



TEXAS TECH UNIVERSITY
HEALTH SCIENCES CENTER.
EL PASO

Paul L. Foster School of Medicine

**Texas Tech University
Health Sciences Center El Paso
Paul L. Foster
School of Medicine**

**2020-2021
Student Affairs Handbook**

June 30, 2020

Section I: Student Affairs Handbook

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Institutional Accreditation Statement

Texas Tech University Health Sciences Center El Paso is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate, masters, and doctoral degrees. Contact the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Texas Tech University Health Sciences Center El Paso.

School Accreditation Statement

The TTUHSC El Paso Paul L. Foster School of Medicine was granted full accreditation for an eight-year term by the Liaison Committee on Medical Education (LCME) in June 2018. Our next full survey visit is scheduled to take place during the 2025-2026 academic year. The Liaison Committee on Medical Education (LCME) is the organization recognized by the U.S. Department of Education to accredit allopathic medical schools in the United States and Canada. The LCME is an independent organization however is uniquely tied to both the American Medical Association (AMA) and the Association of American Medical Colleges (AAMC). For questions or suggestions about LCME please visit <https://elpaso.ttuhsu.edu/som/curriculum/accreditation/contact.aspx>

Mission Statement

The mission of the Texas Tech University Health Sciences Center (TTUHSC) El Paso Paul L. Foster School of Medicine (PLFSOM) is to provide an outstanding education and development opportunities for a diverse group of students, residents, faculty and staff; advance knowledge through innovation and research; and serve the needs of our socially and culturally diverse communities and regions.

PLFSOM Student Affairs and TTUHSC El Paso Student Services

The mission of TTUHSC El Paso Office of Student Affairs is to be an advocate for the student as they successfully navigate the medical education pathway. We are there to help from the first day of orientation at the Paul L. Foster School of Medicine until completion of the M.D. We offer help in multiple areas. Our goal is to see the student develop personally, academically, and professionally into the best doctor possible.

The Office Student Affairs is responsible for the students enrolled in the Paul L. Foster School of Medicine. We collaborate with Student Services which serves all students in the Texas Tech University Health Sciences Center El Paso, including Gayle Greve Hunt School of Nursing (GGHSON), Graduate School of Biomedical Sciences (GSBS), Paul L. Foster School of Medicine (PLFSOM), and the Woody L. Hunt School of Dental Medicine (WLHSDM).

The Paul L. Foster School of Medicine (PLFSOM) reserves the right to change, modify, amend, or rescind, in whole or in part, this handbook at any time without prior notice. This handbook supersedes all previous editions. The provisions of this handbook do not constitute a contract, expressed or implied, between any student or faculty member and PLFSOM.

Student Affairs and Student Services Contact Information

Paul L. Foster School of Medicine Student Affairs 915-215- 4817

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Official announcements for medical students and other announcements for medical school regarding class schedules curriculum changes and other matters related to ongoing course work can be found on the PLFSOM website: <http://el Paso.ttuhsc.edu/som/studentaffairs/>.

Welcome

The **Office of Student Affairs** is here to enhance your experience and facilitate communication between students, staff, faculty, and the community. The PLFSOM Office of Student Affairs is located in the Medical Education Building (MEB), rooms 2140 and 2145. Our hours of operation are 8 A.M. to 5 P.M., Monday through Friday, observing all institutional holidays. We look forward to working with you.

Handbooks: Student Affairs and TTUHSC El Paso

The 2020 - 2021 PLFSOM Office of Student Affairs Medical Student Handbook explains services offered by Student Affairs and can be found online at <http://el Paso.ttuhs c.edu/som/studentaffairs/> . This handbook operates in conjunction with the TTUHSC El Paso Institutional Student Handbook: Code of Professional and Academic Conduct. This handbook contains the policies for all students and can be found online at <https://el Paso.ttuhs c.edu/student services/ documents/Institutional-Handbook-2020-2021.pdf>. **It is the student's responsibility to know the content of each handbook.**

Paul L. Foster SOM Office of Student Affairs

Student Affairs function is to help you meet your academic, personal and professional goals.

As student advocates, we liaise between students and faculty, work closely with the College Mentors and the Office of Student Services/Student Affairs, and ensure students receive fair treatment in accordance with institutional policies. We hold informational class meetings and work with class officers in addressing student needs.

We assist in monitoring the academic and professional performance of students by providing individual and class career counseling, USMLE examination workshops and academic assistance through the medical student teaching assistants and outside referrals. We facilitate and manage activities of the Grading and Promotion Committee (GPC) which may recommend disciplinary or corrective actions and guide the student appeal process. We are also part of the Student Affairs Committee.

Student Affairs helps students transition to residency by coordinating the Visiting Students Learning Opportunities (VSLO) program and guiding students through the Electronic Residency Application Services (ERAS) and the National Resident Match Program (NRMP). We write your MSPE Medical student Performance Evaluations (MSPE) and perform additional career counseling alongside your advisor.

Student Affairs carries out the medical student orientations, White Coat Ceremony, Match Day activities, and assists with Convocation and Graduation. In summary we are here to ensure that students are knowledgeable about and take advantage of resources offered by the institution to aid in a successful medical school career.

Texas Tech University Health Sciences Center El Paso Office of Student Services and Student Affairs

The Office of Student Services provides a number of services to assist all students enrolled at TTUHSC El Paso. Our Office is located in the MEB 1210 suite. Our offices are open 8 A.M. to 5 P.M., Monday through Friday, observing all institutional holidays. Please visit the Student Services website at <http://el Paso.ttuhs c.edu/student services> for more information on Disability Support, Financial Aid, and Program of Assistance for Students, Student Business Services, and Support for Student Organizations, and Veterans Affairs.

COVID-19

Please visit the TTUHSC El Paso Coronavirus website <https://ttuhscep.edu/coronavirus/default.aspx> for general information and the [student and employees](#) tab for more specific information. Updates and announcements occur regularly so please check this site often.

PLFSOM College Mentors

Students are divided up into four “Colleges” (red, blue, green or gold) within the PLFSOM, which provide a supportive learning community throughout their enrollment. Each College consists of two faculty members, who are identified as College Mentors, dedicated to providing academic monitoring and advising, mentorship, career counseling and academic assistance as needed. The College Mentors collaborate with the Offices of Student Affairs and Medical Education to assist students.

Important Phone Numbers

OFFICE	TELEPHONE	ROOM
Academic and Disability Support	(915) 215-6018	MEB 2101
EMERGENCY	911	
Financial Aid Advisor	(915) 215-5602	MEB 1210
Information Technology	(915) 215-4111	MEB 2160
Library	(915) 215-4309	MEB 2100
Medical Education	(915) 215-5720	MEB 2200
Registrar	(915) 215-4366	MEB 1210
SBS/Accounting Services	(915) 215-5680	130 Val Verde
PLFSOM Student Affairs	(915) 215-4817	MEB 2140/2145
Student Health (Hague Clinic)	(915) 215-5810	125 W. Hague Rd., Suite 340
Texas Tech Police Department (non-emergency)	(915) 215-7111	HSC RM 228

Section I: Student Affairs Handbook

Tutoring, Academic Support, and Libraries

The Office of Student Affairs can assist medical students with academic and personal support. We can review and facilitate options best suited to help students maintain wellness and academic success.

PLFSOM Office of Student Affairs – Student Success & Academic Support

The PLFSOM Office of Student Affairs provides academic support to PLFSOM students through five main initiatives: peer tutoring, success coaching, growth workshops, career advising, and an early alert system. Each initiative offers a unique approach to academic support allowing the Student Success team to address the needs of a diverse student population.

Success Coaching provides students an opportunity to establish a coaching relationship with a Student Success staff member. Together the student and staff member discuss the student's educational experience to collaboratively develop a plan for effectively meeting the student's academic and professional goals. Each plan is tailored to the student's goals, strengths, areas of improvement and situation. Students will meet with their Academic Coach for multiple coaching sessions each semester to discuss progress towards goals, identify barriers to achieving goals, and develop solutions to overcoming obstacles.

Students who are interested in taking advantage of this resource can contact Glenn Yri, Director for Student Success, at glenn.yri@ttuhsc.edu.

Medical Student Teaching Center

The Medical Student Teaching Center (MSTC) at the Paul L. Foster School of Medicine (PLFSOM) was founded in 2010 under the direction of Dr. Tammy Salazar. The center was created to provide peer academic support to medical students. The Paul Foster endowment grant provides the MSTC with funds to hire, train, and pay between 10 and 15 new Teaching Assistants (TAs) each year. These medical student employees provide individual and group tutoring sessions to their peers. The majority of tutoring sessions are hosted by second-year medical student TAs for the benefit of the first-year medical students.

Each week, the MSTC hosts two large group sessions: TA Tuesdays and Objective Fridays. Medical students are also able to take advantage of individual or small group tutor sessions. Teaching Assistants also provide mandatory tutoring services to first- and second-year students in remediation. Although the majority of current MSTC programming is focused on serving first-year medical students, the MSTC also provides support to other student populations by offering sessions focused on preparation for USMLE Step exams, NBME exams (e.g. Shelf exams and CEYE), OSCEs, third-year clerkship rotations, and fourth-year residency applications and interviews.

Students who are interested in taking advantage of this resource can contact Glenn Yri, Director for Student Success, at glenn.yri@ttuhsc.edu. A list of Teaching Assistants and their contact information will also be made available to all first year medical students shortly before the completion of immersion.

Disability Support Services

The Office of Disability Support Services (DSS) is committed to providing equitable access to learning opportunities for all students with documented disabilities (e.g. mental health, attentional, learning, chronic health, sensory, or physical). Accommodations are not provided retroactively and students are encouraged to register with the DSS office as soon as they begin their academic program. For more information on the TTUHSC EL Paso services offered to students please visit the Institutional Academic and Disability Support website at <https://el Paso.ttuhs.edu/student services/office-of-academic-and-disability-support-services/default.aspx>

For assistance with disabilities please contact: Hector Noriega, Assistant Director for Academic and Disability Support Services by phone or email: 915-215-6018, Hector.Noriega@ttuhsc.edu

Libraries

Due to COVID-19, please check library website for hours and limits on occupancy found at the following link: <https://el Paso-ttuhs.libguides.com/home>

Phase II of campus operations.

The libraries and study spaces will be accessible to all students, with the following rules.

MEB Study Rooms and 2nd Floor Classrooms

1. Rooms may only be used through the libraries' reservation system <https://el Paso-ttuhs.libcal.com/> (no walk-ins).
2. All persons in attendance in the room must be listed on the reservation with their R Numbers (for purposes of contact tracing).
3. Students are responsible for notifying the library staff after room usage so the room can be cleaned.
4. Occupants may be subjected to random temperature checks.
5. If you have a room reservation, you will need the library staff to unlock the room for you (classrooms only).
6. Classrooms will remain locked when not in use.

24/7 Study Areas (AEC Library and East side of MEB Library)

1. Use swipe card access provided by your TTUHSC El Paso ID card to enter libraries (doors will be kept locked at all times).
2. Only use designated numbered seats (this seating is at six-foot intervals).
3. Please sign in on the seat's sign-in sheet when you sit down at a designated seat (for contact tracing purposes).
4. Everyone is to wear face coverings at all times.
5. Physical distancing will be enforced to limit gatherings.
6. Occupants may be subjected to random temperature checks.
7. Occupants may be traced through security video.
8. Areas will be cleaned at least once per day and cleaning supplies will be made available to students who wish to do additional cleaning.
9. Occupancy Limits:

- a. MEB East - 28 persons
- b. MEB West - 22 persons
- c. MEB Quiet Room - 4 persons
- d. MEB 2nd floor classrooms - 4 persons
- e. MEB study rooms - 1 person
- f. AEC Library - 50 persons

MEB printing (West side of MEB)

1. Students may reserve 15-minute daytime time slots to come into the libraries to use the computers and print documents. <https://elpaso-ttuhsc.libcal.com/>
2. Up to 10 students will be allowed into MEB West to print at a single time.
3. Only use designated computers.
4. The doors to the west side of the MEB Library will remain locked at all times.
5. Students with reservations will be let in one at a time.
6. Students may be subjected to temperature checks before entering the library.
7. Occupants may be traced through reservations if contact tracing becomes necessary.
8. Computers will be cleaned between users.
9. Everyone is to wear face coverings at all times.
10. Physical distancing will be enforced to limit gatherings.

The TTUHSC El Paso Libraries are located in two buildings on opposite ends of the campus. **The Delia Montes-Gallo Library is located on the first floor of the Academic Education Center (AEC)** building across from Texas Tech Physicians of El Paso (4801 Alberta Avenue). The AEC library has study carrels, a copier, and a computer room with both PCs and Macs.

The **Doris F. Eisenberg** Library is located on the second floor of the Medical Education Building (MEB). This location has a “quiet room,” a conference room and a study room. There are also three small group study rooms located directly outside of the MEB library. In addition, the MEB Library provides students with 24/7 access to study carrels and tables at which students may study and connect to the network via Ethernet cables or Wi-Fi. Computer stations are available for use as well (both PC and Mac).

Please visit the libraries’ website at <http://elpaso.ttuhsc.edu/libraries/> for detailed information.

Some of the services available to students, faculty and staff include:

- Reference assistance – both in-person (M-F 8:00 am-5:00 pm) and online
- Interlibrary loan
- Library instruction classes (individual or group)
- Delivery of print materials from the libraries’ remote storage location
- Poster and 3D printing services

Career Planning Services

Choosing a medical specialty is a critical but often difficult decision for students to make. Although many students enter medical school with ideas about their future specialty, most will change their minds before graduation. Career planning is very important and should begin in Year 1.

The Student Affairs Office and staff also provides individual career advising. Students are encouraged to meet with their advisor or Student Affairs Deans or staff to discuss career plans. Other career advising resources include, College Mentors, Faculty Advisors, Class meetings, and Student Interest Groups. Here is the link to faculty advisors <https://el Paso.ttuhs c.edu/som/studentaffairs/career-advisors.aspx>

A good place to discover more about different fields is through Careers in Medicine (CiM), see website at <http://www.aamc.org/cim/>. This program sponsored by the Association of American Medical Colleges (AAMC) is a longitudinal program of career exploration and decision-making that spans all four years of the medical curriculum. The program is designed for students to use on their own, but is enhanced by students working with faculty advisors and Student Affairs officers. Students are given access to the Careers in Medicine (CiM) website that includes sections entitled *Understanding Yourself, Exploring Options, Choosing a Specialty, and Getting into a Residency*.

Office of Financial Aid

The Office of Financial Aid will assist you in funding your medical education and provide information on how keep medical school debt under control. See <https://el Paso.ttuhs c.edu/student services/Financial-Aid/default.aspx> for more information for the different types of financial aid, entrance counseling, emergency loans or what to do in case of changes in enrollment such as leave of absence, withdrawals or tuition refund requests.

For any questions regarding financing medical school, please contact Ron Williams, Director of Financial Aid at 915-215-6641 or Ron.Williams@ttuhsc.edu or Araceli Moreno, Lead Advisor at 915-215-5602 or email her Araceli.B.Moreno@ttuhsc.edu.

Active/Military Reserve

We appreciate the service and sacrifice of our veterans. The Veterans Affairs Office is here to assist our students with their VA educational benefits, both federal and state. We are here to ensure that all the necessary documents are submitted to the Department of Veterans Affairs and to certify students' enrollment. Please contact the Financial Aid Coordinator, Araceli Moreno at 915-215-5602 or visit our website at <http://el Paso.ttuhs c.edu/student services/veteransaffairs.aspx>

Disability Insurance

As part of your required fees, the school provides long term disability insurance through the Texas Medical Association (TMA). If a medical condition arises that may cause you to be disabled. Please contact the Office of Student Services Christopher.vejl@ttuhsc.edu to file for the disability under this plan.

Health Insurance

The PLFSOM does not provide health insurance for its students or their dependents but all students are required to maintain health insurance throughout their four years of medical school. Any medical bills incurred by an uninsured student will be their financial responsibility. TTUHSC El Paso offers medical, dental, and vision health insurance through a third party affiliate, Academic Health Plans, see <https://el Paso.ttuhs c.edu/som/studentaffairs/healthresources.aspx>

All of our clinics and hospitals where students receive their clinical training require each student to have health insurance. Students will be denied access to clinical experiences if not covered by health insurance.

Hague Clinic

This clinic is for medical students needing acute (but not emergency) or chronic medical care. Student Health Fees provide access to diagnostic, preventive, and therapeutic health services. The clinic is located at 125 W Hague road, Suite 340 El Paso, Texas 79902 call (915) 215-5810 for an appointment. Spouses or other dependents are not covered by student health fees.

The Student Health Fee covers only those services provided and ordered by the Texas Tech Physicians of El Paso at Hague office and specific laboratory and radiology services performed at cooperating locations. All other charges incurred are your responsibility.

Counseling

As a member of TTUHSC El Paso community you are provided with FREE, CONFIDENTIAL COUNSELING through. You may self-refer to this program by calling any of the providers on the list and letting them know you are a TTUHSC El Paso medical student. Your student services fee provides short- term counseling per each academic year. There is also contact information in case of emergencies, see <http://elpaso.ttuhs.edu/student-services/PAS.aspx>

Exposure Events (e.g. needle sticks)

Students who have an “exposure event” to human blood or body fluid will report the exposure to their supervisor immediately and receive same day screening and blood testing, please see the Occupational Health website at <https://elpaso.ttuhs.edu/occupationalhealth/BloodBodyFluidExposures.aspx> . The patient who is the source of the exposure will also be tested. Follow up blood tests are done to check for possible disease transmission. Medications may need to be taken in some cases. The students’ health insurance will be billed. If the insurance does not cover these costs Student Affairs will be contacted. You will receive further orientation to the pertinent policy at orientation and periodically thereafter.

Immunization Guidelines

To reduce the risk of transmission of the following diseases: Hepatitis B, Measles (Rubeola) Mumps, Rubella, Varicella, Tuberculosis, Tetanus, Diphtheria and Pertussis, and Influenza see EP 7.1 Infection Control Screening: New Employee, Student, and Visitor at <https://elpaso.ttuhs.edu/opp/documents/EP-7/ep-7-01.pdf>

The Association of American Medical Colleges states that all students should be immunized against a number of infectious diseases for their own safety as well as the safety of others. All PLFSOM students must be compliant with the school’s immunization requirements prior to the first day of orientation or the first day of class in each semester, noncompliance can result in a professionalism event card or removal from clinical duties. See <https://elpaso.ttuhs.edu/occupationalhealth/immunizations.aspx> for more information.

Required vaccines:

- **Tetanus/Diphtheria/Pertussis:** Primary series of Tetanus immunizations, plus one dose of Tdap within ten (10) years of matriculation. (Tdap) should be administered if it has been 2 years since the last Td booster.)
- **Measles (Rubeola):** Proof of immunity determined by serologic titer.

- **Rubella (German measles):** Proof of immunity determined by serologic titer.
- **Mumps:** Proof of immunity determined by serologic titer
- **Varicella (Chicken Pox):** Proof of immunity determined by serologic titer.
- **Hepatitis B:** Series of three (3) *and* serologic proof of immunity. The third dose must be received no later than December 1 of the entering semester. If a student does not develop immunity after the initial series, a second series and re-titer will be required as recommended by the CDC.
- **Annual Flu vaccine** – given in the fall (covered by immunization fee). If you decline, you must wear a mask during the flu season during ALL patient encounters
- **Meningococcal:** Proof of immunization within the past five years

Tuberculosis Surveillance

All students who attend school at TTUHSC El Paso, with the exception of students identified as having no direct patient care, are required to have documentation of a TB skin test (TBST) having been performed within the last 12 months, regardless of a history of BCG vaccine. See [HSCEP OP 75.11](#) If **you have any questions, please contact Maria Ramirez in Occupational Health at (915) 215-4429**

Legal Assistance

Students should contact Student Affairs and we can assist the student by providing advice for proceeding with seeking legal counsel.

Office of the Registrar, Student Records, and Transcripts

The Registrar's Office houses all student records. Please visit their link at <https://el Paso.ttuhs c.edu/student services/registrar/default.aspx> Students can request transcripts, find academic calendars, and update personal contact information such as address and phone numbers.

Family and Educational Rights and Privacy Act (FERPA)

To protect the privacy of the student education records, the Office of the Registrar is the institution's FERPA officer. Please visit the Family and Educational Rights and Privacy Act (FERPA) website to find out more about how your records are protected: <http://el Paso.ttuhs c.edu/student services/registrar/FERPA.aspx>. If you have any questions regarding your records, please contact the Registrar, Diane Andrade, at diana.andrade@ttuhs c.edu or call (915) 215-4364.

Required Certifications and Trainings

1. **Basic Life Support (BLS)** – all students must maintain a valid BLS card throughout their time at Paul L. Foster SOM.
2. **Community Wide Orientation** – all students are required to complete this module each year: <https://www.epcc.edu/Admissions/Orientation/community-wide-orientation>
3. **Criminal Background Check** – this must be done before starting at PLFSOM and repeated if a student steps out of the curriculum for more than 3 months or if there is an arrest (See Policy on Reporting Arrests). Our affiliates may request additional background checks required for clinical rotations.
4. **HIPAA training** – all students receive training on HIPAA. This will be a live presentation at year one orientation but is a required online module each subsequent year while a student. The Health Insurance Portability and Accountability Act of 1996, HIPAA, requires that covered entities train all members of its workforce, volunteers, trainees and anyone else who represents the organization in privacy and security policies and procedures. Training for new workforce members is done immediately upon hire/matriculation and annual refresher training is assigned via online Asynchronous Course Management Engine (ACME). Review of HSECEP OP 52.09, Confidential Information, <http://el Paso.ttuhs c.edu/opp/ documents/52/op5209.pdf>, and a signed Confidentiality Agreement, <http://el Paso.ttuhs c.edu/opp/ documents/52/op5209b.pdf>, is required as part of orientation and an updated signed agreement is required each year. See link for details on privacy training standards, <http://el Paso.ttuhs c.edu/hipaa/ documents/HPP1>. The U.S. Department of Health and Human Services states that organizations are required to create and utilize "appropriate sanctions against workforce members who violate policies and procedures." Should a breach occur, TTUHSC El Paso must conduct a confidential and timely investigation of the matter in accordance with TTUHSC El Paso policies to lessen the harmful

effect to wronged party to the maximum extent practical.

5. **EverFi** - sexual harassment prevention, alcohol education, and prescription drug abuse prevention. Please visit the website at <https://everfi.com/partners/colleges-universities/?rd=home.campusclarity.com&rp=/>

Special Events

The White Coat Ceremony

The White Coat Ceremony owes its beginnings to the Arnold P. Gold Foundation, whose mission is to foster humanism in medicine.

The “White Coat Ceremony” is designed to clarify for students, prior to their entrance into the medical community that a physician’s responsibility is to both take care of patients and also to care about patients. In other words, doctors should “care” as well as “cure”. It was initiated for the entering class of the College of Physicians & Surgeons of Columbia University in New York City on August 20, 1993. The Office of Student Affairs will contact the incoming first year medical students prior to and during orientation with the details of the ceremony.

Match Day

Senior medical students secure residency positions for post-graduate training through a process called the Match. Students enroll in the National Resident Match Program (NRMP), a program that is similar to the match students participate in for admission to medical school.

Through the Electronic Residency Application Service (ERAS), students apply to various residency programs in the fall of their 4th year. Residencies invite students for interviews and in February, students and residency programs submit their rank order lists to the NRMP. Results of the Match are released the third Friday in March.

The Student Affairs Office will plan an “envelope opening” ceremony for that day, as well as celebration events.

Commencement and Convocation:

Each year in May our medical student graduates, family, friends, and the El Paso community proudly celebrate another class of competent and compassionate graduates who will carry on the PLFSOM tradition of quality, patient-centered healthcare and research.

Visit the Office of Students Affairs Announcement page for dates and location: <http://elpaso.ttuhsoc.edu/som/studentaffairs/default.aspx>

Student Amenities

Student Amenities

Lockers

Each student has an assigned locker in their college. Each student will need their own lock. See a College Mentor for assignments. In the third and fourth year of medical school, lockers are available in the

basement of the Texas Tech Physicians of El Paso (4801 Alberta Avenue). Students must also provide their own locks for these lockers.

J Robert and Sherry Brown Student Lounge

The student lounge and wellness center are located on the 1st floor of the Medical Education Building across from the Office of Student Services. They are available to all enrolled students 24 hours per day, seven days a week, by using your ID badge for access. Faculty, staff, and residents are prohibited from its use.

Quite Room

The quite room is located in the Doris F. Eisenberg Library of the MEB. The quiet room has lounge chairs and is for students to rest, meditate, do yoga or even take a nap.

Diversity, Inclusion, and Global Health (DIGH)

Free services include Wi-Fi, gaming systems, a big-screen TV with DVD player, a refrigerator, a microwave, and a toaster, drinks and snacks are also available. Facilities Services Building, MS11007 5310 El Paso Drive. The RaiderAid food pantry is also housed here.

Student Organizations, Honor Societies, and Committees

Student organizations and committees are a way for students to perform community outreach and explore career options. The Office of Student Services supports all TTUHSC El Paso student organizations and interest groups. There are over 40 medical student organizations that can be viewed at <http://elpaso.ttuhs.edu/student-services/student-organizations/default.aspx>. For more information, students can email the Office of Student Services at elp.student-services@ttuhsc.edu.

Alpha Omega Alpha Honor Society

The Alpha Omega Alpha Honor Medical Society, commonly known as Alpha Omega Alpha or **AOA**, is a national honor society for medical students, residents, scientists and physicians in the United States and Canada. The goal of AOA is to recognize and perpetuate excellence in the medical profession. The AOA motto is to "Be Worthy to Serve the Suffering." AOA was founded in 1902 by medical students who were dedicated to medicine as a scholarly pursuit and to the importance of physicians dedicating themselves to serving patients.

Election to AOA is limited to those students that have excellent scholastic qualifications. In addition to academic excellence, candidates are selected on the basis of their outstanding professionalism, leadership skills, teaching, community service, research and scholarly activity. The total number of students elected shall not exceed one-sixth of the total number in the class expected to graduate.

We are currently only selecting senior AOA students. To be nominated to AOA a student must be in the top 25% of their class as determined primarily by their clerkship grades and secondarily by their score on the Step I. Those students that have been nominated will then be requested to submit an AOA application addressing their research/scholarship, teaching experiences, leadership activities, and volunteer service since matriculating to PLFSOM. At the same time, the clerkship director SARP directors, year one and two course directors, SCI course directors and the collegemontors will be polled to make recommendations for selection into AOA from the nominated students.

The AOA committee will evaluate the AOA application and faculty recommendations to develop a ranking

of the nominated students according to the values of AOA that each student has demonstrated while attending PLFSOM. These values will be professionalism, leadership skills, teaching, community service, research and scholarly activity. This ranking will have equal weight to the ranking of the grades the student has made to be nominated into AOA. Selection into AOA is not just about grades the student has achieved. We are looking for student leaders who ultimately will become medical leaders in the future. Since we are only able to select one sixth of the class into AOA, some of the students that are nominated will not be selected into AOA.

Gold Humanism Honor Society

The Gold Humanism Honor Society (GHHS) is a national organization that promotes the values of humanism and professionalism in medicine. The GHHS recognizes medical students, residents, and physician-teachers for their commitment to the values of humanism and professionalism in medicine. Members of the GHHS advocate for humanism by organizing activities on campus and in the community. Inspiration for the GHHS began in the late 1990s at Columbia University when a group of medical educators and residency program directors expressed the need for a mechanism to identify applicants for internships and residencies who have outstanding clinical *and* interpersonal skills. Thanks to a series of grants from the Robert Wood Johnson Foundation, deans, medical educators, and experts in assessment were convened to explore and research the viability of an honor society to promote humanistic values and behaviors. The organization was named in honor of Arnold P. Gold, MD, a pediatric neurologist at Columbia University whose exemplary career has been an inspiration for a generation of medical trainees.

The PLFSOM Chapter of the GHHS was chartered in 2011, and membership is limited to no more than 15% of each class. Members are selected by their peers in the third year of medical school. The student members organize activities on and off campus to promote the values of the organization.

Medical Student Council

The Medical Student Council (MSC) represents the medical student body. Each class is represented by its elected president, vice president, secretary, treasurer, service chair as well as a representative from each college in each class. The MSC is regarded by faculty and administration as the official voice of the student body and it is advisory on an ad hoc basis to the Dean and the various Associate Deans. The membership of this group comes from each of the four classes.

In the MSC Constitution, duties and responsibilities of the officers are mandated and defined. Likewise, the formation of committees is discussed. Also contained within the Constitution are the mechanisms by which proposals and petitions are handled when they are brought before the Student Government. For further information on the Medical Student Government, please visit <http://elpaso.ttuhsu.edu/som/msc/default.aspx>.

Organization of Student Representatives

The OSR is the student branch of the Association of American Medical Colleges (AAMC) and is charged with the representation of undergraduate medical student body of the U.S. to the academic medicine community. The concerns of the OSR lie exclusively within academic medicine and medical education. Each of the LCME accredited medical schools have students who serve as the OSR representative for their schools. As an OSR representative, you must communicate the opinions of your student body to the national officers so that the OSR can effectively represent medical students on a national level. In addition, you can take OSR national priorities and objectives from your colleagues at the national level and implement them at your school. At PLFSOM, the role of OSR representative is chosen through an essay and

interview process of members of the Student Curriculum Committee and is selected by the Office of Student Affairs in conjunction with current OSR students.

Student Curriculum and Evaluation Committee

Charter: The Student Curriculum and Evaluation Committee (SCEC) is a student organization sponsored by the Office of Medical Education.

PLFSOM delegates to the Association of American Medical Colleges (AAMC) Organization of Student Representatives (OSR) are selected from the SCEC.

For each class, each college elects two Student Curriculum and Evaluation Committee members to serve for one year, and members may be re-elected.

Service on the Student Curriculum and Evaluation Committee is dependent on the maintenance of good academic standing as collaboratively determined by the Associate Dean for Student Affairs and the Associate Dean for Medical Education. Members who resign or who are determined to be at academic risk may be replaced by special election by the relevant College or replaced at the next appointed election.

SECURITY

Texas Tech Police Department (TTPD)

TTPD is responsible for maintaining 24-hour security on the El Paso campus. There is also 24-hour security at each of the school's affiliated hospitals. Students are encouraged to request safety escorts to parking areas at night. Call the campus police department if you would like a safety escort or need assistance. **TTPD can be reached at 915-215-7111.** There are also Emergency Blue Phones located on the campus.

El Paso Police Department (EPDD)

In case of an emergency please remember that **911** could always be your first option.

Identification Badge / Name Tag replacements

You must wear your TTUHSC El Paso badge at all times while on campus. It identifies you as a member of the TTUHSC El Paso medical community and it also gives you access (Proxy access) to restricted areas such as the student lounge and wellness center in the MEB and the building after hours. Lost photo ID badges will be replaced at no charge for the first two times. A third replacement will not be issued unless Student Affairs is contacted. Proxy access may not be granted upon third issue. Students may contact the Texas Tech Police Department for ID replacements at 915-215-7111. ID badges are made on Mondays, Wednesdays and Fridays from 9:00 – 11:00 am and 2:30 – 4:00 pm.

Stay Connected

Class Meetings

The Office of Student Affairs sponsors periodic meetings for each class. These meetings are typically held during lunch and are an opportunity for students to address concerns and questions in a public forum. Important information about USMLE, policy changes, or other topics is often presented. Students are required to attend in order to keep current with issues that affect them.

Communication

All communication with the faculty and staff at PLFSOM must go through your institutional (ttuhsc.edu) email address. We expect that you will check your institutional email account at least daily for important information. It is the student's responsibility to respond appropriately and in a timely manner to all school-related notices sent to them by email, regular mail, or other means.

Copiers

Students may use self-service copiers located in the Student Affairs Offices in rooms 1210B and 1210E as well as in both libraries.

E-portfolio

Each student also has their own E-portfolio, which is a repository of your unit grades, final grades, projects, reflections and career planning tools. You will receive further orientation from IT about this important tool. Click on [supported applications](#) for the link.

Mailing Addresses

Students must keep their local mailing addresses updated on the WebRaider Student Portal, in the Student Information Section click on Student Addresses and Phones at <https://eraider.ttuhsc.edu/signin.asp>

Student Email

Students are required to use their school-assigned email addresses to receive official communications from the PLFSOM and TTUHSC El Paso and are encouraged to check their email at least twice daily. Students are responsible for responding promptly to any official emails and are also responsible for any information transmitted via official email. Technical questions concerning email may be directed to the Information Technology Help Desk (915-215-4111). Noncompliance could result in receiving a professionalism event card, a failed grade if a required graded activity was missed, or referral to GPC Committee on Grading and Promotions.

Traffic

Students, staff, and faculty on the El Paso campus are required to have valid parking permits on their vehicles and must park in the appropriately designated areas. Violators will be ticketed. First and second year students are assigned to park at an off-site parking lot approximately 1 mile away from where students will be transported to campus via shuttle. In years three and four of medical school, students may park at the designated hospital parking lots. All students may park in the MEB parking lots after 3pm weekdays, and anytime on weekends and holidays. Please visit: <http://elpaso.ttuhsc.edu/parking/traffic-and-parking/default.aspx> 222 N. Concepcion St. Administrative Support Building II – (ASB II).

SECTION II. Student Affairs - Policies

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Appropriate Treatment of Medical Students in the Learning Environment and Definition of Mistreatment

Mistreatment is defined as behavior that adversely affects the learning environment and negatively impacts the learner/teacher relationship. Inappropriate and unacceptable behaviors promote an atmosphere in which abuse is accepted and perpetuated in the learning environment. In general, actions taken in good faith by faculty or residents to correct unacceptable performance is not considered mistreatment. Pointing out during rounds, conferences, operating rooms, or other settings that a learner is not adequately prepared for his/her assignments or required learning material is not mistreatment unless it is done in an inappropriate manner.

The following are some specific illustrations of behaviors that would promote appropriate treatment of medical students and residents, and behaviors that would be considered ~~inappropriate~~:

Examples of appropriate behavior include, but are not limited to:

- Conducting all interactions in a manner free of bias or prejudice of any kind
- Providing a clear description of expectations by all participants at the beginning of all educational endeavors, rotations and assignments
- Encouraging an atmosphere of openness in which students and residents will feel welcome to offer questions, ask for help, make suggestions, and disagree
- Providing timely and specific feedback in a constructive manner, appropriate to the level of experience/training, and in an appropriate setting, with the intent of guiding students and residents towards a higher level of knowledge and skill
- Focusing feedback on observed behaviors and desired outcomes, with suggestions towards improvement
- Focusing constructive criticism on performance rather than personal characteristics of the student or resident
- Basing rewards and evaluations on merit, not favoritism

Examples of inappropriate behavior include, but are not limited to:

- Questioning or otherwise publicly addressing students or residents in a way that would generally be considered humiliating, dismissive, ridiculing, berating, embarrassing, or disrespectful by others (including persons outside the medical profession)
- Asking students or residents to perform personal chores (e.g., buying lunch, bringing coffee, running errands, etc.)
- Telling inappropriate stories or jokes (e.g., ethnic, sexist, racist, crude)
- Behaving in an aggressive manner (e.g., yelling, throwing objects, cursing, threatening physical harm) that creates a hostile environment
- Assigning tasks or denying educational opportunities with the intent of punishment
- Making disparaging comments about students, residents, faculty, patients, patients' families, other health care professionals, or staff
- Touching students or residents in a sexual manner
- Taking credit for a student's or resident's work
- Intentional neglect or habitual disregard for student/resident learning

Under no circumstances is it considered acceptable practice for any participant in the educational programs to demonstrate bias, prejudice, exclusion, or other unprofessional behavior. Such unacceptable behavior also includes the creation of a concern of "retaliation". Any perceived or witnessed action of mistreatment shall

warrant the filing of a complaint or grievance as desired by the aggrieved party according to the procedures for filing a complaint or grievance.

Students who experience mistreatment, or others (peers, staff, residents or faculty) who witness mistreatment of students in the learning environment are urged to speak with their immediate supervising attending or the course /clerkship director, or the Associate or Assistant Deans in the Office of Student Affairs to discuss ways to mitigate further mistreatment and/or to proceed with the formal process of reporting mistreatment.

Student Complaints or Grievances

Students with complaints of any of the following listed below or wanting to file a grievance will find the policy and procedures located within the TTUHSC El Paso 2020-2021 Institutional Handbook, student handbook, <https://elpaso.ttuhs.edu/studentservices/institutional-handbooks.aspx>

Complaints regarding:

- The general or academic misconduct of another student
- Discrimination
- Student records
- Employment at TTUHSC El Paso
- Grades or grading
- Other types of mistreatment

Title IX

(Please note, this policy is being updated and will be distributed to students once complete.)

Please see the [HSCEP OP 51.03](#) on Harassment, Sexual Assault, Sexual Misconduct, and Title IX Policy and Complaint Procedure.

Challenging Student Grades

The course or clerkship director is the primary authority with respect to a student's proficiency and final grade in that course/clerkship. A student who believes that his or her final grade reflects a capricious, arbitrary or prejudiced academic evaluation should first discuss the matter with the course/clerkship director. Students can grieve any official document concerning their grades.

A student wishing to appeal the final grade received in a particular course or clerkship should first attempt to resolve the matter by meeting with the course or clerkship director. Students not satisfied after attempting such resolution may file a formal written appeal with the Associate Dean for Student Affairs (ADSA) or other Dean designee.

The appeal must be made within twenty (20) business days (based on SOM academic calendar) from the date of the student's grade, narrative or final grade release to E-portfolio. The student must detail the reasons for appeal and list any potential faculty or student(s) to serve as advisors or witnesses in the event of an appeal hearing in writing addressed to the ADSA.

The **Associate Dean for Student Affairs (ADSA)** or Dean Designee may appoint an *ad hoc* appeal committee (AHAC), may dismiss the appeal, or may consider another remedy. The appeal hearing process is described in more detail below.

The **ad hoc appeal committee (AHAC)** will consist of three members of a combination of either the course/clerkship directors (not responsible for the grade), or department Chair (not supervising faculty owner of grade), College Mentor (not over student involved) or member of the grading and promotion committee. The committee will appoint one of the AHAC members as committee chair.

If the ad hoc appeal committee is formed, then the committee chair is responsible for following the appeal procedure for grades and for fact finding. After reviewing all documents and completing necessary interviews, the ad hoc appeal committee will then make a recommendation to the ADSA or Dean's designee.

Appeal Hearing: If an appeal hearing is formed under the direction of the ADSA, it will be convened by the **ad hoc appeal committee chair (AHAC-Chair)** within ten (10) business days of the AHAC-Chair being appointed.

The AHAC-Chair will ensure procedural integrity and a thorough review of the case by the AHAC, of the students' written evaluations of the entire course or clerkship of which the appeal is made and the appropriate portions of the course/clerkship syllabus. The AHAC will meet with the student and hear their reasons for the appeal. The AHAC will also meet with the director of the course or clerkship.

Witnesses may be called at the discretion of the AHAC-Chair, but must include the student and the course/clerkship director. Students requested to be present as a witness by the school or by the student who is appealing the grade are not compelled to testify. Although no legal counsel is permitted in the appeal hearing, a student may request that a faculty member or another student be present and participate in an advisory role. This advisor may not represent the student, or directly question or cross-examine witnesses. A family member may not serve in this role. The output of the AHAC will be a written recommendation to the ADSA.

If after being notified of the final decision, the student feels that the School of Medicine did not properly follow its established procedures, then an additional written appeal may be forwarded to the **TTUHSC El Paso Vice President for Academic Affairs/Provost** within ten (10) business days (based on SOM academic calendar) after receiving the ADSA's final recommendations. Students may only appeal procedural issues. This step exhausts the student's appeal options, wherein the TTUHSC El Paso Vice President for Academic Affairs/Provost's decision is final.

Medical Student Enrollment Requirements

1. **Policy Statement:** In general, other than under specific exceptions for individual students as may be approved on a case-by-case basis by the school's Committee on Student Grading and

Promotion (GPC), or as specified in the educational program policy on Grading, Promotion, and Academic Standing (GPAS) in relation to the passing of Step 1 and the third year clerkships, partial enrollment in the M.D. program is not permitted.

2. **Reason for Policy:** This policy is intended to promote timely progression, preserve curricular integration, and to ensure appropriate stewardship of student financial aid and tuition funds.
3. **Who Should Read this Policy:** The registrar, associate and assistant deans of medical education, student affairs, and admissions, the director of student financial aid, and all medical students.
4. **Resources:** This policy is maintained by the Office of Medical Education and administered in direct coordination with the Office of Student Affairs, the Committee on Student Grading and Promotion, the Office of the Registrar, and the Office of Student Financial Aid.
5. **Definitions:**
 - **Enrollment (including full vs. partial):** For the purposes of this policy, enrollment refers to registering and incurring tuition and fees as a student in order to attend classes for academic credit as part of an approved educational program. In the context of the PLFSOM M.D. degree program, full enrollment refers to registering for all intended components of a semester, in their approved order and course relationships, according to the degree plan as outlined in the PLFSOM academic catalog. Partial enrollment refers to anything less than full enrollment.
6. **The Policy:**
 - A. In general, other than under specific exceptions for individual students as may be approved on a case-by-case basis by the GPC, or as specified in the GPAS policy in relation to the passing of Step 1 and participation in the third year clerkships, partial enrollment in the M.D. program is not permitted.
 - i. Due to the integrated nature of the PLFSOM curriculum, each semester of the pre-clerkship phase, each block of Year 3 of the clerkship phase, and the mixture of required and elective components of Year 4 leading to graduation and transition to residency, are designed to be taken in their entirety according to the standard degree plan (excepting the limited flexibility under the GPAS policy as referred to in section 1 above).
 - ii. Students engaging in research programs, additional degree or certificate programs, or other special experiences during which they are not participating in the school's standard curriculum plan according to their assigned class (based on their year of matriculation, or as adjusted by the GPC) shall not be concurrently enrolled at PLFSOM. Such activities are to be managed under the PLFSOM educational program policy on student leaves of absence.

- iii. The GPC shall otherwise permit partial enrollment only on a case-by-case basis and when justified by exceptional individual circumstances that meet both of the following criteria:
 - a. Partial enrollment for a semester is required for a student to avoid dismissal based on the timeline constraints established by the GPAS policy (sections 13.c and 13.d).
 - b. The proposed plan for partial enrollment is reviewed and approved by an ad hoc committee consisting of the associate dean for medical education (or their designee) and three regular/at-large members of the school's committee on curriculum and educational policy (CEPC), as fair, educationally valid, and equivalent to the originally intended integrated curricular elements under the standard curriculum plan in fulfilling the school's educational program goals and objectives.
- B. A student may appeal determinations by the GPC in relation to this policy according to the appeal process outlined in the GPAS policy (section 14).

Impaired Medical Student Policy

PLFSOM hereby establishes this policy to identify and aid, within ethical and legal parameters, for students who previously have been or are currently impaired.

1. Purpose:
This Policy will work in conjunction with the Impaired Physician Policy, see Impaired Physician/House Staff/Medical Student Policy https://el Paso.ttuhs c.edu/som/gme/_documents/impaired%20physician%20policy%20dec2014.pdf it is designed to:
 - a. Identify and adequately address the needs of medical students with ongoing impairment,
 - b. enhance awareness among faculty and students of the typical characteristics of the impaired medical student in an effort to identify students in need of help,
 - c. promote educational programs and other methods of primary prevention of impairment of all medical students,
 - d. provide treatment and monitoring of students identified as impaired,
 - e. take administrative actions as necessary, and
 - f. Preclude non-treatable or unresponsive individuals from achieving professional status necessary to practice medicine.
2. Review: The Student Affairs Committee will review this PLFSOM policy biannually and submit recommendations to the Faculty Council.
3. Definitions (taken from Impaired Physician Policy):
 - a. Impairment by substance abuse or misuse refers to any condition, resulting from substance abuse that

interferes with the individual's ability to function at work as normally expected.

- b. Impairment for other neuropsychiatric illnesses or medical reasons refers to any other categories of impairment including major debilitating illnesses, depression, dementia, or other psychopathology or disruptive behavior that may interfere with the individual's ability to function at work as normally expected.
- c. Symptoms of impairment may also include declining work performance as manifested by unavailability, missed appointments, lapses in judgment, incomplete medical records, mood swings, unexplained absences, embarrassing behavior, signs of intoxication or self-medication, and/or withdrawal from hospital or other professional activities. Family problems and change in character or personality are further accompaniments of impairment.

4. Presentations

- a. To promote prevention of impairments, the Chair of the Physician Wellbeing Committee (PWC), or designee, shall make a presentation each year at Freshman Orientation to promote awareness of this policy by:
 - i. discussing this policy with the entering class,
 - ii. introducing the members of the committee, and
 - iii. Distributing other helpful, applicable educational literature which will be developed by the PWC and made available to all medical students.

5. Reporting possible impairment

- a. Self-reporting. Any medical student who is concerned that he/she might be impaired or likely to become impaired should contact a member of the PWC who will bring the matter to the PWC to formulate a plan of action to provide appropriate assistance resources to the student.
- b. Report by others. Any person (i.e., student, faculty, staff, or administrator) who has reasonable cause to suspect that the ability of a medical student to perform may be impaired shall, in good faith, report the student to a member of the PWC.
- c. If a report is determined to be made in bad faith or malicious, that person will be reported to the Dean and may be subject to action under applicable institutional policies and/or laws and regulations.

6. Basis for intervention

Behavior that may be associated with, but not limited to, the following conditions:

- a. Demonstrated ineffectiveness in handling the stress of school and/or other outside personal problems
- b. Psychoactive substance abuse or dependence
- c. A psychiatric disorder
- d. A physical illness with pathophysiological and/or psychological manifestations
- e. Self-reporting by consulting with a member of the PWC
- f. Concern expressed to the PWC by a faculty member, administrator or another student

7. Verification

- a. Reports of impairment will be reviewed by the PWC and the PWC will decide whether to go forward under this policy based on the evidence presented, or document the file that no further action is warranted.
- b. The PWC may consult with representatives of the Texas Medical Association Physician Health and Rehabilitation Committee at the local or state level.

8. Process

- a. The chair of the PWC or the designee will meet with the identified student (or person who is reporting a student) to gather information about the concern.
- b. The PWC subcommittee will meet to discuss the concerns and formulate a plan for the student.
- c. The plan will be discussed with the student. If the student agrees with the committee recommendation they will proceed with implementation.
- d. The PWC may direct the student to obtain a drug test if there is concern about use of substances.
- e. Costs of treatment will be the student's responsibility.
- f. The student selects a treating provider and must sign a release of information for that provider to communicate with an assigned PWC member.
- g. The student must seek a provider as recommended by the PWC in a timely manner (not more than 2 weeks).
- h. The provider will discuss with the designated PWC member prior to onset of treatment to advise them of the treatment plan and the approximate amount of time required. The provider will make periodic progress reports to the designated member. At the end of the projected treatment period, the provider will report to the designated member that a) treatment has been completed successfully, b) further treatment is required and likely to produce a favorable outcome, or c) treatment was unsuccessful.
- i. The student will meet with the PWC member on a regular basis to review their progress.

9. Monitoring

- a. The student successfully completing the treatment obligation will be monitored by the designated faculty member of the intervention team. The faculty member will prepare a report of the anticipated scope and time frame of monitoring which the student will acknowledge by signature, and a copy will be given to the student.
- b. Monitoring may include, but is not limited to, random drug and alcohol testing, after-care therapy sessions and formal or informal meetings with the selected PWC faculty member.
- c. If post-graduate monitoring is recommended, the appropriate Impaired Health Professions Committee (i.e., TMA) will be notified.

10. Leave of Absence and Re-entry

- a. An impaired medical student will be allowed a leave-of-absence in accordance with the policy set forth in this PLFSOM Student Handbook.
- b. If the student requests a medical leave-of-absence, the designated faculty member described above may provide the written statement from a physician as required in the Student Handbook.

11. Unresponsiveness to intervention

- a. If the PWC determines that evaluation, treatment and/or monitoring are warranted and the student does not responsibly cooperate or respond, the PWC, by majority vote of the Committee, may refer the student to the grading and promotion committee for administrative action, which may include, but is not limited to, administrative leave of absence, suspension, or dismissal.

12. Confidentiality

- a. All Committee activities shall remain confidential.
- b. Representatives of administration will not be notified of specific cases unless the impaired student refuses or is unresponsive to the appropriate treatment, the student's actions endanger the public or

- himself/herself, or a leave-of-absence is sought by the PWC and/or student.
- c. Although specific cases will be presented to the PWC, confidentiality will be maintained to the extent reasonably possible.

13. Files

- a. All files will be kept by the Chair of the PWC for five years after the student graduates.
- b. For those who require post-graduate monitoring, the file will be transferred to the appropriate Impaired Health Professionals Committee in the state where the individual resides in accordance with laws and regulations governing such actions.

14. Student Participation

- a. Student representatives shall serve as ad hoc members of the committee. Three students across the four classes will be appointed by the Associate Dean for Student Affairs. The student representatives will attend training with the rest of the committee and be available for committee work related to their peer group.

Policy on Reporting Arrests

Per HSCEP OP 10.20 students must report to the Associate Dean for Student Affairs within 5 business days following the charge of a crime (see definition below). "Students, trainees, and residents shall timely self-disclose relevant criminal history record information no later than five (5) business days following the charge of a crime. "Criminal history record information" (CHRI) means information collected about students, trainees or residents by a criminal justice agency that consists of identifiable descriptions and notations of arrests, detentions, indictments, information, and other formal criminal charges, and their dispositions. If self-disclosure reveals CHRI, the individual must then undergo a contemporaneous criminal background check, which may include fingerprinting. The report will be made available to the appropriate Dean or his/her designee. Failure of students, trainees or residents to disclose information which is subsequently found on a background check may result in dismissal or withdrawal of acceptance from the university."

See policy at <https://el Paso.ttuhs.c.edu/opp/ documents/10/op1020.pdf>

Policy for Student Clearance in Clinics and Hospitals

1. All PLFSOM students must complete certain requirements in order to attend clinic or hospital assignments during their medical school curriculum whether in the TTP El Paso clinics, University Medical Center of El Paso or community clinics through the SCI course. This also applies to volunteer activities that occur in these locations (through student interest groups).

MS1 - Each student must complete the following prior to the first day of orientation:

- Immunizations as required by clinical affiliates (updated yearly)
- Basic Cardiac Life Support Certification
- Community Wide Orientation
- Evidence of Health Insurance coverage
- [Criminal Background check](#)
- Campus Clarity

MS2, 3 and 4s

- Yearly update of TB skin test
- BLS recertification – if expired
- Community Wide Orientation
- Annual HIPAA online training
- Evidence of Health Insurance coverage
- Annual influenza vaccine in the fall
- [Drug Screen](#) (prior to Year 3)

2. Consequences of non-compliance:

If a student fails to meet the requirements as outlined above they would not be allowed to attend any clinical activities. Missing activities because of noncompliance would be an unexcused absence. The student may receive a negative grading consequence.

With the second episode of noncompliance, a notation citing their poor professionalism would be placed in their file. This could be included in the MSPE at graduation in regards to professional attributes.

A third episode of noncompliance would require the student be discussed at the Grading and Promotion Committee for lack of professionalism. (See GPAS policy on how professionalism can impact progression in the curriculum).

Noncompliance with administrative duties can be predictive of future issues in professionalism. A student is expected to respond to reminder emails. If a student fails to complete the tasks by the established deadline, they are considered noncompliant and lacking in professionalism.

Professional Accountability

Process for reporting issues with behaviors/professionalism: such as non-participation, disrupting of the learning environment or any behaviors that do not follow the Medical Student Code of Honor.

Teachers document on **small group evaluation form** if in small group activity (all students):

1. Teacher reports problem to course director.
2. First occurrence (alerted by small group evaluation or teacher concern): Course director meets with student and notifies College Mentors (CMs) of concern.
3. Second occurrence: Course director forwards to CMs who meets with the student to discuss early trend.
4. Third occurrence: CMs send student to Associate Dean for Student Affairs (ADSA) to discuss.

Documentation:

1. Course director notifies the College Mentors when he/she meets with a student for an initial complaint by email (in writing).
2. CMs will review any and all advisory sessions at the end of the semester for professionalism comments and discuss negative trends with the student to plan ways for student to change behaviors. (This meeting should be documented.) Students are encouraged to meet with their CMs each

semester to review their progress and this would be one aspect included in that meeting.

3. At the end of year one and two, the student's CMs will review all professionalism comments and give a summary of the student's progress to date in professionalism (end of year professionalism report). For year one, this will be a formative report so that the student knows what areas need improvement. For year two, this will be a summative comment that will be included in the Medical School Performance Evaluation (MSPE or Dean's letter) that is distributed to residency application sites. Students may challenge comments in their portfolio by following Challenging Student Grades Policy.

Please see TTUHSC El Paso Student Handbook: Student Code Section D "Misconduct" and Section E "Other Professional and Ethical School Standards".

Concealed Handguns Policy

Please read HSC OP: 10.30 Regulations for the carrying of concealed handguns by license holders at the following link: http://elpaso.ttuhsce.edu/opp/_documents/10/op1030.pdf

It is the responsibility of a handgun license holder to be knowledgeable of the applicable laws and procedures governing the possession of concealed handguns.

Restricted areas:

- designated research areas
- designated medical areas
- other areas temporarily posted as allowed by Penal Code Sections 46.03 and 46.035

Pre-clerkship Phase Attendance Policy

1. Policy Statement: Medical students are expected to attend and participate in all assigned pre-clerkship phase activities. Attendance and participation are considered elements of medical student professionalism, and personal and professional development, as outlined in the PLFSOM Educational Program Goals and Objectives (specifically, objective 5.6 – "Demonstrate honesty in all professional and academic interactions", objective 5.7 – "Meet professional and academic commitments and obligations", and goal 8 – "Demonstrate the qualities required to sustain lifelong personal and professional growth"). Internal as well as published studies strongly indicate that attendance and participation correlate with academic success in medical school. As such, the school monitors and encourages medical student attendance and participation in all pre-clerkship phase curricular activities, and sets specific expectations for attendance and participation for all activities designated as "required" (including all

graded activities).

2. Reason for Policy: This policy defines the expectations for pre-clerkship phase student attendance and participation in support of the school's educational goals and objectives and, more generally, in support of student academic success.

3. Who Should Read this Policy: All students, all members of the PLFSOM Committee on Student Grading and Promotion (GPC), all pre-clerkship phase course directors, the PLFSOM Associate and Assistant Deans for Student Affairs (plus all Office of Student Affairs staff that interact with students in regards to attendance and/or conduct), the PLFSOM Associate and Assistant Deans for Medical Education, all pre-clerkship course coordinators.

4. Resources: This policy is primarily applied and supported by the PLFSOM Office of Student Affairs. This policy is administratively maintained (reviewed, revised, and disseminated) by the PLFSOM Committee on Curriculum and Educational Policy (CEPC).

5. Definitions:

- **Assigned activity:** Any educational program administrative or curricular activity assigned to a student (as disseminated via the school's curriculum and learning management systems or in emails sent to the students via their official TTUHSC accounts)
- **Required activity:** Any educational program administrative or curricular activity for which attendance is required (as disseminated via the school's curriculum and learning management systems or in e-mails sent to the students via their official TTUHSC accounts)
- **Graded activity:** Any graded activity that substantively contributes to the student's fulfillment of the overlying course objectives and to the student's final grade. All graded activities are considered required, but not all graded activities constitute critical summative assessments (see overlying course or requirement syllabi)
- **Critical summative assessment:** Critical summative assessments are graded activities involving performance standards that are obligatory to passing the overlying course or requirement. They are specified in the overlying course or requirement syllabus and disseminated via the school's curriculum and learning management systems or in e-mails sent to the students via their official TTUHSC accounts
- **Attendance:** Timely presence in and attention to an assigned activity (may be monitored, and may be recorded and assessed for required activities)
- **Tardy attendance:** Late arrival to an assigned activity (defined as arriving within 10 minutes after the scheduled start time for an assigned activity). For some time-sensitive assigned activities (such as OSCEs), tardy admittance to an assigned activity may not be allowed, and under these circumstances the student will be counted as absent (consult course or requirement syllabi)
- **Absence:** Non-attendance or arrival more than 10 minutes after the scheduled start time for an assigned activity. Absences are recorded at the course level by the required activity. However, excused absences (planned or unplanned) may involve entire days, including multiple required activities, and those days shall be accounted for as one absence under Section IX, regardless of the number of required activities missed. An excused absence requiring only part of a day, as determined by the Associate Dean for Student Affairs or their designee, shall be accounted for as one absence under Section IX, regardless of the number of required activities missed during the excused absence. For unexcused absences, each required activity missed shall be accounted for as one absence under Section IX.

- **Planned absence:** An absence anticipated and pre-approved by a student due to special circumstances consistent with Section 6.VI below
- **Unplanned absence:** An absence unanticipated by the student and for which pre-approval is not possible – consistent with Section 6.VII below
- **Unexcused absence:** An absence inconsistent with the criteria for excused absence, planned or unplanned, per Sections 6.VI and 6.VII below

6. The Policy:

- **General expectation of attendance and participation:** Consistent on-time attendance and participation demonstrate respect for the educational environment and are essential ways for the school to monitor student progress in multiple competencies. Being on time and prepared to participate fully are essential to the effective work of learning teams. When it is necessary for students to be absent from a required activity, students must approach such absences with the same standard of professional responsibility required of practicing physicians. All absences from pre-clerkship phase required activities, whether planned or unplanned (see Sections 6.VI and 6.VII below), are expected to be reported to the PLFSOM Office of Student Affairs, and to be excused according to the criteria outlined below.

- **Relation of absences to professionalism:** Unexcused absences from pre-clerkship phase required activities constitute a professionalism concern and are thus grounds for referral of the student to the GPC for review according to the criteria outlined below (see also the PLFSOM Policy on Grading, Promotion, and Academic Standing) – see also Section 6.VIII, below). Excessive absenteeism, as specified in Section 6.IX below, may constitute a professionalism concern and/or other academic concern(s) related to fulfillment of educational program objectives and/or fitness for continued participation in the educational program.

- **Absences, and academic responsibility:** Under no circumstances does an absence, or tardiness, relieve a student of meeting all assigned academic requirements.

Regardless of the cause or status of an absence, students are responsible for the content, work, and academic performance standards associated with all missed activities. Students are also expected to meet any participation requirements and, for group/team-based activities, to equitably contribute to their group’s learning (even in relation to missed activities). See section XII (Responsibility for make-up work).

- **General school and faculty responsibilities related to this policy:** The school and its faculty are accountable for:

- a. Notifying students of their assigned activities via the school’s curriculum management systems or by the student’s official TTUHSC e-mail account
- b. Monitoring attendance for all required activities
- c. Notifying students of attendance concerns
- d. Establishing clear expectations for students regarding the timely completion of graded activities, critical summative assessments, and the scheduling of make-up activities/assessments when indicated as outlined below
- e. Acting fairly and in good faith under this policy

- **General student responsibilities related to this policy:**

Students are accountable for:

- a. Maintaining awareness of course policies related to attendance and participation. It is the student’s professional responsibility to review the absence policy and specific

- attendance requirements for all assigned courses and activities
- b. Accurately managing their schedules to ensure on-time preparation, attendance, and participation in assigned activities
 - c. Accurately confirming their attendance as and when required (misrepresentations of attendance, for oneself or others, is considered a professionalism concern for which a student may be referred to the GPC for academic review)
 - d. Communicating professionally about absences according to the systems established and disseminated by the Office of Student Affairs
 - e. All absences involving required activities (including all graded activities and all critical summative assessments) should be reported via the plfabsence@ttuhsc.edu system (or alternative system, when indicated and disseminated by the Office of Student Affairs) regardless of whether the student presumes the absence will be excused or not
 - f. Seeking the school's assistance if personal circumstances interfere with their on-time attendance and participation
 - g. Accepting that faculty and school decisions under this policy shall be based on the specific relevant circumstances. Because of this, decisions rendered in any specific situation shall not be considered as establishing generally applicable precedents

• **Planned absences:** A planned absence from a pre-clerkship phase required activity must be reported a minimum of two weeks in advance (unless deemed unavoidable by the Associate Dean for Student Affairs, non-compliance shall result in the absences being counted as unplanned). The student will notify the Office of Student Affairs via the plfabsence@ttuhsc.edu e-mail system (or alternative system, when indicated and disseminated by the Office of Student Affairs). Planned absences must be pre-approved by the Associate Dean for Student Affairs or their designee. Requests should be based on compelling circumstances such as:

- a. Routine/non-acute medical and dental appointments
- b. Discretionary legal proceedings/consultations or other appointments for necessary professional services
- c. Essential personal/family events (weddings, graduations, etc.)
- d. Religious obligation/observance
- e. Scheduled conference presentations/unique programs/school-requested tasks
- f. Requests deemed insufficient or excessive shall be denied – subject only to appeal to the Dean (or the Dean's designee) within 5 business days of the student's notification of the denial. Appeals must be submitted in writing or via the student's TTUHSC e-mail account and copied to the Associate Dean for Student Affairs. Student appeals of a denied absence request should include a detailed explanation of the request and of the basis for the appeal. If a student's absence request conflicts with a required activity that cannot be otherwise made-up or completed, the absence may adversely affect the student's grade or other performance assessments in the activity and its overlying course or requirement.

• **Unplanned absences:** Unplanned absences should be reported to the PLFSOM Office of Student Affairs via the plfabsence@ttuhsc.edu system (or alternative system, when indicated and disseminated by the Office of Student Affairs) as soon as the circumstances reasonably allow

(typically within 24 hours). In situations not involving critical summative assessments (as designated by the overlying course or requirement syllabus), the criteria for excused unplanned absences include:

- a. Acute illness (documentation of a directly related physician encounter is required for absences of three or more days)
- b. Participation in legal proceedings (with documentation)
- c. Serious illness or death of a family member (documentation may be required for multiple absences or absences of three or more days)
- d. Observance of a religious holy day/obligation (documentation may be required for multiple absences or absences longer than one day)
- e. Other personal or family emergency (with documentation)

In situations involving critical summative assessments (as designated by the overlying course or requirement syllabus), the above criteria still apply, but documentation is required in all cases (specifically including documentation of a directly related physician visit on the day of or before the absence).

- **Unexcused absences:** All absences should be reported via the plfabsence@ttuhsc.edu system (or alternative system, when indicated and disseminated by the Office of Student Affairs) regardless of whether the student presumes the absence will be excused or not. As per Sections 1 and 6.I above, unexcused absences from pre-clerkship phase required activities constitute a professionalism concern and are thus grounds for referral of the student to the GPC according to the criteria outlined below (see also the PLFSOM Policy on Grading, Promotion, and Academic Standing). Referral of a student to the GPC based on unexcused absences shall be made by the Associate Dean for Student Affairs (or their designee). Unexcused absence from a required activity may result in reduced or no credit for the activity depending on the overlying course or requirement policy and the student's performance on any associated make-up assignments, if allowed. Alternatively, students may lose points toward their final grade due to unexcused absences as outlined in the individual course syllabi. A single unexcused absence from a critical summative assessment may result in referral of a student to the GPC based on a professionalism concern. Referral of a student to the GPC based on an unexcused absence from a critical summative assessment shall be at the discretion of the Associate Dean for Student Affairs (or their designee).

- **Total absences regardless of cause:** For the reasons outlined in Section 6.I above, there is a general expectation of consistent attendance and participation in assigned activities regardless of the potential cause(s) of any particular absence or combination of absences (see definition of absence in Section 5 above). As such, any student with 5 or more absences during any pre-clerkship semester, regardless of cause, shall be required to meet in person with the Associate Dean of Student Affairs (or their designee) to: 1. Review this policy; 2. Review the nature (types and pattern) of the student's absences; 3. Discuss any related corrective measures, assistance, or support services the student may need to consider; and 4. Explore options for mitigating the adverse academic consequences of their absenteeism. In addition, any student with 10 or more absences during any pre-clerkship phase semester, regardless of cause, shall be referred by the Associate Dean for Student Affairs to the GPC for review of the student's fulfillment of educational program objectives and academic fitness for continued participation in the educational program.

- **Missed graded activities and critical summative assessments:**

1. Missed graded activities and critical summative assessments due to planned absences: In requesting approval for a planned absence under Section VI above, it is the student's responsibility to review their assigned activities during the proposed absence, and to list in their request any graded activities and critical summative assessments they will miss (failure to declare a graded activity and/or critical summative assessment may result in no credit, and no make-up opportunity, for the activity/assessment). Requests for planned absences may be denied solely on the basis of their interference with the student's timely participation in assigned graded activities and/or critical summative assessments. For an approved planned absence involving missed graded activities and/or critical summative assessments, it is the student's responsibility to contact the relevant course or requirement director to arrange for a make-up activity or assessment. Make-up activities or assessments shall, whenever possible, be scheduled at the discretion of the course director within 2 business days immediately before or 5 work days immediately after the approved absence. As also noted under Section VI above, some required activities, including some graded activities, cannot be made-up or completed as intended (usually due to the team-based or experiential nature of the activity), and under these circumstances the absence may adversely affect the student's grade or other performance assessments in the activity and its overlying course or requirement.
2. Missed graded activities and critical summative assessments due to unplanned absences: For an unplanned absence involving missed graded activities and/or critical summative assessments, it is the student's responsibility to contact the relevant course or requirement director as soon as possible, and no later than 24 hours after returning, to arrange for a make-up activity or assessment. Make-up activities or assessments shall, whenever possible, be scheduled at the discretion of the course director within 5 business days immediately after the student's return. As also noted under Section VI above, some required activities, including some graded activities, cannot be made-up or completed as intended (usually due to the team-based or experiential nature of the activity), and under these circumstances the absence may adversely affect the student's grade or other performance assessments in the activity and its overlying course or requirement.
3. Missed graded activities and critical summative assessments due to unexcused absences: Missed graded activities or critical summative assessments due to unexcused absence will result in no credit for the activities or assessments (the student is then subject to the remediation policies of the overlying course or requirement).

- **Tardiness:** Repetitive tardiness is disruptive and constitutes a professionalism concern that may be cited in student assessments and reported to the Associate Dean for Student Affairs as a potential basis for individual counseling, and for processing in the context of other academic

concerns as may arise. A student who accumulates five episodes of tardiness involving required activities in any semester is required to meet with the Associate Dean for Student Affairs (or their designee) for individual counseling (consistent with Section 6.IX above). Persistent repetitive tardiness, despite individual counseling by the Associate Dean for Student Affairs (or their designee), may result in referral of a student to the GPC based on a professionalism concern, and this is required for any student accumulating ten or more episodes of tardiness involving required activities in any semester. Referral of a student to the GPC based on repetitive tardiness shall be made by the Associate Dean for Student Affairs (or their designee). Tardiness involving a critical summative assessment may result in reduced time allowed for completion of the assessment (students may be denied compensatory time), exclusion from the exam (and associated loss of credit for the exam), and/or diversion to an alternative testing location/station.

- **Responsibility for make-up work:** To meet the objectives of any missed activity, students should review relevant learning materials, participate in any linked formative assessments, practice quizzes, or posted discussion questions, and consult with their classmates regarding the specific content covered in the activity. For missed required activities, regardless of cause, a student should contact the course director to determine if make-up work is required. Course directors (or their designees) may issue alternative assignments for students to complete when they are absent from a required activity, regardless of whether the absence is excused or unexcused. Make-up work may be required even in situations where the student will not receive credit for a missed required activity based on the overlying course or requirement policy. Students must complete required make-up work by the faculty-assigned deadline, without reminders from the activity/course staff or faculty.

- **Responsibility for the additional costs related to absences and tardiness:** In particular situations, unexcused absence from, or tardy attendance of, a required activity may result in a student being responsible for the additional costs incurred in making-up the activity (for example, the unbudgeted cost of providing a previously unplanned standardized patient).

Classroom Behavior Policy

Students are expected to demonstrate professional behavior in the classroom as demonstrated by punctuality, respect for others' opinions, attentiveness, and courtesy.

Dress Code Policy

All students are expected to dress in appropriate professional attire during the entire course of their medical school education at the PLFSOM in the classroom, clinic or hospital. Professional dress would include (but not be limited to) clean clothing, no holes, no open toe shoes, no shorts, no sweats.

The student is expected to be compliant with the OSHA guidelines when seeing any type of patients – standardized or real patients - or during any lab experience.

Hats, caps, and other head gear are not permitted in the classroom. Only headgear worn for religious purposes and approved in advance by the Office of Student Services is permissible.

Electronic Devices in the Classroom

The use of electronic devices in the classroom setting (i.e., laptop computers, PDAs, etc.) is to be limited to that which is necessary for that particular class. Cell phones are to be turned off or placed in vibrate mode. Unauthorized use of audio and video recording is prohibited.

Bluetooth headsets for phones should not be worn in the classroom setting.

Testing Policy

All formative and summative computer testing will be done at a designated location with secure access. The student will not be allowed to bring anything into the room during testing other than their testing computer (per the BYOD policy) so they should allow ample time to store their belongings. (Lockers are available in the colleges.) Scratch pads, calculators and other items needed for the test will be provided.

Any unauthorized reproduction of test items by any method is a serious breach of the Medical Student Code of Professional and Academic Conduct and will result in disciplinary action up to and including dismissal from the School of Medicine.

Duty Hours Policy

Please see 2020-2021 Common Clerkship Policies, link to the Academic Year 2020- 2021 Common Clerkship Policies

https://elpaso.ttuhsu.edu/som/ome/documents/Common_Clerkship_Policies_AY_2020-2021.pdf

Evaluation Participation Policy

All students are expected to participate in the evaluation system at PLFSOM. The expectations are set out in the *Faculty Evaluation & Reporting Policy* and the *Course Evaluation & Reporting Policy* (available at <http://elpaso.ttuhsu.edu/som/ome/CEPC/policies.aspx>). The expectations laid out below are synopsisized from these policies.

Evaluations expected of students consist of course and teaching evaluations. Expectations depend on where a student is in their course of study. Students in the M1 & M2 years are expected to complete a minimum of:

Units	Course Evaluations Expected	Faculty /Facilitators Evaluations	Due
Immersion	SCI Course	Up to 5 faculty evaluations (may be reduced based on content)	10PM MT Thursday after end of immersion unit
End of Each Unit:	SPM Unit Med Skills Unit SCI Spanish	5 Faculty	10PM MT 5 days after the SPM unit test

End of Final Unit of semester:	SPM Unit Med Skills Unit SCI College Colloquium	5 Faculty 2 Mentors	10PM MT 5 days after the test
Clerkship Preparation Course	Course evaluation	2 Faculty	10PM MT 5 days after the test

For students in their clerkship years, the expectations are:

Course type	Course Evaluations Expected	Faculty/Resident/Fellow or Coordinator Evaluations	Due
M3 Clerkships	Block plus 2 clerkship	4 per Clerkship (faculty or resident)	8AM MT Monday after last NBME
M4 courses at PLFSOM	Course	1 (faculty or resident)	8AM MT Monday after course ends
M4 Away Rotations	Course	--	8AM MT Monday after course ends

M1 & M2 students will be assigned faculty to evaluate. In the event that the student does not believe they saw the faculty member, s/he is expected to decline the evaluation and complete a voluntary evaluation on the faculty member of their choice (evaluation of Spanish faculty is encouraged). M3 & M4 students are expected to choose the individuals they evaluate.

Participation in evaluations is considered an indicator of both professional citizenship and general professionalism. Throughout their careers, physicians are required to submit paperwork under time limits and other pressures. In many ways, the evaluation system is a platform for students to begin to learn the skills for dealing with such demands.

Evaluations completed by students are used for curricular review/improvement and faculty accountability. Course results, reported in aggregate after grades are submitted, are provided to curriculum committees, course directors, faculty, deans and department chairpersons. Faculty/resident results are reported to the specific faculty/resident and their supervisors. Identified trends of concern are also reportable to the Associate Dean for Student Affairs and the Associate Dean for Medical Education. In addition to curricular review/improvement and faculty accountability functions, accreditation and research drives the expectation of participation. Curriculum reviews at the end of each course, year, and every 3 years include the results of evaluations. Evaluation ratings for faculty are used both for performance reviews and promotion and tenure applications.

LCME requires that schools have a robust evaluation system with high levels of student involvement. Research indicates that professionalism at the undergraduate medical education level is predictive of later professionalism issues. On these bases, we have established consequences for non-compliance.

Consequences for non-compliance:

All students will receive professionalism assessments at the end of each required evaluation period. The assessments indicate if the student met the expectation, was late (evaluations close for participation the day after the deadline), or failed to submit one or more evaluations. Additionally, students may receive an assessment on their communication skills as appropriate.

The professional citizenship assessments contribute to the College Mentor annual summaries. For year one, this will be a formative report so that the student knows what areas need improvement. For year two, this will be a summative comment that will be included in the Medical School Performance Evaluation (MSPE or Dean's letter) that is distributed to residency application sites. (See Professional Accountability policy) Students may challenge comments in their portfolio. (See Challenging Student Records or Grades policy).

Information about assignments, any changes, or other information about evaluation requirements will be communicated via email. Students are expected to read emails in their entirety and request clarifications before the deadline. Students will not receive warnings prior to receiving professionalism assessments. Students may view assessments in their e-portfolios in the evaluation tab.

Medical Education Program "BYOD" Protocol

The Information Technology Department is introducing a Bring Your Own Device (BYOD) initiative for the testing centers.

All students, residents and staff using the testing centers in the Medical Education Building (MEB) and Gayle Greve Hunt School of Nursing (GGHSON) will be required to provide their own personal computing devices. Therefore, all students must possess and maintain a laptop computer that meets the technical specifications of TTUHSC El Paso and their school or program.

If you have questions, please contact the IT Help Desk at 915-215-4111 or ELP.HelpDesk@ttuhsc.edu.

Program Statement: For full participation in the M.D. degree program, students in the Paul L. Foster School of Medicine (PLFSOM) are responsible for providing and maintaining electronic devices in accordance with current recommended technical specifications. For all other inquiries related to Information Technology support and policy information, please refer to the Student Orientation Packet "IT Welcome" provided by the Office of Student Affairs.

Reason for Statement: This statement is intended to ensure that all medical students have appropriate access,

via compatible personal equipment, to the information required for their participation and successful experience in the program.

Who Should Read This Policy: All PLFSOM students, course/clerkship directors, educational program administrators, and PLFSOM academic technology support staff.

Supporting Resources: This protocol is supported by the Office of Medical Education.

- **Technical Expectations:**
 - a. All students are expected to use their own laptops to access assessments, course materials, and educational information (tablets, mobile devices, and smartphones are not recommended for these purposes).
 - b. Students are responsible for the maintenance and security of their laptops, devices, and peripherals (e.g. mouse, power supply, network cables). Laptops must meet the minimum technical specifications as determined by the curricular platforms used (see item v).
 - c. Neither TTUHSC El Paso nor the PLFSOM is responsible for the consequences of a student choosing to use a device that does not meet these recommended minimum technical requirements. Furthermore students are solely responsible for vendor updates and changes in the technical specifications for applications and services required by the program.
 - d. Students are expected to respect administration, faculty, and tutor directions by shutting-off devices during certain educational activities. This includes complying with a faculty member's decision not to be recorded.
 - e. The minimal technical specifications for related learning and assessment platforms may be obtained from the organization's website (requirements are subject to change):

- **Technical Reference List**
 - a. **ExamSoft:** <https://examsoft.force.com/etcommunity/s/article/Exemplify-Minimum-System-Requirements>
 - b. **NBME Web Testing:** <http://files.constantcontact.com/71cb3668301/649e2415-f4a2-4e2f-ac30-84c0cca887ee.pdf>
 - c. **Aquifer:** <https://aquifer.org/resources-tools/securing-your-exam/>
 - d. **CANVAS learning management system:** <https://community.canvaslms.com/docs/DOC-10721>
 - e. **Media Space (Kaltura):** https://vpaas.kaltura.com/documentation/Web-Video-Player/Supported_Devices.html
 - f. **Firecracker:** <http://help.firecracker.me/articles/68200-which-browsers-does-firecracker-support>

- **Recommended general specifications include the following:**
 - a. Use only internet browsers that are supported by TTUHSC El Paso (do not use beta versions).
 - b. Exam certification must be performed on all personal laptops and/or institution-owned systems that will be used for testing at least 10 minutes prior to exam.
 - c. Mobile devices, iPads, tablets, and laptops with integrated touchscreens are not recommended or allowed for testing.
 - d. Virtual machines (including applications) are unreliable when running some required exam

platforms and thus are not allowed. Examples: Microsoft Surface Pro 4 and Windows 10 Pro with Hyper V.

- e. Laptops should be able to connect to both wired and wireless networks (newer systems may require an additional Ethernet network adaptor or device).
 - f. Fast broadband internet connection is recommended.
 - g. In special cases where faculty or course directors promote certain educational applications, please consult application website for technical specifications.
- **Student non-compliance with technical protocols, specifically including the use of non-conforming personal devices for testing, may result in any of the following school designated actions:**
 - a. Administration of the test on a device provided by the institution device (subject to availability)
 - b. A change in the modality of the affected student's test (for example, administration of a paper version)
 - c. Changes in the setting and/or location of the test
 - **In addition, student non-compliance maybe reported as a professionalism concern to the Office of Student Affairs, and potentially result in a referral to the Grading and Promotions Committee.**

Grading, Promotion, and Academic Standing (GPAS)

https://el Paso.ttuhs.c.edu/som/ome/CEPC/_documents/secure/GPAS_policy_2019MARCH.pdf

1. Policy Statement:

This document defines the school's expectations and practices related to the determination of student grades, promotion, and academic standing.

2. Reason for Policy:

The purpose of this policy is to guide the faculty and its relevant committees in their administration of student grades, promotion, and academic standing.

3. Who Should Read this Policy:

All PLFSOM educational program leaders, including the dean, the provost, all academic officers of the Office of Medical Education and Office of Student Affairs, all course/clerkship directors and assistant directors, and all members of the following standing faculty committees: the Committee on Curriculum and Educational Policy, the Committee on Student Grading and Promotion, the Committee on Evaluation of Education Programs, the Committee on Student Affairs. This policy is also to be included in the student handbook and should be read by all students.

4. Resources:

This policy is administratively maintained by the PLFSOM Office of Medical Education, and further supported by the Office of Student Affairs. As described below, the Committee on Student Grading and Promotion has especially extensive responsibility for adherence to and application of this policy.

5. The Policy (Introduction):

A. Grading:

Every student has a right to a course grade that represents the faculty's good faith judgment of the student's academic performance. A student's grade in every course is

based upon performance, professional behavior, and/or participation in any activities as may be applicable to that course as described in its syllabus. Responsibility for student assessment and grading rests with the course faculty. Faculty members have an obligation to the students, the school, and the public to award passing grades only to those students who have demonstrated the knowledge, skills, attitudes, and conduct defined by the MD degree program's educational goals and objectives, and by other school and institutional policies related to attendance, participation, assessment, and conduct.

B. Promotion/Student Advancement (referring to LCME accreditation element 9.9):

Every student achieving all of the academic and professional expectations of the courses and curricular phase in which they are enrolled is entitled to be promoted according to the MD degree plan as outlined in the school's academic catalog. Responsibility for monitoring and recommending students for promotion and graduation based on their academic and professional progress rests with the Committee on Student Grading and Promotion (GPC). The GPC has an obligation to the students, the school, and the public to allow a student to be promoted, and to graduate, only when they have demonstrated the knowledge, skills, attitudes, and conduct defined by the MD degree program's educational goals and objectives, and by other school and institutional policies related to attendance, participation, assessment, and conduct. This obligation specifically includes preventing the promotion and graduation of students who demonstrate unacceptable behavior or conduct in the care of patients, in relationships with staff and peers, and/or in their public life. A student may be dismissed if the GPC determines that the student's academic performance is unsatisfactory or that the student is otherwise unfit to continue the study of medicine.

C. Good academic standing:

Good academic standing is defined as not being on probation as defined below in Sections 9 (pre-clerkship phase) and 11 (clerkship phase).

- a. In order to enroll in any additional or supplemental elective courses or programs, or to serve as an officer for a school-sponsored student organization, students must be in good academic standing. Students not in good academic standing are required to withdraw from any additional or supplemental elective courses or programs, and to resign from any ongoing service as an officer for any school-sponsored student organizations.
- b. Students in good academic status but on academic warning, as defined in Sections 9 and 11 below, are expected to critically review and reduce their extracurricular activities (leadership roles, supplemental curricula, and/or volunteerism), and to seek approval of their plans in this regard from the Associate Dean for Student Affairs or their designee. This review is to be documented and retained in the Associate Dean's files. Non-adherence to an approved plan may result in referral of the student to the GPC for a review of their academic status based on a professionalism concern.

6. Responsibilities for the operational/day-to-day monitoring of student progress

The Associate Dean for Student Affairs in conjunction with the College Mentors and the Associate Dean for Medical Education are responsible for the operational/day-to-day monitoring of the medical students and will refer students to appropriate academic or personal counseling services when

indicated.

7. Responsibilities of the Committee on Student Grading and Promotion (GPC)

The GPC is a standing committee of the PLFSOM Faculty Council, defined and governed by the PLFSOM Faculty Bylaws, and with fundamental responsibilities as outlined in Section 5 above. The GPC is not a policy making body, but it applies policies related to grading and promotion as approved by the Committee on Curriculum and Educational Policy (another standing committee of the PLFSOM Faculty Council). The Office of Student Affairs provides administrative support to the GPC and maintains the committee's meeting minutes and other records. Students are notified in writing if they are expected to meet with the GPC to discuss their performance in relation to the school's academic and professional standards. The Chair of the GPC individually notifies affected students in writing of any decisions by the committee related to their academic status, and the student's College Mentors, the Director of Academic Support, the Associate Dean for Student Affairs, the Associate Dean for Medical Education, and the Dean (or their designee) receive a copy. In addition, a copy of this document shall be retained in the student's permanent record. The proceedings of the GPC are confidential, in accordance with the Family Educational Rights and Privacy Act of 1974 (FERPA).

A. Guidelines for GPC deliberations and determinations regarding a student's academic status

- a. Five members of the committee constitute a quorum at a regular or called meeting.
- b. All committee decisions requiring a vote are determined by a simple majority vote with the Chair included as a voting member.
- c. In conducting individual student reviews, the committee is expected to review the relevant academic outcomes, including professionalism concerns, and act on those findings according to the rules outlined in this policy whenever applicable. In circumstances for which a rule is not specified, the GPC is empowered to make determinations regarding a student's academic status within the institution's general academic policies.

8. Responsibilities of the Dean

Initial recommendations and associated actions for each student are delegated to the GPC. The Dean, or their designee serving as the Chief Academic Officer, is responsible for administering the appeals process and rendering final decisions.

9. Review of pre-clerkship phase coursework

The GPC reviews pre-clerkship student progress at the end of the fall semester and at the end of each academic year. All completed courses of the pre-clerkship phase of the curriculum are graded PA (pass) or FA (fail) -- other transcript notations may apply to courses not completed (per HSCEP OP 77.19 Grading Procedures and Academic Regulations). The use of temporary grades and grade notations shall also be regulated by an educational program policy subsidiary to HSCEP OP 77.19. Students passing all courses with no professionalism concerns or exceptional circumstances adversely affecting their academic progress are promoted as a cohort according to the MD degree plan (per PLFSOM academic catalog). All other students are considered at-risk and are further characterized as either on academic warning or probation (see also paragraph 5.c above):

A. Academic warning:

Students on academic warning have specifically identified academic challenges that are potentially remediable within the current academic year

or prior to progression to the next academic phase. Unless specifically modified by the GPC, this status persists until all associated academic performance deficiencies are satisfactorily resolved, at which point the student is no longer considered at-risk

B. Probation:

Students on probation have specifically identified academic deficits that require repeat of a year or a revised curriculum plan. Unless specifically modified by the GPC, this status persists until satisfactory completion of the repeat year, at which point the student is considered at-risk and on academic warning until the student’s satisfactory completion of the pre-clerkship phase of the curriculum, at which point the student is no longer considered at-risk

All students are subject to individualized GPC reviews that incorporate the student’s current and accumulated academic performance since matriculation, any professionalism notations/concerns, compliance with educational program expectations (per program policies and as may be individually specified by the GPC), and any exceptional circumstances affecting the student’s academic performance. In most cases a student’s at-risk status is automatically determined by their circumstances as outlined below. However, at-risk students initially designated as on academic warning shall be re-designated as on probation if the GPC determines that repeat of the year or a revised curriculum plan is necessary. **Note regarding pre-clerkship phase deferred/temporary grade resolution and course remediation plans:** Standard plans for the resolution of deferred/temporary course grades are specified by course syllabi. When individualized course (or course component) remediation is a consideration, the course director shall propose a plan for GPC review and approval. Similarly, at-risk students initially designated as on probation shall be re-designated as on academic warning if the GPC determines that repeat of the year is not necessary (as when individual remediation may be approved).

a. Fall Semester Review

Table 9.a Pre-Clerkship Phase Fall Semester Review Rules	
The GPC will consider all pre-clerkship phase students after the end of the fall semester. Students considered at-risk will be placed on academic warning or probation and reviewed by the GPC according to the following rules:	
If:	Then:
i. Deferred/temporary grade in one course:	
SPM	
<ul style="list-style-type: none"> One SPM unit failed 	Academic warning, referral to the GPC at the discretion of the SPM course director and/or the associate dean for medical education (for consideration of individual remediation or repeat of the year)
<ul style="list-style-type: none"> Two SPM units failed 	Academic warning with required referral to the GPC for individualized review, including academic performance issues that may not be adequately identified or addressed at the course level (see sections 5.b and 9 above)

SCI, Medical Skills, or Colloquium	Academic warning, referral to the GPC at the discretion of the course director and/or associate dean for medical education (for consideration of individual remediation or repeat of the year)
ii. Deferred/temporary grade in two courses:	
One SPM unit <u>and</u> SCI, Medical Skills, <u>or</u> Colloquium	Academic warning and referral to the GPC at the discretion of the relevant course directors and/or the associate dean for medical education (for consideration of individual remediation, repeat of the year, or dismissal)
Two SPM units <u>and</u> SCI, Medical Skills, <u>or</u> Colloquium	Probation and referral to the GPC for consideration of repeat of the year or dismissal
Any combination of SCI, Medical Skills, and/or Colloquium	Referral to the GPC for determination of at-risk status (academic warning or probation) and for consideration of individual remediation, repeat of the year, or dismissal
iii. Failure of one course:	
SPM (more than two units failed)	Probation and referral to the GPC for consideration of repeat of the year or dismissal
SCI, Medical Skills, or Colloquium	Probation and referral to the GPC for consideration of individual remediation, repeat of the year or dismissal
iv. Failure of multiple courses:	
Any combination of two courses (SPM, SCI, Medical Skills, and/or Colloquium)	Probation and referral to the GPC for consideration of repeat of the year or dismissal
Any combination of three or four courses	Referral to the GPC for consideration of dismissal
v. Professionalism concerns	
	A student referred to the GPC based on a professionalism concern may be designated as at-risk and on academic warning or probation based on the GPC's review of the specific concern(s) and the student's overall academic record. GPC considerations may include individual remediation, repeat of the year, or dismissal. As professionalism is an essential component of the school's academic program (see the PLFSOM medical education policy on program goals and objectives), the GPC may issue directives solely based on professionalism concerns (regardless of the student's performance related to other educational program goals and objectives). Any disclosure of student criminal history record information (CHRI) per HSCEP OP 10.20 shall result in referral to the GPC for review of the student's academic status based on a professionalism concern

b. Year End Review

Table 9.b Pre-Clerkship Year End Review Rules	
The committee will consider all pre-clerkship phase students after the end of the academic year. Students considered at-risk will be placed on academic warning or probation and reviewed by the GPC according to the following rules:	
If:	Then:

i. Not considered at-risk based on performance in the fall semester	Criteria per Section 9.a (see above) applies
ii. Already considered at-risk based on performance in the fall semester:	
a. At-risk based on performance in the fall semester <u>not</u> involving SPM <u>plus</u> failure of one SPM unit in the Spring semester	Academic warning, referral to the GPC at the discretion of the SPM course director and/or associate dean for medical education
b. At-risk based on performance in the fall semester due to failure of one SPM unit <u>plus</u> failure of one SPM unit in the spring semester	Academic warning with required referral to the GPC for individualized review, including academic performance issues that may not be adequately identified or addressed at the course level (see sections 5.b and 9 above)
c. At-risk based on performance in the fall semester due to failure of one SPM unit <u>plus</u> : <ul style="list-style-type: none"> • Failure of two SPM units in the spring semester or • Failure of one SPM unit in the spring semester and a deferred/temporary grade in one spring semester course other than SPM 	Probation, and referral to the GPC for consideration of repeat of the year or dismissal
d. At-risk based on performance in the fall semester <u>not</u> involving SPM <u>plus</u> a deferred/temporary grade in one spring semester course other than SPM	Academic warning, referral to the GPC at the discretion of the SPM course director and/or associate dean for medical education – considerations may include individual remediation, repeat of the year, or dismissal
e. Failure of any spring semester course	Probation, and referral to the GPC for consideration of repeat of the year or dismissal
f. Failure to resolve any deferred/temporary grades from the fall semester	Probation, and referral to the GPC for consideration of repeat of the year or dismissal
g. Professionalism concerns	Rules as per Section 9.a.v apply (see above)
iii. Timelines for the resolution of deferred/temporary course grades and/or course remediations:	
a. Year 1 students	<ul style="list-style-type: none"> • To advance to Year 2, all Year 1 academic expectations, including passing of the Comprehensive End-of-Year Exam (CEYE), must be fulfilled prior to 3 full business days before the start of orientation for Year 1 of the next academic cycle • Unsuccessful, incomplete, or unattempted resolutions of deferred/temporary grades (timeline as above) will result in a grade of FA (failure) for the associated course or requirement, with no opportunities for remediation other than repeat of the year, if eligible
b. Year 2 students	See Section iv.b below
iv. Review based on cumulative end-of-year requirements (Students are also subject to review based on cumulative end-of-year requirements)	

a. Year 1 students:	
Failure of first attempt of the CEYE	Academic warning, referral to the GPC at the discretion of the Associate Dean for Medical Education or their designee
Failure of a second attempt of the CEYE	Probation and referral to the GPC for consideration of repeat of the year or dismissal
b. Year 2 students:	<ul style="list-style-type: none"> • For on-time promotion to the clerkship phase according to the standard degree plan, students completing Year 2 must take the USMLE Step 1 exam prior to the first day of orientation for the next Year 3 • Students must pass the USMLE Step 1 exam on their first or second attempt to remain enrolled in the clerkship phase
Student passes (routinely or through remediation) all pre-clerkship phase courses and is not designated as on academic warning or probation due to professionalism concerns.	Student is designated as eligible to take the USMLE Step 1 examination
Student passes (routinely or through remediation) all pre-clerkship phase courses and is designated as on academic warning or probation due to professionalism concerns	Student's eligibility to take the USMLE Step 1 examination is subject to GPC review and approval (with GPC discretion to require advancement under academic warning and an individual remediation plan, repeat of the year, or dismissal)
Student completes Year 2 but does not take USMLE Step 1 prior to the first day of orientation for the next Year 3	<p>Academic warning, ineligible to enroll in Year 3, referral to GPC to explain rationale for delaying USMLE Step 1 and progression into the clerkship phase, GPC discretion to direct student to engage with academic counseling/support resources, and the student is required to pass USMLE Step 1 before re-enrolling in the curriculum.</p> <p>Upon passing USMLE Step 1, the student will enter the clerkship phase either with block 2 of the same academic year, or with block 1 of the next academic year (as determined by the GPC in consultation with the Associate Dean for Medical Education and based on educational program considerations such as block capacity and the comparability of student cohorts and experiences).</p> <p>If a student in this situation does not pass Step 1 prior to block 2 of the same academic year, then their final opportunity to enter Year 3 shall be with block 1 of the next academic year</p>

Failure of first attempt of USMLE Step 1	<p>Academic warning:</p> <ul style="list-style-type: none"> • If failing grade is received prior to the start of clerkship block 1: student is ineligible to enroll in Year 3, student's College Masters notified, student required to meet with the Associate Dean for Student Affairs (or their designee), student may be referred to the GPC at the discretion of the Associate Dean for Student Affairs, and the student is required to pass USMLE Step 1 before re-enrolling in the curriculum. Upon passing USMLE Step 1, the student will enter the clerkship phase either with block 2 of the same academic year, or with block 1 of the next academic year (as determined by the Associate Dean for Medical Education and based on educational program considerations such as block capacity and the comparability of student cohorts and experiences). If a student in this situation does not pass Step 1 prior to block 2 of the same academic year, then their final opportunity to enter Year 3 shall be with block 1 of the next academic year • If failing grade is received after the start of clerkship block 1: Student continues in clerkship block 1 but is ineligible to enroll in block 2, student's College Masters notified, student required to meet with the Associate Dean for Student Affairs (or their designee), student may be referred to the GPC at the discretion of the Associate Dean for Student Affairs, student must pass the Step 1 exam prior to the start of the first Year 3 intersession of the same academic year. Upon passing Step 1 (and assuming a passing grade in both block 1 clerkships) the student re-enrolls in the clerkship curriculum with the first Year 3 intersession
Failure of second attempt of USMLE Step 1	Probation, student to meet with Associate Dean for Student Affairs (or their designee) to review circumstances, options (as discussed in section above), and recommendations. Student may be referred to the GPC at the discretion of the Associate Dean for Student Affairs
Failure of third attempt of USMLE Step 1	Referral to the GPC for consideration of dismissal

10. Additional expectations related to repeat years

Table 10 Additional Rules Related to Repeat of a Pre-Clerkship Year (see also Section 12.b below)	
Students on probation and repeating a pre-clerkship year will be subject to the following more stringent rules that apply to both fall semester and end-of-year reviews:	
If:	Then:
i. Failure of any semester course	Referral to the GPC for consideration of dismissal
ii. Professionalism concerns	Rules as per Sections 9.a.v apply (see above)

1. Review of clerkship phase coursework

The GPC reviews Year 3/core clerkship block student progress at the end of each block and at the end of the academic year. The GPC reviews Year 4 student progress on a rolling basis as indicated based on input from the Assistant Dean for Clinical Instruction and/or the Associate Dean for Student Affairs. Except for the intersessions and the boot camp (which apply the Pass/Fail grading mode), all completed courses of clerkship phase apply the Honors/Pass/Fail grading mode. Other

transcript notations may apply to courses/clerkships not completed (per HSCEP OP 77.19 Grading Procedures and Academic Regulations). The use of temporary grades and grade notations shall also be regulated by an educational program policy subsidiary to HSCEP OP 77.19. Students passing all courses/clerkships with no professionalism concerns or exceptional circumstances adversely affecting their academic progress are promoted as a cohort according to the MD degree plan (per PLFSOM academic catalog). All other students are considered at-risk and are further characterized as either on academic warning or probation (see also paragraph 5.c above):

A. **Academic warning:**

Students on academic warning have specifically identified academic challenges that are potentially remediable within the current academic year or prior to graduation. Unless specifically modified by the GPC, this status persists until all associated academic performance deficiencies are satisfactorily resolved, at which point the student is no longer considered at-risk

B. **Probation:**

Students on probation have specifically identified academic deficits that require repeat of a year or a revised curriculum plan. Unless specifically modified by the GPC, this status persists until satisfactory completion of the repeat year, at which point the student is considered at-risk and on academic warning until the student's satisfactory completion of the clerkship phase of the curriculum, at which point the student is no longer considered at-risk

All students are subject to individualized GPC reviews that incorporate the student's current and accumulated academic performance since matriculation, any professionalism notations/concerns, compliance with educational program expectations (per program policies and as may be individually specified by the GPC), and any exceptional circumstances adversely affecting the student's academic performance. **Note regarding clerkship phase remediation plans:** Standard remediation plans may be specified by course/clerkship/block syllabi. When individualized course/clerkship/block (or component) remediation is a consideration, the relevant course/clerkship/block director(s) shall propose a plan for GPC review and approval.

a. Year 3 end-of-clerkship block review rules

Table 11.a Year 3 End-of-Clerkship Block Review Rules	
The committee will consider all Year 3 students after the end of each 3 rd year clerkship block. Students considered at-risk will be placed on academic warning or probation and reviewed by the GPC according to the following rules:	
If:	Then:
i. Failure of one or two clerkships:	Referral to GPC for consideration of: one-month remediation* in Year 4 (student placed on academic warning), repeat of the associated clerkship block(s), repeat of Year 3 (student placed on probation), or dismissal
ii. Failure of three clerkships	Probation and referral to GPC for consideration of: repeat of Year 3 or dismissal
iii. Rating of needs improvement in 3 or more competencies on any clerkship final assessments	Referral to GPC for consideration of: individualized remediation* (student placed on academic warning), repeat of Year 3 (student placed on probation), or dismissal
iv. Failure of 1st attempt of NBME in 3 different clerkships	Referral to GPC for consideration of: individualized remediation* (student placed on academic warning), repeat of Year 3 (student placed on probation), or dismissal

v. Professionalism concern	<ul style="list-style-type: none"> • A student referred to the GPC based on a professionalism concern may be designated as at-risk and on academic warning or probation based on the GPC's review of the specific concern(s) and the student's overall academic record. As professionalism is an essential component of the school's academic program (see the PLFSOM medical education policy on program goals and objectives), the GPC may issue directives solely based on professionalism concerns (regardless of the student's performance related to other educational program goals and objectives). • GPC recommendations may include individual remediation*, delayed progression to Year 4, repeat of Year 3, delay of graduation, or dismissal • Any disclosure of student criminal history record information (CHRI) per HSCEP OP 10.20 shall result in referral to the GPC for review of the student's academic status based on a professionalism concern
*Students cannot earn clerkship phase elective credit for GPC-required remediation(s)	

b. Year 4 review rules

Table 11.b Year 4 Review Rules	
The committee will consider all Year 4 students on a rolling basis following each 4 th year block. Students considered at-risk will be placed on academic warning or probation and reviewed by the GPC according to the following rules:	
If:	Then:
i. Failure of one or two required or elective courses/clerkships in the fourth year	Referral to GPC for consideration of: individualized remediation* (student placed on academic warning), delay in graduation, repeat of Year 4 (student placed on probation), or dismissal
ii. Failure of three or more required or elective courses/clerkships in the fourth year	Probation and referral to GPC for consideration of delay in graduation, repeat of Year 4, or dismissal
iii. Rating of Needs Improvement in 2 or more competencies in any required clerkship	Referral to GPC for consideration of: individualized remediation* (student placed on academic warning), delay in graduation, repeat of Year 4 (student placed on probation), or dismissal
iv. Scholarly Activity and Research Program (SARP) requirements:	
<ul style="list-style-type: none"> • Failure to submit final report by the Fall deadline for Year 4 (SARP II) • Failure to complete all SARP requirements by May 1st of Year 4 	Academic warning, GPC review not required unless the student is referred by a SARP course director Probation and referral to the GPC for consideration of delay in graduation, repeat of Year 4, or dismissal
v. Professionalism concern	Same as per Year 3 (see Section 11.a.v above)

vi. Failure of Step 2 CK or CS on the first attempt	Academic warning, student required to meet with the Associate Dean for Student Affairs (or their designee), student's College Masters notified, GPC review not required but student must submit a passing score for both Step 2 CK and CS by May 1 st in order to graduate in May of the same academic year (non-fulfillment of this requirement may result in delay of graduation)
vii. Failure of Step 2 CK or CS on the second attempt	Probation, student required to meet with the Associate Dean for Student Affairs (or their designee), student's College Masters notified, GPC review not required but student must submit a passing score for both Step 2 CK and CS by May 1 st in order to graduate in May of the same academic year (non-fulfillment of this requirement may result in delay of graduation)
viii. Failure of Step 2 CK or CS on the third attempt	Referral to the GPC for consideration of dismissal
*Students cannot earn clerkship phase elective credit for GPC-required remediation(s)	

12. Failure to remediate

- A. If a student fails to successfully complete a GPC-approved remediation plan (as per the framework outlined above), then the student shall be automatically referred back to the GPC for consideration of repeat of the year, if eligible, or dismissal
- B. If a student on probation fails any courses/clerkships during a repeat year, then the student shall be automatically referred back to the GPC for consideration of dismissal (see also table 10 above)

13. Promotion and graduation timeline

- A. Students are expected to complete the MD degree program and graduate within 4 years of initial matriculation
- B. A student's timeline for completion of the MD degree may be extended due to:
 - a. A school-approved leave of absence
 - b. Academic difficulty requiring repetition of an academic year as per this policy
 - c. Non-completion of Years 1 and 2 of the MD degree program within 3 years will result in dismissal, regardless of cause
 - d. Non-completion of the MD degree program within 6 years will result in dismissal, regardless of cause

14. Appeals

- A. A student may appeal the decision of the GPC. This appeal must be made to the Dean or their designee of the School of Medicine within five business days, in writing, and must cite grounds for the appeal. An appeal may only be based on a claim that due process of GPC policies and procedures was not followed
- B. The Dean or their designee may issue the decision alone or may appoint an Appeals Committee comprised of three members of the faculty to determine whether a basis for appeal exists.
- C. If an Appeals Committee is appointed:

- a. The Associate Dean for Student Affairs (or their designee) and the Chair of the GPC (or their designee from among the regular members of the GPC) shall serve as ex officio members of the Appeals Committee
 - b. The Appeals Committee will be convened by the Associate Dean for Student Affairs within five business days after appointment to consider the student's appeal
 - c. The student shall notify the Associate Dean for Student Affairs in advance if he/she is to be accompanied by an attorney or other representative. An attorney or representative may appear only in an advisory capacity and may not address the Appeals Committee. Should the student be accompanied by an attorney or representative, the School of Medicine shall be represented by the Office of General Counsel. If necessary, the appeal hearing may be delayed up to five business days of the scheduled date if needed to allow personnel from the Office of General Counsel to attend.
 - d. The student may present a statement to the Appeals Committee regarding their appeal. Both the Appeals Committee and the student may call witnesses and present evidence relevant to resolution of the appeal. At the conclusion of the hearing, the Appeals Committee shall forward its recommendation to the Dean or their designee. If the recommendation is not unanimous, a minority view shall be appended.
 - e. Unless suspended for justifiable cause, the student may continue to participate in the curriculum as enrolled until the appeal is resolved.
 - f. After review of the Appeals Committee recommendation, the Dean or their designee will make a final decision.
- D. The decision of the Dean or their designee is final. The student and the Chair of the GPC will be notified in writing by the Dean or their designee.

15. Notifications related to repeat of a year or dismissal

- A. Following a final decision to require a student to repeat a year, or to dismiss a student from the Paul L. Foster School of Medicine, the Office of Student Affairs shall notify in writing Accounting Services, Financial Aid, the Registrar, and other pertinent offices and entities.

16. Review and revision of grading and promotions policies

- A. Consistent with Section 7 above, grading and promotion policies are developed, reviewed, and approved by the Committee on Curriculum and Educational Policy, which is a standing committee of the PLFSOM Faculty Council as defined in the PLFSOM Faculty Bylaws.

Grade Changes and Transcript Notations
(Subsidiary to HSCEP OP 77.19)

1. **Policy Statement:** This policy establishes guidelines for the approval of grade changes and for the use of grade notations, including conversion of a temporary grade (DE, I, PR, or X) to a final grade. This policy also establishes that a final grade of HO cannot be achieved through the successful resolution of a temporary grade of DE (as defined in HSCEP OP 77.19)
 2. **Reason for Policy:** This policy is intended to be consistently applied in all situations requiring a grade change and/or the use of transcript notations. Any potential exceptions shall require review by the Committee on Curriculum and Educational Policy (CEPC), and final approval by the Dean or their designated Chief Academic Officer. In addition, this policy is intended to provide guidance that is specific to the PLFSOM educational program and aligned with the AAMC’s “Guidelines for Medical Schools Regarding Academic Transcripts” (GSA Steering Committee, May 2016).
 3. **Who Should Read this Policy:** Course Directors, members of the Committee on Student Grading and Promotions (also referred to as the “GPC”), Associate and Assistant Deans of Medical Education and of Student Affairs, the Registrar.
 4. **Resources:** This policy is administratively supported by the Office of Medical Education
 5. **Definitions:**
 - A. Grade modes and grades: see HSCEP OP 77.19
 - B. Grade notation: an explanatory statement associated with a grade on a student transcript
 - C. PLFSOM grade modes: see the PLFSOM Policy on Grading, Promotion and Academic Standing (the pre-clerkship phase uses the PA/FA mode, the clerkship phase uses the HO/PA/FA mode — except for the intersessions and boot camp, which are graded using the PA/FA mode)
-
6. **The Policy:**
 - A. **Student with on-time progression**
 - a. **Grade Changes:**

Grade changes are to be processed in accordance with HSCEP OP 70.19 Section I.B and initiated by the instructor of record through the system provided by the Office of the Registrar. Justification for the change must be documented. In addition, all grade changes are to be reviewed and approved by the Associate Dean for Medical Education (or their designee) prior to submission to the Office of the Registrar.
 - b. **Grade notations:**
 - I. **Conversion of a temporary grade (DE, I, PR, or X) to a final grade:**
 - i. When a temporary grade of I or PR is to be converted to a final grade (FA, PA, HO), the temporary grade is converted to the final grade with no grade notation.
 - ii. When a temporary grade of DE or X is to be

converted to a final grade of FA, the temporary grade is converted to the final grade with no grade notation.

- iii. When a temporary grade of DE is to be converted to a final grade of PA, then the grade of PA shall be associated with a grade notation of “[Unit/Component(s)] Remediated” (for example: “1 Unit Remediated” for SPM, or “Spanish Remediated” for SCI).
 - Note: conversion of an DE to an HO based on a course/clerkship component remediation is not permitted.
- iv. When a temporary grade of X is to be converted to a final grade of PA or HO, the following rules apply:

If:	Then:
The student’s work at the time the temporary grade was entered was satisfactory, and the student’s subsequent work was also satisfactory (i.e. consistent with the standards of the final grade)	The temporary grade is converted to the final grade with no grade notation.
The student’s work at the time the temporary grade was entered was not satisfactory, and the student’s subsequent work included	The temporary grade is converted to a PA with a grade notation of “[Unit/Component(s)] Remediated” (conversion to an HO is not permitted).
remedial efforts to achieve a passing grade.	

- II. Conversion of a failing grade (FA) to a passing grade (PA) based on remediation prior to promotion according to the standard degree plan (I.e., without repeat of the year): If a student is permitted and successful in remediating a final course grade of FA in time for on schedule promotion according to their degree plan, then the grade shall be converted to a grade of FA-PA, indicating initial failure followed by successful remediation and full course credit (note: conversion of an FA to an HO based on remediation is not permitted).

c. Unsatisfactory academic performance requiring repeat of

course(s)/year:

- i. Refer to the PLFSOM policy on grading, promotion and academic standing for a description of the GPC's related responsibilities and discretion.
- ii. Final course grades of FA resulting in a determination that a student is required to repeat the course(s) and/or year are permanent. In addition, any passing grades in courses that the student is not required to repeat are permanent — though due to the integrated nature of the curriculum students repeating a year are generally expected, except under special circumstances as may be determined by the GPC, to repeat all of the courses in that year.
- iii. All courses not failed but required for a repeat year (i.e., those completed successfully or discontinued) shall be associated with a temporary grade of I, or of W if the course was dropped within the drop period as published on the Office of the Registrar's website. Upon completion of the repeat terms, the grades of I will be converted to RP — and a final grade will be recorded for each course in the repeat year according to the applicable grading mode.

B. Other Notations:

PLFSOM faculty may record academic information only which falls entirely within the purview of the school's faculty and as explicitly approved by the Committee on Curriculum and Educational Policy.

a. Transcript Notation Levels:

TTUHSCEP student information system allows for transcription notations associated with each term and each degree earned. Therefore honors that are awarded by the school's faculty, either within a term or at graduation, may be included on the transcript as approved by the CEPC.

b. Diploma Notations:

Distinguished honors noted on a diploma require the advanced approval of the Texas Tech University Board of Regents (current approved notation are limited to Distinction in Research and Scholarship and Distinction in Anatomy).

Policies are subject to revision. Refer to the Office of Medical Education website or contact the Office of Medical Education to ensure that you are working with the current version

Leave of Absence Policy

1. General Information

The PLFSOM has a policy that requires that a student complete the curriculum within a six-year time frame to include any leaves of absence.

2. Students in Good Academic Standing

a. Leaves of absence for periods not to exceed one academic year may be granted by the Associate Dean for Students Affairs upon written request by a medical student in good academic standing. Reasons for leave may include, but are not limited to: financial distress necessitating full-time employment; an educational endeavor at another institution of higher grading and promotion education; and medical leave. Medical leave requests must further include a written statement from a physician that such a leave is indicated in the best interests of the student. The written request and physician statement (in the case of a medical leave) will be considered by the Associate Dean for Student Affairs. The Associate Dean will set and specify in writing the conditions for return upon termination of the leave and the student will indicate understanding by signing and returning a copy of the written letter which will be placed in his/her Student Affairs file. Student Affairs will inform the appropriate departments of such leave. At the time the student wishes to return, he/she will submit a letter of intent to the Associate Dean. In the case of short-term leaves of absence for acute illness or other emergency, the student will be responsible for arranging to complete any missed work.

b. If a student requests to extend a leave beyond one year, he/she will be withdrawn from the curriculum and will need to apply for re-admission to the Admissions Committee in its regular process for consideration of medical school applicants, unless he/she is granted a leave extension by an appeal to the Dean as described below. (See Appeal for Denial of Leave or Re-entry)

3. Students Not in Good Academic Standing

a. If the student requesting leave is in academic difficulty, the leave request will be forwarded to the Grading and Promotions Committee for consideration and disposition. If the need for the decision is urgent, the Associate Dean for Student Affairs, Chair and Chair-elect of the Grading and Promotions Committee may make a joint decision regarding granting of the leave, duration of the leave and conditions for re-entry that will be furnished in writing to the student. The student will indicate understanding by signing and returning a copy of the written letter that will be placed in his/her Student Affairs file. Student Affairs will inform the appropriate departments of such leave. At the time the student wishes to return, he/she will submit a letter of intent to the Associate Dean. The Associate Dean of Student Affairs, and where applicable, the Chair and Chair-elect of the Grading and Promotions Committee, and/or the Grading and Promotions Committee itself will determine whether the criteria for re-entry have been met. In the case of a medical leave, a written report from the student's physician and/or an independent assessment of the student's condition by another physician may be required.

b. Any student in poor academic standing who requests a second medical leave of absence within two years of the first must follow the same procedure; however, the Grading and Promotion Committee will review the student's entire academic record, history of medical leaves, and

documentation of progress in treatment to decide if the student will be allowed to re-enter the medical school curriculum. If a student is allowed to re-enter, the conditions for re-entry will be specified at that time.

- c. If a student requests to extend a leave beyond one year, he/she will be withdrawn from the curriculum and will need to apply for re-admission to the Admissions Committee in its regular process for consideration of medical school applicants, unless he/she is granted a leave extension by an appeal to the Dean as described below. (See **Appeal for Denial of Leave or Re-entry**)

4. Appeal for Denial of Leave or Re-entry

In the event a student's request for leave or re-entry is denied, the student may submit a written appeal to the Dean of the PLFSOM. The Dean may hear the matter directly or may appoint a 3-member faculty committee to hear the matter and make recommendations to him. The Dean's decision will be final.

5. Medical Leaves of Absence

- a. Medical leaves of absence may be granted by the Associate Dean for Student Affairs. Request for a medical leave must include a written statement from a physician that such a leave is indicated in the best interest of the student. The written request by the student and substantiating information from the physician will be considered by the Associate Dean for Student Affairs. If the student is in good academic standing, the Associate Dean may grant a medical leave for a period of up to one academic year. He will notify the appropriate departments of the student's leave and set the conditions for return upon termination of the leave. Granting of the leave and conditions for re-entry will be furnished in writing to the student and a copy will be placed in his/her Student Affairs file.

- b. If the student is not in good academic standing, the Associate Dean for Student Affairs will consult with the Chair and Chair-elect of the Grading and Promotions Committee, and they will either deliberate as a group or refer to the Grading and Promotions Committee the decision on granting of leave, duration of leave, and conditions for re-entry. Granting of the leave and conditions for re-entry will be furnished in writing to the student and a copy will be placed in his/her Student Affairs file. Upon completion of a medical leave, the Associate Dean for Student Affairs, and where applicable, the Chair and Chair-elect of the Grading and Promotions Committee, and/or the Grading and Promotions Committee itself will determine whether the criteria or conditions for re-entry have been met. They may require a written report from the student's 'physician and/or may require an independent assessment of the student's 'condition by another physician of their designation.

- c. If a student in poor academic standing requests a second medical leave of absence within two years of the first leave, the student must again produce a written request along with a written statement by a physician supporting the request. The leave may then be granted as per the procedure noted above for up to one year. However, granting of a second leave under these circumstances will not guarantee that a student may return to the medical curriculum. At

the time the student wishes to return, the student will produce a written request to do so along with a letter from an appropriate physician that supports that request. The Grading and Promotions Committee will then deliberate as to whether or not the student will be allowed to re-enter the curriculum. This decision will be based on a review of the entire academic record, history of medical leaves, and documentation of progress in treatment. If a student is allowed to re-enter, the conditions for re-entry will be specified at that time.

d. A request for an absence longer than one year will necessitate the withdrawal of the student. The student will make application for readmission through the regular admissions process.

6. Appeal for Denial of Leave

- a. In the event a student's request for leave is denied, the student may submit a written appeal to the Dean of the PLFSOM. The Dean may hear the matter directly or he may appoint a 3-member faculty committee to hear the matter and make recommendations to him. The Dean's decision will be final.
- b. In the event a student on medical leave of absence is denied re-entry, the student may appeal in writing to the Dean of the School of Medicine. The Dean may hear the matter directly or he may appoint a 3-member faculty committee to hear the matter and make recommendations to him. The Dean's decision will be final.

7. Appeal for Denial of Leave

- a. In the event a student's request for leave is denied, the student may submit a written appeal to the Dean of the PLFSOM. The Dean may hear the matter directly or he may appoint a 3-member faculty committee to hear the matter and make recommendations to him. The Dean's decision will be final.
- b. In the event a student on medical leave of absence is denied re-entry, the student may appeal in writing to the Dean of the School of Medicine. The Dean may hear the matter directly or he may appoint a 3-member faculty committee to hear the matter and make recommendations to him. The Dean's decision will be final.

Off-Cycle Process

All students are expected to take their first attempt at Step 1 prior to starting the clerkship block 1 according to the standard degree plan. See the [Grading, Promotion, and Academic Standing Policy](#). If the student does not take Step 1, they will be placed on academic warning, ineligible to enroll in Year 3, referral to GPC to explain rationale for delaying USMLE Step 1 and progression into the clerkship phase, GPC discretion to direct student to engage with academic counseling/support resources, and the student is required to pass USMLE Step 1 before re-enrolling in the curriculum. Upon passing USMLE Step 1, the student will enter the clerkship phase either with block 2 of the same academic year, or with block 1 of the next academic year (as determined by the GPC in consultation with the Associate Dean for Medical Education and based on educational program considerations such as block capacity and the comparability of student cohorts and experiences). If a student in this situation does not pass Step 1 prior to block 2 of the same academic year, then their final opportunity to enter Year 3 shall be with block 1 of the next academic year.

Students who, for any reason, do not take Step 1 in time to enter AY 2020-21 clerkship Block 1 will be ineligible to enroll at the start of the fall term of AY 2020-21, and thus will not receive financial aid. To have any chance of graduating on-schedule with their class, they must take and submit a passing Step 1 score prior to resuming the Year 3 curriculum at the start of AY2020-21 clerkship Block 2. Any student in this situation who does not pass Step 1 in time to start Block 2 will be ineligible to enroll in the AY 2020-21 Spring term, ineligible to receive financial aid for that period, and must retake and submit a passing Step 1 score prior to the start of AY 2020-21 clerkship Block 1 (consistent with the policy that all students must pass Step 1 within 1 year of completing Year 2).

- As per the Student Handbook, any student who does not pass the USMLE Step 1 exam within 3 attempts, or who does not pass this exam within one year of completing Year 2, is referred to the GPC for consideration of dismissal.

Copyright Policy

The student should assume that all educational materials provided to them may consist or, or contain, copyrighted material that is intended only for their use in the context of the educational program. Please see HSCEP OP 67.02 Guidelines for the Educational Use of Copyrighted Works at https://el Paso.ttuhsc.edu/opp/_documents/57/op5702.pdf

Drug Screening

Drug screening may be required at any time, depending upon program and/or affiliated institution requirements. See HSCEP OP 77.15, https://el Paso.ttuhsc.edu/opp/_documents/77/op7715.pdf

If there is the concern of a substance abuse issue, the positive result will be sent to the Director of Student Affairs who will forward it to the Physician/Student Wellness committee for evaluation. The student will not be eligible to participate in clinical activities until the issue has been addressed (see Impaired Medical Student policy). A medical student may request retesting of his/her original sample within five days of being notified of a positive result by contacting the laboratory. The medical student is responsible for the cost of retesting.

Social Media

From the Mayo Clinic's 12-word Social Media Policy:

- Don't Lie
- Don't Cheat
- Don't Steal
- Don't Pry
- Can't Delete
- Don't Reveal

Don't lie: This is a good rule in general, but is particularly important online where nothing is transient and everything is searchable. It is also not permissible to demean or degrade any individual associated with the

HSC on internet resources or represent self as another person, real or fictitious, as a means to circumvent this policy.

Don't pry: Do not seek out personal health care data or potential protected health information as part of a social platform conversation. TTUHSC El Paso students are not allowed to post or discuss any such sensitive information on personal social networking sites, including photos of patients.

Don't cheat: In social media, cutting corners is more likely to be discovered and exposed with negative consequences.

Can't delete: It is important to remember that what you post online cannot be deleted. The most effective tool to address this is a strategic pause before you post. Count to 3 and think:

1 – To whom am I posting? Who is my audience?

2 – Is this post appropriate? Would I say this to someone face-to-face? Would this be appropriate at my institution?

3 – Does my post add value to the ongoing conversation?

Don't steal: Give credit where it is due and acknowledge those who inspired you or provided information you are passing along. In Twitter it's as simple as a retweet or a mention while in a blog you can share a link.

Don't reveal: If the information is proprietary or confidential, don't disclose it in social platforms. This also applies to educational material that belongs to the faculty of TTUHSC El Paso, including the logo, class material or information from your textbooks. Students should respect copyright, trademarks, and intellectual property rights. This includes putting this type of material in study guide or flashcards that are publically available.

TTUHSC El Paso faculty and staff do not monitor online communities, however any behavior violating the code of conduct that comes to a university official's attention will be treated like any other conduct violations.

Common Clerkship Policies

Please visit the link at <https://elpaso.ttuhsoc.edu/som/ome/common-clerkship-policies.aspx> for details related to important contact information, attendance, absences, credentialing grading patient entry (Op-Log e year 3 and 4 regarding attendance,).

Technical Standards for Admission, Retention, and Graduation

1. Policy Statement: This policy defines the non-academic requirements essential for participation in the Paul L. Foster School of Medicine (PLFSOM) M.D. degree program.

2. Reason for Policy: As per the Liaison Committee on Medical Education (LCME) publication Functions and

Structure of a Medical School (March 2019): “A medical school develops and publishes technical standards for the admission, retention, and graduation of applicants or medical students in accordance with legal requirements”.

3. This policy should be read by:

- All PLFSOM academic officers with responsibilities relating to undergraduate medical education
- All candidates offered admission, and all medical students who experience a change in their general abilities or skills

4. Resources:

- This policy is administratively maintained by the PLFSOM Office of Medical Education, in consultation with the Office of Student Affairs, and the Office of Admissions.
- Related institutional policies: HSCEP OP 77.01, Admission HSCEP OP 77.14, Students with Disabilities

5. Definitions:

- Technical Standards (previously referred to as the “Standards for Curricular Completion”): The term ‘technical standards’ refers to all non-academic admissions criteria that are essential to participation in the program in question
- Student: For the purposes of this policy, the term “student” refers to all admitted candidates for admission, promotion, or graduation under the PLFSOM M.D. degree program.

6. The Policy:

A. PLFSOM, as a component of the Texas Tech University Health Sciences Center El Paso, is committed to equal educational opportunity and non-discrimination consistent with HSCEP OP 77.01 and HSCEP OP 77.14.

B. Because graduation with an M.D. degree signifies that the recipient is a physician prepared for entry into the practice of medicine within the U.S. graduate medical education and licensure framework, students in the PLFSOM M.D. degree program are expected to acquire a broad foundation of medical knowledge and skills that generally supports and permits this progression. In addition, as students interact with patients throughout their medical education, the school has an ethical responsibility for the safety of the patients with whom students and graduates will come in contact. Patient safety and well-being are therefore major factors in establishing requirements involving the physical, cognitive, and emotional abilities of candidates for admission, promotion, and graduation. As such, all students must meet certain standards with or without reasonable accommodations. More specifically, all students must possess the following intellectual, ethical, behavioral, and physical capabilities required to undertake the curriculum in its entirety (i.e., to fulfill all of the educational program’s goals, objectives, and requirements at or exceeding the competencies required by the faculty, and as consistent with LCME accreditation standard 6: “Competencies, Curricular Objectives and Curricular Design”):

- i. Observation: A student must be able to demonstrate adequate sensory function (e.g., vision, hearing and touch) to observe a patient accurately at a distance and close at hand.
- ii. Communication: A student must be able to communicate with clarity and efficiency in both spoken and written form. The student must also be able to perceive communication from others whether it be written, verbal, or non-verbal including intonation, changes in mood, activity, and posture.
- iii. Psychomotor Skills: A student must be able to perform the maneuvers necessary to perform a physical exam, render routine and emergent care, and safely execute the motor movements required to provide general care and emergency treatment to patients. Examples of these include, but are not limited to, palpation, auscultation, percussion, application of Policies are subject to revision. Refer to the Office of Medical Education website or contact the Office of Medical Education to ensure that you are working with the current version. Pressure, movement around the immobile patient as needed to perform procedures such as maintaining a sterile field and surgical and nonsurgical procedures.
- iv. Intellectual and Cognitive Abilities: A student must be able to problem solve effectively and

rapidly; learn; reason; calculate; formulate and test hypotheses; memorize; process; analyze; rapidly integrate and synthesize information; and apply information in an environment of high stress and distraction.

v. Behavioral and Social Skills: A student must exercise professional judgment and promptly complete all responsibilities attendant to his or her academic work, teamwork, and patient care. The student must possess the ability to develop mature, sensitive and effective professional relationships with peers, faculty, staff, and members of the healthcare team. The student must be able to give and receive constructive feedback. The student must demonstrate the ability to process feedback and utilize it to conform his or her behavior to expected professional standards. The student must manage adversity and stress in order to prevent its impacting his or her abilities in these competencies.

Within this framework, the need for a trained intermediary to observe or interpret information, or to perform procedures, is deemed to preclude essential elements of participation in, and comprehensive fulfillment of the curriculum. In addition, a student must have the physical and emotional stamina and capacity to function in a competent manner in the hospital, classroom, and laboratory settings, including settings that may involve heavy workloads, long hours, and stressful situations. Also, Individuals whose performance is impaired by abuse of alcohol or other substances are not suitable candidates for admission, promotion, or graduation.

7. If a candidate is offered and accepts an offer of admission, the candidate must then sign a form acknowledging that they have read this policy and understand that the program's technical standards must be met with or without accommodation. Requests for accommodation(s) must be submitted to the TTUHSC El Paso Office of Academic and Disability Support Services in accordance with HSCEP OP 77.14. The deadline for admitted candidates to submit requests and supporting documentation is 30 days prior to the beginning of the first semester of enrollment. Copies of the request and documentation will then be forwarded to the PLFSOM Office of Student Affairs, and the Office of Academic and Disability Support Services will work with the school to assess the request in the context of the educational program's technical standards. The School Policies are subject to revision. Refer to the Office of Medical Education website or contact the Office of Medical Education to ensure that you are working with the current version. May seek independent review by a specialist of its choice. The decision on whether or not an accommodation request will be granted is made by a committee composed of the TTUHSC El Paso assistant vice-president for student affairs/student services or their designee, the PLFSOM associate dean for medical education, the associate dean for admissions, the associate dean for student affairs, and at least three relevantly knowledgeable faculty members or consultants selected by the dean or their designee. This committee's decisions are subject to review and approval by the dean. Requests for accommodations, including requests by students related to disabilities identified and/or acquired following matriculation, are otherwise evaluated and managed according to HSCEP OP 77.14.

8. Requests for accommodation by external organizations (such as, but not limited to, the National Board of Medical Examiners) for any exams or assessments administered under their auspices are independent and additional processes for which the school is not responsible. Such requests, and any related expenses, are the responsibility of the student.