my own and do not reflect the views of my school/employer," may be appropriate.

7. Respect Copyright and Fair Use Laws. For the LSOM's protection as well as your own, it is critical that you show proper respect for the laws governing copyright and fair use of copyrighted material owned by others. Do not use the LSOM logos or any other UT Health SA images, iconography, trademarks, or proprietary graphics on personal social media sites that would create the appearance you are speaking on behalf of the LSOM or UT Health SA.

8. Protect Proprietary Information. Do not share confidential or proprietary information that may compromise the LSOM's business practices or security. Similarly, do not share information in violation of any applicable laws or regulations.

9. Failure to abide by the LSOM social media guidelines may lead to disciplinary or remedial action. It is not the LSOM's intention to regulate the protected off-duty conduct of students. Those who become aware of information considered inappropriate or in violation of these guidelines are encouraged to contact a supervisor, faculty, administrator, or the associate dean for student affairs. Any allegation of unprofessional online behavior will be handled in accordance with the Administration of Code of Professional Conduct for Students policy.

Related/relevant policies and guidelines:

- UT Health SA, Graduate Medical Education Policies, Use of Internet and Social Networking Sites
- University Health Systems, Personal Use of Social Media policy (UH policies are posted on the Intranet site and can be accessed via the network or if logged in through Citrix)
- Department of Veterans Affairs, Privacy of Persons Regarding Photographs, Digital Images and Video or Audio Recordings

Attendance and Leave

Attendance/Leave Requests

Short-term Planned and Unplanned

Medical school is a full-time endeavor; therefore, students are expected to make their medical school schedule their highest priority. Students are expected to be present, punctual, and prepared for all patient care and educational activities. Absences are expected only in unusual and specific situations. Students are responsible for requesting short-term leave in accordance with the Short-Term Absence Policy and for make-up work missed during an approved absence. Make-up work for absences that are not excused will not be permitted and may impact a student's grade.

- *Short-Term Absence policy*

QUICK LINK Online Absence Request Form

Extended *Leave of Absence (LOA) Requests*

A student may need to take a break from the medical education program due to special circumstances. Knowing how to navigate an LOA and considering the ramifications of doing so are important. Taking a LOA may delay graduation or other milestones within a student's career. Per the Student Background Check policy, a student who takes a LOA or has a break in enrollment may be asked to complete a repeat background check prior to returning to the program.

There are many acceptable reasons for an LOA; some reasons may include:

- Research
- An additional graduate degree
- An international educational opportunity
- Extramural elective opportunities (outside of medical school)
- Family leave or medical leave
- Additional time to study for boards
- Customized curriculum
- Other personal reasons

Students considering a LOA (voluntary/involuntary) must meet with the associate dean for student affairs (or designee) to review relevant policies and procedures.

QUICK LINK: Return from Leave of Absence Form (University Registrar)

Clinical Expectations

Supervision of Medical Students in Clinical Learning Environments

A medical school must ensure that medical students in clinical learning situations involving patient care are appropriately supervised at all times to ensure patient and student safety, that the level of responsibility delegated to the student is appropriate to his or her level of training, and that the activities supervised are within the scope of practice of the supervising health professional.

The LSOM ensures appropriate levels of supervision of medical students during the entirety of their undergraduate medical education program. Through clerkship directors, course instructors, and the Office for Undergraduate Medical Education (OUME), the medical school collaborates with all clinical affiliates to ensure that the delivery of medical student education is of the highest quality, and that it occurs in a learning environment that is safe for all students, house staff, hospital staff, and most importantly, patients. Inherent in the affiliation agreements between the medical school and clinical partners is the requirement that the medical school appoints and assigns faculty members who are responsible for medical student teaching and assessment, and that the clinical partner will not permit students to render unsupervised patient care and/or services. The clinical partner and its staff will provide supervision of student educational and clinical activities as is reasonable and appropriate to the circumstances andto the student's level of training.

Per the below policy, supervisors of medical students must be aware of their student's level of training and the learning objectives of the course or clerkship. The supervisor determines the appropriate level of supervision by considering the clinical site policies; complexity of the situation or procedure; risk for adverse events; and the medical student's level of training, demonstrated competence, maturity, and responsibility. Students may only participate in procedures and other clinical activities when they are judged by their clinical supervisor to be adequately prepared to do so.

Medical students may decline performance of any procedure requested by a supervisor if they feel uncomfortable or for any reason are unable to do so, without concern for retaliation. Should there be any concern regarding clinical, administrative, professional, educational, or safety issues during a rotation, students are encouraged to immediately contact the supervisor, clerkship/course director, or Associate Dean for Student Affairs.

- *Review Supervision of Medical Students in Clinical Learning Environments policy*

Non-Involvement of Healthcare providers in Student Assessment

To ensure that students are evaluated based on commonly agreed upon performance measures that are independent of confidential or protected health information, healthcare professionals who provide medical and/or psychological/psychiatric care to medical students must:

- have no role in the formal academic or professionalism evaluation of medical students at the present or future time.
- have no role in advancement/progression/graduation of medical students at the present or future time.
- recuse himself/herself from the formal academic or professionalism evaluation of medical students and from academic or professionalism decisions of advancement/progression/graduation of medical students, if a dual relationship with medical students is anticipated or is discovered, and, when appropriate and without breaching confidentiality, alert a dean for student affairs immediately.

To be certain appropriate care is provided students should follow the following guidance:

- seek medical care through the Wellness 360 Employee and Student Health located in in the School of Nursing Building, Rm 1.422
- seek psychological/psychiatric care through the Student Counseling Center (SCC), located in the Dental School Building, Room 3.100R.1.
- when seeking care, inform staff in the Student Health Center and the SCC that they are students at the LSOM.

- *Review Non-Involvement of Healthcare Providers in Student Assessment policy*

Duty Hours
The LSOM has duty hour standards for students on clinical rotations to minimize the negative effects of long hours and sleep loss on student performance, learning, and well-being. Duty hours include all clinical and educational activities related to the clinical student program (e.g., direct patient care, administrative duties related to direct patient care, the provision for transfer of patient care to another provider, time spent at a clinical site during assigned on-call duties, and scheduled academic/educational activities such as conferences). Duty hours do not include individual study and preparation time spent away from clinical sites, nor travel to/from a clinical training site or the medical school for educational activities.

Students are instructed to alert their clerkship directors if duty hour limits have been exceeded or if assignments and clinical duties will result in duty hour limits being exceeded. Students may also anonymously report duty hour violations on their end-of-clerkship evaluation form OR to the 24hr/365 days/yr. compliance hotline: 1-800-500-0333.

- *Review Medical Student Clinical and Educational Work Hours Policy*

Required Attire
During the preclinical curriculum, students spend most of their time in lectures, small group sessions, laboratories, or other activities that do not involve patient contact. At such times, students are expected to dress comfortably, without detracting from attentiveness and learning. When patients are present, either in a clinical setting or in the classroom, students are expected to dress professionally and wear their white coat with the school logo as well as the required student badge. In the clinical setting, students are expected to dress as healthcare professionals, wearing specialty appropriate attire and the required student badge. On clinical rotations, footwear must be professional; open toe footwear is never appropriate because it does not offer adequate protection from biohazards. Each clerkship/course director may have unique requirements for attire given the clinical environment.

All students are required to always wear the student badge in a visible manner in all preclinical and clinical settings. Module/Course/Clerkship directors should be consulted about proper attire in specific circumstances.

Administrative Policies

Faculty/Administration Access to Student Education Records
The Office of Undergraduate Medical Education (OUME) is committed to upholding the privacy of student records as detailed in the UT Health San Antonio Handbook of Operating Procedures (HOP), Policy 2.2.3 Family Educational Rights and Privacy (FERPA).

Per HOP Policy 2.2.3, students at the University of Texas Health Science Center at San Antonio have the right of confidentiality under the federal Family Educational Rights and Privacy Act (FERPA) of 1974. Generally, no one outside the institution shall have access to, nor will the institution disclose any information from students' educational records without the student's written consent.

However, student education records may be released without written consent for legitimate educational interest. Legitimate educational interest is access to educational records by appropriate UTHSA administrators, faculty members, staff members, or contractors acting on behalf of UTHSA, who require such access to perform their legitimate educational and business purposes of the student or UTHSA.

UTHSA will release information in student education records to appropriate University officials, as indicated above, when there is a legitimate educational interest.

A legitimate educational interest is determined by the appropriate administrator from the Office of the University Registrar in consultation with the vice president for academic, faculty and student affairs and the appropriate school-specific dean. Release of information to a school official having a legitimate educational interest does not serve as permission to share that information with a third party without the student's written permission.

- *Review Faculty/Administration Access to Student Education Records policy*

Background Checks
Health care providers are entrusted with the health, safety, and welfare of patients, have access to controlled substances and confidential information, and operate in settings that require the exercise of good judgment and ethical behavior. Thus, an assessment of a student or applicant's suitability to function in such a setting is imperative to promote the highest level of integrity in health care services.

All applicants who receive an offer of admission must submit to and satisfactorily complete a background check review as a condition to matriculation to the LSOM. A background check will be honored for the duration of enrollment if the student is continuously enrolled. A student who has a break in enrollment may be asked to complete a new background check upon return. An assigned clinical health care facility may require a repeat background check.

- *Review Background Check policy*

Course Evaluations
Per the Code of Professional Conduct, it is every medical student's responsibility to promote and maintain an honest and effective learning environment that promotes acquisition of knowledge and mastery of skills. This requirement is achieved through timely submission of constructive feedback and evaluation of each module, course, and clerkship.

All module/course/clerkship evaluations are administered electronically through the one45 curriculum management system. Student evaluations are kept anonymous. As part of the school's continuous quality improvement process, the Curriculum Committee annually evaluates aggregate student feedback and performance on required components in every module, course, and clerkship. Areas of further examination are identified for each, and action plans are developed with faculty members to enhance the module, course, or clerkship.

Some areas of further examination may benefit from additional feedback from students. Periodically, the curriculum evaluation team will invite students to participate in small focus group discussions on these topics to address student concerns.

The Office for Undergraduate Medical Education's Office of Student Affairs monitors all student evaluation completions. Failure to complete course evaluations will result in delinquent students being reported to the Student Progression and Promotions subcommittee for course evaluations.

- *Review Delinquent Course Evaluation policy*

Medical Student Performance Evaluation (MSPE) – Request for Alternate Writer
The Medical Student Performance Evaluation (MSPE, "Dean's Letter") is an objective letter of evaluation that summarizes a student's academic record in a narrative format. The MSPE is distributed to residency programs for all fourth-year medical students.

The associate dean for undergraduate medical education (UME) prepares the MSPE for all fourth-year students to ensure consistency across all letters. The associate dean for UME has no role in assessment or advancement decisions for medical students. Each spring, all students who anticipate graduating the following year are required to meet with the associate dean for UME in advance of preparation of their draft MSPE.

Students may request an alternate writer for their MSPE. Students are neither asked nor expected to provide any reason or justification for requesting an alternate MSPE writer. The alternate writer for the LSOM is the vice dean for UME.

- *Review Medical Student Performance Evaluation (MSPE) Alternate Writer policy*

Student Resources and Support

Long School of Medicine (LSOM) Student Affairs

LSOM Student Affairs is a central resource that sponsors a wide range of services, programs, and events for students in the LSOM. Their mission is to help create a supportive and positive environment for students that enhances and supports learning. Their goal is to promote the personal and professional development of students as they progress through the medical school curriculum.

The student affairs team serves as the primary student advocate in the medical school providing a compassionate and productive environment conducive for personal, academic, and professional growth. Team members ensure that students receive the information, advice, counsel, and resources necessary to maximize educational experiences and achieve success.

The LSOM Student Affairs team is in the Office for Undergraduate Medical Education in the Dolph Briscoe, Jr. Library, on the fifth floor. Students are welcome to stop by the office anytime during normal business hours (Monday-Friday, 8:00am to 5:00pm), but appointments are recommended to ensure the availability of team members.

- Meet the Team
- Contact the team via email (medstudentaffairs@uthscsa.edu)

Academic Support

Academic Enhancement
Students experiencing academic difficulty can schedule meetings with a member of the Student Affairs team to assess their study and time management skills and develop individualized plans to achieve academic success.

Tutoring
For preclinical students who require formal tutoring, two types of tutoring are available 1) "process-oriented" and 2) "content-oriented".

> **Process-oriented tutoring.** New medical students often understand the content in the preclinical modules but sometimes lack in their understanding of how to manage time efficiently or organize/prioritize their study schedules with various educational activities in each module. For students who require process-oriented tutoring, the tutors are second year medical students, who assist first-year students with their transition into the academic rigor of medical school and give advice about time management and study skills.
>
> **Content-oriented tutoring.** For students with difficulty understanding course material, fourth-year medical students can help first- and second-year students with content-oriented tutoring. These qualified and vetted tutors understand the longitudinal integrated curriculum in its entirety. With this perspective, these tutors can target specific content areas of academic difficulty and can help predict where students may experience difficult material again.

Students who request tutoring services first meet with the associate dean for student affairs, the assistant dean for student affairs, or the director of academic enhancement to decide which type of tutoring, if any, suits their academic needs. These individuals will pair students with tutors who can best address their academic difficulties. Students can meet as often as necessary with their tutors. Tutoring services are provided through the Office for Undergraduate Medical Education (OUME) at no cost to students. During the preclinical curriculum, module co-directors may also identify students experiencing academic difficulty and refer them to the OUME for assistance.

Being a Tutor
Students who have an interest in serving as a tutor should contact the director of academic enhancement and career development. To qualify to be a process-oriented tutor, a student must have received an "Honors" grade in the Molecules to Medicine, Attack and Defense and Hematology modules and have received a minimum of "High Pass" grades for all other first-year modules. A student interested in serving as a content-oriented tutor must maintain a High Pass average. Students who are selected for the tutoring program must attend a mandatory orientation. If a student would like to receive compensation for work as a tutor, they must be eligible for work-study and complete hiring documents through the Office of Veterans Services and Financial Aid's (OVSFA) work-study program.

Study Skills Workshops
All medical students can participate in study skills workshops held periodically throughout the academic year. The Learning Specialist in Student Affairs and our second-year tutors facilitate these workshops. The workshops can include time management, using learning objectives to prioritize/focus study, organizing information in concept maps, exploring creative study methods, and other topics requested. All students are encouraged to attend these workshops to develop skills which will benefit them throughout their medical school years and beyond.

Student Advisement and Career Development

For students seeking advisement, the module, clerkship, or course directors are often the first line of consultation, but LSOM Student Affairs provides a central resource for student advisement activities and career development.

Advising Hour
Members of the Student Affairs team are available every week for a drop-in advising hour held on Wednesday from 1:00-2:00pm in the Office for Undergraduate Medical Education.

Veritas
Veritas is a school-wide vertical mentoring and advising system. At matriculation, each student is randomly assigned to one of 20 Veritas groups. Each Veritas group is led by a clinical faculty member serving as a coach and at least two fourth-year medical students ("Mentors in Medicine=MiMs") and two second-year medical students ("Veritas Peer Advisors=VPAs"). The groups are clustered into five societies. These groups are comprised of students from each class, along with faculty, residents, and student mentors, who provide guidance at monthly meetings about navigating medical school. This system allows faculty and upper classmates to aid in student academic success. Each Veritas group is a member of one of five color societies (Esterl Purple, Holly Red, Jones Green, Rockwood Yellow, and McFee Blue). These societies also participate in numerous on-campus events throughout medical school.

Career Advisement
The LSOM has a comprehensive career advisement system through numerous services and regularly scheduled events overseen by LSOM Student Affairs.

For career advising purposes, LSOM Student Affairs encourages students to utilize the following online resources early in the first academic year to decide on the medical specialty and practice options that best fit a student's attributes (interest, values, personality, skills, and qualifications) and how to be competitive for a residency program position.

- Association of American Medical Colleges (AAMC) Careers in Medicine website
- Residency Explorer Tool
- National Residency Match Program (NRMP) main website
- NRMP Data and Reports website for its various reports, including the Charting Outcomes in the Match, Advance Data Tables for the Annual Main Residency Match, Results of the Annual NRMP Program Director Survey, and Results of the Annual NRMP Applicant Survey.

Individual Career Advising
Students seeking information related to career development may request individual appointments with deans and directors in student affairs.

Veritas
Veritas faculty coaches meet with students on a regular basis throughout their academic experience to discuss their career goals, provide information on specialty options, and direct students to appropriate resources to meet these goals. The Veritas faculty coaches attend AAMC Careers in Medicine seminars and participate in internal faculty development sessions to provide consistent and current information to students about the residency application/interview/selection process.

Departmental Faculty/Specialty Advisors
Students interested in particular specialties may be referred through Veritas or LSOM Student Affairs to departmental faculty advisors. Any faculty member can serve as an advisor to a student within a specialty, but most clinical departments have identified key faculty advisors, who are familiar with current trends within their specialties and can provide up-to-date information and guidance to students to maximize success in their chosen career paths. Many of the faculty advisors serve as sponsors for specialty interest groups for early career exploration, offer advice on elective selection and residency program application, and participate in various programs throughout the academic year in partnership with LSOM Student Affairs. Please contact a member of Student Affairs for more information.

Medical Student Performance Evaluation (MSPE) and Residency Advising
At the end of third year, students meet individually with the associate dean of UME to discuss their residency applications and the creation of their MSPE. The associate dean serves as an advisor, reviewing the state of the residency climate with current AAMC, NRMP, and Texas STAR (Seeking Transparency in Application to Residency) survey results, gauging student academic performance in relation to chosen fields, and answering questions about licensure examinations, away rotations, elective options, and application and match timelines. The associate dean may refer students to departmental faculty advisors for further guidance on applying to given specialties and specific graduate medical programs and on selecting electives that prepare well for internships.



Student Wellness and Professional Formation

Wellness initiatives seek to encourage self-care, resilience, and multi-faceted health by providing resources for all dimensions of wellness. The LSOM Student Affairs team develops, implements, oversees, and evaluates innovative programs and services that cultivate a positive student experience and promote individual student health. Programming includes, but is not limited to, efforts to train students in strategies to prevent burnout, manage stress, and develop self-care plans. Student Affairs creates and fosters year-round partnerships across campus and in the community to encourage student-centered wellness practices that support the objectives of the LSOM and the UTHSA at large. Student Affairs regularly analyzes responses to satisfaction surveys regarding stress/wellness to implement or improve wellness programming for all medical students.

The UTHSA Office of Student Life sponsors several official student organizations related to wellness, including organizations of faith, diversity organizations, and organizations related to physical, civic, and financial health. Visit their site to learn more.

Student Counseling Center (SCC)
Students can also seek career guidance through the SCC. The Director of the SCC, Mia Veve, Ph.D., and board-certified psychiatrist, Julie Bailey, M.D., help students by clarifying their career goals and interests, confronting their doubts and fears about career choices, and identifying/narrowing their specialty interests. Services with the SCC are provided free of charge to all medical students. For appointments, students should call the SCC at 210-567-2648 or visit the website.

Student Spaces

Secure Storage (personal lockers)
Students can request a personal locker for secure storage upon matriculation. Students keep their personal lockers through the 20-month preclinical curriculum. These lockers are located on the second floor of the Medical Building under the Lecture Hall Commons (one floor below Starbucks). At the end of the preclinical curriculum, students relinquish their lockers to matriculating first-year medical students but can secure another locker for clinical rotations on a first-come, first-served basis on the first floor of the Medical Building immediately adjacent to University Hospital. Students can contact the OUME at medstudentaffairs@uthcsa.edu or 210-567-5656 if they wish to secure a locker.

Study, Work, and Wellness Spaces
There are numerous spaces around the Long Campus and affiliated clinical sites for students to study, work, and relax. All medical students have access to a dedicated medical student lounge located in the school of medicine building (room, 216L), which has a kitchen, microwaves, couches, chairs, televisions, ping pong, foosball, and pool tables. The Briscoe Library has many spaces available to students, including standing and exercise desks and a reflection room. To learn more and find a favorite study spot, students should review the following guides.

QUICK LINKS:
- Wellness Spaces
- Study Space and Secure Storage Directory
- Find Your Space: A Quick Guide to Briscoe Library's Study Spaces

Scholarships and Travel Awards

The Office for Undergraduate Medical Education (OUME) administers several merit-based awards and scholarships for current LSOM students. Visit the Awards and Scholarships site to learn more about eligibility, selection criteria, and application guidelines.

Students are encouraged to participate in scholarly activities and lifelong learning activities needed to help prepare for residency education training and the rest of their medical career. The OUME also offers scholarships to allow students to travel to local or national conferences or meetings to speak or present a poster, represent the LSOM as an officer of a national student organization, or embark on an international elective to deliver healthcare in another part of the world. More information on travel awards guidelines is available on this site.

Healthcare, Environmental and Occupational Safety

Health Insurance

The UT System Board of Regents requires all medical students to maintain a valid major medical insurance policy while registered as a student at UTHSA. Students who do not have their own health insurance policies may enroll in the student health insurance plan selected by the UT System, which is Blue Cross Blue Shield of Texas. You can find general information about health insurance on the Wellness 360 Employee and Student Health website and on the UTHSA Student Life website.

Disability Insurance

While no medical student anticipates needing disability coverage, unexpected or catastrophic medical illness or injuries can happen. In these cases, a disability insurance policy can provide essential coverage to the affected person. While the LSOM does not require students to have long-term disability insurance, students are encouraged to review available plans to find one that might work for the student's individual situation. Please note that the LSOM does NOT endorse or promote one disability insurance product over another. Students are encouraged to investigate all available options. Students are encouraged to investigate all available options. Disability insurance plans are available for student consideration and purchase through the American Medical Association and the Texas Medical Association.

Immunization Requirements

All students must complete routine immunizations prior to registration to protect their health and the health of their patients. Some students may require updated immunization records to register for off-campus rotations at other institutions or clinical sites. Information about immunization procedures can be found on the Wellness 360 Employee and Student Health site.

Needlestick Injury and Bloodborne Pathogen Exposure Procedures

It is recommended that students receive treatment within two hours of any needlestick or body fluid exposure. Students are encouraged to seek counseling at Wellness 360 Employee and Student Health to assess the degree of exposure and to assure appropriate collection of data on the source patient. With this necessary counseling, students will be in a better position to manage the exposure and any related costs. Guidelines for needlestick and body fluid exposures for students are outlined in the official UT Health San Antonio catalog.

Use of Personal Protective Equipment (PPE)

The Centers for Disease Control and Prevention (CDC) has developed several resources to train healthcare personnel including students on how to select and use PPE to protect themselves from exposure to microbiological hazards in the healthcare environment. Students are encouraged to review the CDC's slide presentation titled "Guidance for the Selection and Use of Personal Equipment (PPE) in Healthcare Settings". Additionally, the Association of Surgical Technologists (AST) has several resources worth reviewing, "Standards of Practice for Surgical Attire, Surgical Scrub, Hand Hygiene and Hand Washing" and "Standards of Practice for Gowning and Gloving".

*PLEASE NOTE: It is required that students with facial hair wear a disposable hood to completely cover facial hair in a surgical setting.

Institutional Resources

UT Health San Antonio Office of Student Services

University Student Services supports the student experience and includes the Office of Student Life, the Office of Veteran Services and Financial Aid, the Office of the University Registrar, ADA Compliance, the Student Counseling Center, Title IX, LINC, and the Office of Educational Support Services.

Additional Institutional Resources

- **Wellness 360 Employee and Student Health** | Location: School of Nursing room 1.422
  Hours of operation: 8 a.m. to 5 p.m. Monday through Friday
  Phone: 210-567-9355 | Email: SHC@uthscsa.edu

- **Police Department**
  Hours of operation: 24/7/365
  Phone: 210-450-8727 | Cell Phone 210-567-8911
  Emergency Issues: Campus Phone 911

  Non-emergency Issues
  Campus Phone 72800, option 3
  Cell Phone 210-567-2800, option 3

  Parking Office
  Location: Near the walkway between the parking garage and the School of Nursing building on main campus
  Hours of operation: 8 a.m. to 5 p.m. Monday through Friday
  Phone: 210-567-2794 | Email: Parking@uthscsa.edu

- **Information Management Services (IMS) – Student Support**
  IMS Service Desk
  Phone: 210-567-7777 | Email: Ims-servicedesk@uthscsa.edu

- **TechZone / Computer Store**
  Dental Building, 4th Floor, Room 4.476T.
  Store Hours: Monday - Friday, 8:00 AM to 5:00 PM
  Phone: 210-567-2832 | Email: TechZone@uthscsa.edu

- **Dolph Briscoe Library**
  Office hours: 24/7/365 for students, faculty, and staff, including holidays. Badge entry is required.
  Phone: 210-567-2440 | Email: Askalibrarian@uthscsa.edu

Student Leadership

Medical Student Council (MSC)

The Medical Student Council (MSC) is the LSOM's student group charged with advocating for the interests of all medical students. The MSC develops official opinions on behalf of the student body regarding administrative policies, accurately and independently representing the student body in its interactions with the university and to promote, cooperation and understanding between student, faculty, and administration. MSC membership includes class representatives from each class, elected/appointed student representatives within the medical school, and representatives from various student organizations. MCS meetings are open to all medical students.

Organization of Student Representatives

The Organization of Student Representatives (OSR) is the organizational entity of the Association of American Medical Colleges (AAMC) that specifically addresses with medical student concerns. This national organization addresses topics common to students from all medical schools. Individual input from each school is through the class representative to the OSR. Each year a representative is selected through a process managed by LSOM Student Affairs. The selection of each class representative occurs late in the first semester of the first year. Each representative serves from their selection through graduation.

Student Government Association (SGA)

The SGA is the recognized forum of student opinion at UT Health San Antonio. It is comprised of representatives from each school (Dental, Medicine, Health Professions, Graduate and Nursing). These representatives collaborate, discuss issues pertinent to the entire campus, and organize events to unify all students and faculty on campus.

Student Representatives on Standing Committees

The LSOM admissions and curriculum committees have student representation from each medical school class. Students can also serve on several UTHSA committees including Campus Health and Wellness, Computing Resources, Infection Policy and Education, International Relations, Library, Parking and Traffic Safety and the Student Governance Association Student Health Advisory. The deans in the OUME approve student appointments to LSOM committees. The Vice President for Academic, Faculty and Student Affairs (VP AFSA) approves student appointments to UTHSA committees upon recommendation from the LSOM associate dean for student affairs.

