

**THE UNIVERSITY OF TEXAS HEALTH SCIENCE CENTER AT
HOUSTON**

MCGOVERN MEDICAL SCHOOL

2018-20 CATALOG ADDENDUM

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**ADDENDUM to
McGovern Medical School
2018-2020 CATALOG**

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Please note curriculum changes beginning the Second Academic Year as approved by the Curriculum Committee.

Second Academic Year

Required Courses:

Fall Semester/20 instructional weeks

Gastrointestinal System
Nervous System and Behavior
Endocrine System
Doctoring 3: Longitudinal Clinical Experience

Spring Semester/9 instructional weeks

Reproductive System
Musculoskeletal and Integumentary Systems
Doctoring 3: Longitudinal Clinical Experience (continued) Students are required to complete Basic Life Skills during the Doctoring 3 course.

Third Academic Year

Required Clerkships:
49 instructional weeks

Transition to Clerkships

This course prepares students for the clerkships. It is composed of required sessions including large group and skills sessions.

Clerkships

The required clerkships include family medicine, geriatrics, internal medicine, neurology, obstetrics and gynecology, pediatrics, psychiatry, and surgery, as well as one elective. The goal of the clerkships is to provide broad exposure to the major disciplines of medicine.

Students will have four weeks of vacation during this time period.

Fourth Academic Year

Required courses:

42 instructional weeks

Career Focus Tracks

The final phase consists of the Career Focus tracks. The goal of the Career Focus tracks is to provide career mentoring and guidance. There are four tracks: primary care, acute care, medical sciences, and applied anatomy. During the tracks, the students complete three required advanced clinical selectives: ambulatory care, advanced patient care, and critical care. Additionally, the career focus tracks incorporate seven (7) four-week electives tailored to the students' intended career path.

McGovern Medical School's fourth-year elective programs permit students to seek clinical opportunities away from Houston, at their own expense, ranging from family practice in rural communities to experiences in the most sophisticated settings requiring advanced technology. International clinical and research electives also are available. The School is fortunate regarding the wealth of clinical opportunities available to its students.

The fourth-year elective catalog is available online at <https://med.uth.edu/admissions/current-students/ms4/>

The Transition to Residency course occurs in the spring of the fourth year and prepares students for residency. This course is composed of required sessions, workshops and skill sessions that are selected by the students.

Three, four-week periods are available for vacation or additional electives. These vacation periods may be used during the required clerkships in special circumstances and with prior approval of the Office of Admissions and Student Affairs.

CHANGE TO:

Second Academic Year

Required Courses:

Fall Semester/20 instructional weeks

Gastrointestinal System

Nervous System and Behavior

Endocrine System

Doctoring 3: Longitudinal Clinical Experience

Students are required to complete Basic Life Skills during the Doctoring 3 course.

Spring Semester/10 instructional weeks

Reproductive System

Musculoskeletal and Integumentary Systems

Doctoring 3: Longitudinal Clinical Experience (continued)

Transition to Clerkships

This course prepares students for the clerkships. It is composed of required sessions including large group and skills sessions.

Third Academic Year

Required Clerkships:

48 instructional weeks

Clerkships

The required clerkships include family medicine, geriatrics, internal medicine, neurology, obstetrics and gynecology, pediatrics, psychiatry, and surgery, as well as one elective. The goal of the clerkships is to provide broad exposure to the major disciplines of medicine. Geriatrics and the elective are pass/fail.

Students will have four weeks of vacation during this time period.

Fourth Academic Year

Required courses:

42 instructional weeks

Students will take the Comprehensive Clinical Competency Examination (CCCE) at the beginning of the fourth academic year.

Career Focus Tracks

The final phase consists of the Career Focus tracks. The goal of the Career Focus tracks is to provide career mentoring and guidance. There are four tracks: primary care, acute care, medical sciences, and applied anatomy. During the tracks, the students complete three required advanced clinical selectives: ambulatory care, advanced patient care, and critical care. Additionally, the career focus tracks incorporate seven (7) four-week electives tailored to the students' intended career path.

McGovern Medical School's fourth-year elective programs permit students to seek clinical opportunities away from Houston, at their own expense, ranging from family practice in rural communities to experiences in the most sophisticated settings requiring advanced technology. International clinical and research electives also are available. The School is fortunate regarding the wealth of clinical opportunities available to its students.

The fourth-year elective catalog is available online at <https://med.uth.edu/admissions/current-students/ms4/>

The Transition to Residency course occurs in the spring of the fourth year and prepares students for residency. This course is composed of required sessions, workshops and skill sessions that are selected by the students.

Ten weeks are available for vacation or additional electives. These weeks may be used during the required clerkships in special circumstances and with prior approval of the Office of Admissions and Student Affairs.

CURRENT: Pages 20-23

Please note changes to the MD Curriculum Goals and Objectives as approved by Curriculum Committee.

MD Curriculum Goals and Objectives

Educational Goals and Objectives for McGovern Medical School

- (a) Students should acquire a KNOWLEDGE AND UNDERSTANDING of health and its promotion; of disease and its prevention and management; and, of psychosocial factors that influence a patient's well-being, in order to provide competent and humane medical care to individuals, families, and the larger society. Furthermore, students should be able to use their knowledge and understanding appropriately in the care of patients. Students should have an opportunity to participate in scholarly activities including research.
- (b) Students should acquire and become proficient in basic clinical SKILLS, such as the ability to obtain a patient's history, to perform a comprehensive physical and mental status examination, to interpret the findings, and to demonstrate competence in the performance of basic technical procedures. Students should appreciate the appropriate use of technologies in assisting in diagnosis and management.
- (c) Students should acquire and demonstrate ATTITUDES that foster patient-centered care and support the highest standards of the medical profession.

Educational Competencies and Objectives

Patient Care and Clinical Skills

Graduates must be able to provide patient-centered care that is compassionate, appropriate and effective for the treatment of disease and the promotion of health.

Specific Objectives:

The graduating student will be able to:

- Form an effective therapeutic relationship with patients and, when appropriate, with their families
- Obtain and record an accurate, comprehensive history from the patient and/or caregiver
- Accurately perform and record a comprehensive physical examination and mental status examination
- Accurately document and interpret the findings from the history and physical examination
- Develop an initial differential diagnosis based on the patient history and physical examination, and formulate an initial plan for investigation and management
- Order appropriate studies (with awareness of sensitivity, specificity and cost) and interpret diagnostic tests in order to confirm or exclude a clinical diagnosis.

- Competently perform routine clinical procedures, including at a minimum, basic CPR, bag-mask ventilation, venipuncture, inserting an intravenous catheter, inserting a nasogastric tube, inserting a bladder catheter, sterile technique, and suturing lacerations.
- Identify, initiate and explain treatment plans that are safe, effective, and efficient
- Recommend age-specific, preventive and health maintenance practices appropriate for the patient based on the best available evidence.
- Plan and execute appropriate management plans for patient care, referral and follow-up.
- Discuss with patients their prognosis and possible adverse effects of diagnostic tests and treatment
- Apply the scientific method (including evidence-based medicine principles) to patient care whenever applicable and feasible.
- Care for patients mindful of salient legal, ethical, spiritual, cultural, and psychosocial constructs.
- Apply the principles of pain management to reduce patient suffering.
- Demonstrate effective transitions of patient care.
- Function collaboratively on health care teams that include health professionals from other disciplines to provide coordinated services to patients.

Medical Knowledge

Graduates must be able to demonstrate knowledge of established and evolving biomedical, clinical, epidemiological, and social-behavioral sciences, as well as the application of this knowledge to patient care.

Specific Objectives:

The graduating student will be able to:

- Identify the most appropriate sources for obtaining medical knowledge and how to retrieve them.
- Describe the normal structure and function of the human body at molecular, cellular, tissue, and anatomic levels.
- Describe the pathogenesis of disease.
- Describe the scientific principles (including genetic, molecular, and physiologic mechanisms) basic to the practice of clinical medicine, and be able to apply these principles to patient care.
- Describe pharmacological and other therapeutic interventions and apply to patient care.
- Describe the environmental, social, and behavioral determinants of health and disease states.
- Interpret common laboratory and diagnostic tests and describe the indications, complications, limitations and cost-effectiveness of each study.
- Describe the principles of disease prevention and health maintenance in individuals and populations, and apply to individual patient care.
- Explain the organization, financing, and delivery of health care in the U.S., both in the hospital and in the community, and the role of the physician as an advocate for patients.
- Demonstrate knowledge of common clinical emergencies, acute and chronic problems/diseases, and their basic management.
- Use critical appraisal of the medical literature as the foundation for an evidence-based practice of medicine.
- Describe principles of quality improvement, its use in patient care, and use of common patient

safety/quality tools.

Interpretation of Medical Data/Practice-Based Learning and Improvement

Graduates must be able to demonstrate the ability to investigate and evaluate their patient care practices, appraise and assimilate scientific evidence, and improve their patient care based on constant self-evaluation and life-long learning.

Specific Objectives:

The graduating student will be able to:

- Use technology to access medical information resources to expand personal knowledge and make effective decisions in patient care.
- Critically assess the validity of published medical studies by describing strengths, weaknesses, limitations and applications to clinical practice.
- Use evidence-based approaches as tools to decide whether to accept new findings, therapies and technologies for incorporation into clinical practice.
- Elicit feedback about performance and develop and implement a plan for self-directed and life-long learning and improvement.

Interpersonal and Communication Skills

Graduates must be able to demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, families, and other health professionals.

Specific Objectives:

The graduating student will be able to:

- Make case presentations that are accurate and well organized; accurately record information in the patient's chart to address the patient's problem/condition.
- Convey diagnostic and management plans effectively both orally and in writing.
- Demonstrate interpersonal skills that establish rapport and empathic communication with patients and their families, and other health care professionals.
- Demonstrate respect for patients and colleagues that encompasses diversity of background, belief systems, language and culture.
- Demonstrate professionalism and compassion in addressing issues of a sensitive nature with patients and families.
- Communicate bad news to patients, obtain consent for treatments, and help patients anticipate and make end-of-life decisions.
- Participate in the education of patients and their families, peers, and other healthcare professionals.
- Work with other healthcare professionals to establish and maintain a climate of mutual respect, dignity, diversity, ethical integrity and trust.

Professionalism

Graduates must be able to demonstrate a commitment to carrying out professional responsibilities, adherence to ethical principles, and sensitivity to a diverse patient population.

Specific Objectives:

The graduating student will be able to:

- Demonstrate honesty, trustworthiness and integrity in interactions with patients, families, colleagues and other health care professionals.
- Demonstrate personal qualities of self-discipline, open-mindedness, and intellectual curiosity.
- Develop a collaborative relationship with patients by valuing the patient and his/her input, and by maintaining continuing personal responsibility for the patient's healthcare.
- Display commitment to excellence in patient care; place the patient's welfare above self-interest.
- Demonstrate respect and compassion towards patients and their families, including sensitivity to patients' culture, race, age, disabilities, sexual orientation, gender, and religion.
- Apply ethical principles to the study and practice of medicine, including compliance with relevant laws, policies, and regulations.
- Demonstrate respect for patient privacy and autonomy.
- Maintain an appropriate balance between personal and professional commitments.
- Recognize and accept limitations in knowledge and skills with a commitment to continuously improve knowledge and ability.
- Demonstrate commitment to life-long learning in order to maintain familiarity with scientific advances to ensure integration with patient care.
- Project a professional image in interactions with patients, peers, families, residents, and other healthcare professionals.
- Compare and contrast the roles of health care team members and how each member contributes to patient care.

Systems-Based Practice

Graduates must be able to demonstrate an awareness of and responsiveness to the larger context and system of health care, as well as the ability to call effectively on other resources in the system to provide optimal health care.

Specific Objectives:

The graduating student will be able to:

- Identify persons at risk for inadequate medical services, and develop plans to engage resources to ensure appropriate care.
- Describe policies, organization, finances, and delivery of health care in the United States, both in the hospital and the community, and compare with other health care systems.
- Incorporate considerations of cost awareness and risk-benefit analysis in patient and/or population-based care.
- Advocate for quality patient care and optimal patient care systems.
- Participate in identifying system errors and implementing potential system solutions.

CHANGE TO:

MD Curriculum Goals and Objectives

Educational Goals for McGovern Medical School

- (d) Students should acquire a KNOWLEDGE AND UNDERSTANDING of health and its promotion; of disease and its prevention and management; and, of psychosocial factors that influence a patient's well-being, in order to provide competent and humane medical care to individuals, families, and the larger society. Furthermore, students should be able to use their knowledge and understanding appropriately in the care of patients. Students should have an opportunity to participate in scholarly activities including research.
- (e) Students should acquire and become proficient in basic clinical SKILLS, such as the ability to obtain a patient's history, to perform a comprehensive physical and mental status examination, to interpret the findings, and to demonstrate competence in the performance of basic technical procedures. Students should appreciate the appropriate use of technologies in assisting in diagnosis and management.
- (f) Students should acquire and demonstrate ATTITUDES that foster patient-centered care and support the highest standards of the medical profession.

Competencies and Medical Education Program Objectives

McGovern Medical School expects all of its students to demonstrate the following competencies prior to graduating with the M.D. degree.

1. **Patient Care and Clinical Skills** – Graduates must be able to provide patient-centered care that is compassionate, appropriate, and effective for the promotion of health and the evaluation and management of disease.
2. **Medical Knowledge** – Graduates must be able to demonstrate knowledge of established and evolving biomedical, clinical, epidemiological, and social-behavioral sciences, as well as the application of this knowledge to patient care.
3. **Interpretation of Medical Data/ Practice-Based Learning and Improvement** – Graduates must be able to demonstrate the ability to investigate and evaluate their patient care practices, appraise and assimilate scientific evidence, and improve their patient care based on constant self-evaluation and life-long learning.
4. **Interpersonal and Communication Skills** – Graduates must be able to demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and health professionals.
5. **Professionalism** – Graduates must be able to demonstrate a commitment to carrying out professional responsibilities, adherence to ethical principles, and sensitivity to a diverse patient population.
6. **Systems-Based Practice** – Graduates must be able to demonstrate an awareness of and responsiveness to the larger context and system of health care, as well as the ability to call effectively on other resources in the system to provide optimal health care.

The medical education program objectives are specified for each competency area and can be found here: https://med.uth.edu/oep/files/2019/03/Approved-Core-Competencies_2018-19_UPDATED.pdf