



BURNETT

SCHOOL *of* MEDICINE



Student Handbook & Academic Catalog
Academic Year 2026-27



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DISCLAIMER:

Every effort is made to ensure the information contained within the Student Handbook is current/accurate. The Anne Burnett Marion School of Medicine at Texas Christian University reserves the right to make changes and revisions to the regulations, policies, requirements, and other information contained within as is necessary to the delivery of the program and support services of the student body.

Substantial changes will be communicated, as needed, during the Academic Year.



Click on Dr. Super Frog in the lower left-hand corner of each page to jump back to the Table of Contents



About Us

The Anne Burnett Marion School of Medicine at Texas Christian University brings together the world's best practices in medical education and the latest advances in technology to forge new boundaries in medical student education and training. This progressive approach to medical education creates and shapes Empathetic Scholars® who are both adept at caring for patients, and able to meet the health care challenges of tomorrow. Student success is at the heart of the school's design and has been incorporated into everything from the creation of significant learning experiences and education spaces to the launch of a highly individualized team-based framework for ongoing student coaching and support. The curriculum is divided into three phases across four years and was carefully crafted to promote learning and student success.

MISSION—Our Mission is to transform health care by inspiring Empathetic Scholars®.

VISION—To be a leader in medical education, delivery of care and scholarship. We do this by focusing intentionally on the constellation of:

Character – integrity, empathy, humanism, professionalism

Content – medical knowledge, technology, innovation, integration

Context – patient-centered models, cultural sensitivity, health care systems, finance, ambulatory settings, patient safety, chronic disease prevention and management

Creativity – innovation, inquisitive scholars

Collaboration – team-based care, patient and family partnerships, shared decision-making

Community – servant leadership, public education, partnership, leadership

Communication – exceptional communicators, active listeners

MOTTO—Learn, Apply, Serve

CORE VALUES—Integrity, Empathy, Collaboration, Servant Leadership, Innovation and Continuous Improvement

PILLARS—Education, Patient and Family-Centered Care, Research, and Community

What is an Empathetic Scholar®?

Our graduates will be compassionate, empathetic, and prepared to discover the latest knowledge in medical care with the tools to ask and answer the medical questions of the future. Along with the ability to "walk in a patient's shoes," these physicians will excel in the science of medicine. Outstanding communicators and active listeners, Empathetic Scholars® are life-long learners and highly valued as physicians, colleagues, leaders, and citizens in their community.





Notice of Nondiscrimination

TCU values *Integrity, Engagement, Community and Excellence* in the learning and working environment. TCU prohibits discrimination and harassment based on sex in its educational programs, activities, admissions, and employment. TCU does not discriminate based on race, color, national origin, sex, disability, or age in our programs and activities as required by applicable federal laws, including Title VI of the Civil Rights Act of 1964; Title VII of the Civil Rights Act of 1964; Title IX of the Education Amendments of 1972; The Age Discrimination Act of 1975; the Americans with Disabilities Act; Section 504 of the Rehabilitation Act of 1973, and other applicable laws and regulations.

Inquiries about TCU's policies and compliance with Title IX, nondiscrimination policies, or inquiries on how to file a complaint of discrimination should be directed to:

Dr. Eugene Smith

Title IX Coordinator

Jarvis Hall, Suite 128 | 817-257-8828 | eugene.smith@tcu.edu

Inquiries about TCU's policies and compliance with Title VII, The Age Discrimination Act of 1975, or other aspects of TCU's equal opportunity or affirmative action programs should be directed to:

Ms. Yohna Chambers-Hastings

Vice Chancellor and Chief Human Resources Officer

TCU Box 298200 | 2701 W. Berry St. | Fort Worth, TX 76129

817-257-5103 | y.chambers@tcu.edu

[Know Your Rights](#) / [Conozca sus Derechos](#)

Individuals seeking an accommodation for a documented disability should contact the following:

For students:

Student Access & Accommodation

Phone: 817-257-6567

Email: studentaccommodation@tcu.edu



For employees:

Human Resources

Phone: 817-257-7790

Email: askhr@tcu.edu

Inquiries regarding campus accessibility or the accessibility of the TCU website, as required by the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, and related regulations and statutes, should be directed to:

Ms. Andrea Nordmann

Chief University Compliance Officer

TCU Box 297080 | Fort Worth, TX 76129 | The Harrison 3209

817-257-5520 | askcompliance@tcu.edu or [Report a Barrier](#)**Office of Institutional Equity/Title IX**

The Office of Institutional Equity (OIE) was established to ensure that all individuals have the opportunity to meaningfully engage in a learning and working environment that is free from all forms of harassment and discrimination. The OIE responds to reports of alleged discrimination and harassment based on age, race, color, religion, sex, sexual orientation, gender, gender identity, gender expression, national origin, ethnic origin, disability, predisposing genetic information, and covered veteran status under [TCU Policy 1.008](#) and [TCU Policy 1.009](#). The OIE is committed to creating and maintaining an inclusive campus community by fulfilling the spirit of established equal opportunity laws and policies, building awareness and promoting the TCU mission of educating individuals to think and act as ethical leaders and responsible citizens in the global community. Additional information regarding the Office of Institutional Equity is available at <https://www.tcu.edu/institutional-equity/index.php>.

Compliance Officers

Texas Christian University is committed to fostering a culture promoting ethical conduct and requires compliance with all applicable laws, regulations and policies. Compliance officers reside within various departments, working to manage the vast array of activities in which the university engages, many of which have legal obligations and policy responsibilities. These officers stand ready to assist faculty, staff, and students whether they have questions, want to report a potential concern, or need clarification on a compliance matter. Please use the following link to review the list of [compliance officers](#). To report compliance concerns and complaints anonymously, please call the confidential Ethics & Compliance Hotline at 1-844-996-0283 or make a report online.





Accreditation

Accreditation certifies that an educational program meets the requirements and standards of an accrediting body.

Requirements and standards typically address program areas such as governance, faculty, curriculum design and delivery, assessment and evaluation, student support services, resources, and facilities. Educational programs must show that their program supports the mastery of the general educational and professional competencies that are foundational for the next stage of professional training or education.

TCU is accredited by our regional accreditor, Southern Association of Colleges and Schools: Commission on Colleges (SACS COC).

The Anne Burnett Marion School of Medicine at Texas Christian University is fully accredited by the program-specific accreditor, the Liaison Committee on Medical Education (LCME).





Contact Us

General Questions	MDInformation@tcu.edu	817-257-6633
Admissions Inquiries	MDAdmissions@tcu.edu	817-257-4212
Student Affairs	MDStudentAffairs@tcu.edu	817-257-5555
Student Coaching	MDCoaches@tcu.edu	
Academic Success	MDAcademicSuccess@tcu.edu	
Assessment and Evaluation	MDAssessment@tcu.edu	
Career Advising	MDCareer@tcu.edu	
Clerkship Team	MDClerkship@tcu.edu	
Clerkship Credentialing	MDCredentialing@tcu.edu	
Curriculum Team	MDCurriculum@tcu.edu	
Educational Technology	MDEdTech@tcu.edu	
Financial Education and Scholarships	MDFinancialAid@tcu.edu	
Records and Registration	MDRecords@tcu.edu	

For a FULL LISTING of our Faculty, Staff, and Administration, please visit our [Online Directory](#).

Mailing Address

TCU Box 297085
Fort Worth, TX 76129



Street Address

Arnold Hall
1100 West Rosedale St.
Fort Worth TX 76104





Academic Calendar

All students follow the same broad calendar start and end dates. Specific curricular activity and schedules, however, will vary greatly based on where students are in their phase progression.

Full calendars by graduating cohort can be found in the Student Resources course within your Learning Management System. Review and understand your four-year calendar by logging in regularly.

Any questions regarding the Academic Calendar should be sent to MDCurriculum@tcu.edu.

		SCHOOL OF MEDICINE ACADEMIC CALENDAR CLASS OF 2029																																																			
		PHASE 1 - 65 Instructional Weeks																																																			
Academic Year 1, 2025-2026	50 Instructional Weeks	[Calendar grid with week start dates and instructional week numbers]																																																			
	Phase 1 Courses	[Course list: IAS, HAW, WTGW, HEME ONC, MSK, LOFE, CVS, PULM, RENAL, GI, REPRO, NEURO 1, N2]																																																			
	Longitudinal Courses	[Course list: Mechanisms of Health and Disease (MHD) Course 1-5, LIC-Phase 1: Foundational Experience, CS I, P&P I, Scholarly Pursuit and Thesis I (SPT I)]																																																			
		FALL TERM - 24 WEEKS																										SPRING TERM - 26 WEEKS																									
		[Additional course details and notes]																																																			

FAB: Future Accelerators of Medicine and Beyond
 Fall Term Holidays: Labor Day (09/01/25), Thanksgiving (11/27/25)
 Spring Term Holidays: Martin Luther King Jr. Day (01/19/26), Good Friday (04/03/26), Memorial Day (05/25/26), Juneteenth (06/19/26), Independence Day (07/04/26)

		PHASE 1																										PHASE 2 - 56 Instructional Weeks																									
Academic Year 2, 2026-2027	50 Instructional Weeks	[Calendar grid with week start dates and instructional week numbers]																																																			
	Phase 1 Courses	[Course list: NEURO 2, BEHV, Mechanisms of Health and Disease (MHD) Course 5, USMLE Step 1 Preparation Course, 4 WEEK RECESS, Phase 2 LIC Immersions, Phase 2 LIC Immersions]																																																			
	Longitudinal Courses	[Course list: LIC 1: Fnd Exp, CS I, P&P I, Scholarly Pursuit and Thesis II (SPT II), Longitudinal Integrated Clerkship - Phase 2: Core Clinical Experience]																																																			
		FALL TERM - 24 WEEKS																										SPRING TERM - 26 WEEKS																									
		[Additional course details and notes]																																																			

Fall Term Holidays: Labor Day (09/07/26), Thanksgiving (11/26/26)
 Spring Term Holidays: Martin Luther King Jr. Day (01/18/27), Good Friday (03/26/27), Memorial Day (05/31/27), Juneteenth (06/19/27)



Fall 2026—Important Dates

Professional Year 1 | Class of 2030

Mon. Jul 6	Fall Term Begins, Phase 1 Launches with Introduction to Medicine
Sat. Jul 11	White Coat Celebration
Mon. Sep 7	Labor Day (Holiday/No Classes)
Nov 23 – 27	Thanksgiving Recess
Fri. Dec 18	Fall Term Ends
Dec 19 – Jan 3	Winter Break

Professional Year 2 | Class of 2029

Mon. Jul 6	Fall Term Begins
Mon. Aug 10	USMLE Step 1 Prep Course Begins
Mon. Sep 7	Labor Day (Holiday/No Classes)
Sep 21 – Oct 16	Four-Week Recess
Mon. Oct 19	Phase 2 Launches with Transition to Longitudinal Integrated Clerkships
Nov 23 – 27	Thanksgiving Recess
Fri. Dec 18	Fall Term Ends
Dec 19 – Jan 3	Winter Break

Professional Year 3 | Class of 2028

Mon. Jul 6	Fall Term Begins, Longitudinal Integrated Clerkships Block B Begins
Mon. Sep 7	Labor Day (Holiday/No Classes)
Nov 23 – 27	Thanksgiving Recess
Mon. Nov 30	Phase 3 Launches with Preparation for Practice II
Fri. Dec 18	Fall Term Ends
Dec 19 – Jan 3	Winter Break

Professional Year 4 | Class of 2027

Mon. Jul 6	Fall Term Begins, Phase 3 Elective Experiences Continue
Fri. Dec 18	Fall Term Ends
Dec 19 – Jan 3	Winter Break



Spring 2027—Important Dates

Professional Year 1 | Class of 2030

Mon. Jan 4	Spring Term Begins, Phase 1 Curriculum Continues
Mon. Jan 18	Martin Luther King, Jr. Day, Holiday/No Classes
Mar 15 – 19	Spring Break Recess (aligned with TCU Main campus and local ISDs)
Fri. Mar 26	Good Friday (Holiday/No Classes)
Mon. May 31	Memorial Day (Holiday/No Classes)
Fri. Jun 18	Observed Juneteenth (Holiday/No Classes)
Fri. Jul 2	Spring Term Ends

Professional Year 2 | Class of 2029

Mon. Jan 4	Spring Term Begins, Phase 2 Longitudinal Integrated Clerkships Continue
Feb 15 – 19	Spring Recess (NOT aligned with TCU main campus and local ISDs)
Fri. Mar 26	Good Friday (Holiday/No Classes)
Mon. May 31	Memorial Day (Holiday/No Classes)
Fri. Jun 18	Observed Juneteenth (Holiday/No Classes)
Fri. Jul 2	Spring Term Ends

Professional Year 3 | Class of 2028

Mon. Jan 4	Spring Term Begins, Phase 3 Develop Stage Continues
Mon. Feb 1	Advanced Inpatient/Elective Experiences Block Schedule Begins
Jun 21 – Jul 2	Summer Recess
Fri. Jul 2	Spring Term Ends

Professional Year 4 | Class of 2027

Mon. Jan 4	Spring Term Begins, Phase 3 Elective Experiences Continue
Fri. Mar 26	Elective Experiences Block Schedule Ends
Mar 29 – Apr 9	Spring Recess (NOT aligned with TCU main campus and local ISDs)
Mon. Apr 12	Transition to Residency Begins
Week of May 10*	Convocation (School of Medicine ONLY Event, subject to change*)
Fri. May 14	Commencement Ceremony (University Event)





Financial Education and Scholarships

The Financial Education and Scholarships team offers guidance and other important resources to students who seek financial aid to cover the expenses involved in attending the School of Medicine.

Through individualized counseling, students will have access to information and resources that will help plan a future of financial wellness beyond medical school.

How to Apply for Financial Aid

The priority deadline is April 1. All medical students must submit the Free Application for Federal Student Aid (FAFSA). If you need to request an exception, please email mdfinancialaid@tcu.edu. The FAFSA is usually available beginning October 1. Please submit using the TCU school code: 003636.

Services We Offer

Your Financial Education and Scholarships team is available to help with a wide variety of topics. This includes, but is not limited to financial aid, billing related questions, loan overviews, debt counseling, credit advising, public service loan forgiveness overview, loan repayment guidance, and general financial counseling.

Obligation for Payment

Tuition and fees are billed each payment period (Fall/Spring). As TCU has a monthly billing cycle, payment of a minimum of 20% of the total basic charges (tuition, fees, and student health insurance, less approved financial aid) is required by August 1 and January 1 of each academic year. The remaining net basic charges must be paid in full by the 1st of the following month (September 1 and February 1) to avoid TCU's payment plan and the associated fee. The ability to be registered in subsequent terms and/or the awarding of a degree may be denied if the student account is in arrears. [View TCU Payment Options.](#)

Satisfactory Academic Progress

All students must maintain satisfactory academic progress (SAP) requirements to receive federal financial aid. For more information, please refer to the [full policy HERE.](#)

Leave of Absence and Withdrawal Policy

Medical students are expected to proceed through the medical school curriculum in a continuous, uninterrupted fashion. In the event of extenuating circumstances, students may request a leave of absence or withdraw from the School of Medicine. For more information, please review and understand the [full policy HERE.](#)



Return of Title IV Funds Policy

If a medical student is considered withdrawn for federal student aid purposes, they are subject to the Return of Title IV Funds Policy.

Resources

- [AAMC Financial Information, Resources, Services, and Tools \(FIRST\)](#)
- [AAMC MLOC Calculator](#)
- [FASTChoice Private Loan Selection Tool](#)
- [College Access Loan \(CAL\) – TX Residents Only](#)
- Graduate PLUS Loan & Public Service Loan Forgiveness (access through your FAFSA portal at studentaid.gov)

Estimated Cost of Attendance

2026-27	12-month AY (MS1)	12-month AY (MS2, MS3)	10-month AY (MS4)
DESCRIPTION	ESTIMATED AMOUNT	ESTIMATED AMOUNT	ESTIMATED AMOUNT
Tuition and Fees	\$75,700	\$75,700	\$75,700
Housing and Food	\$29,208	\$29,208	\$24,340
Books and Supplies	\$320	\$320	\$320
Transportation	\$1,560	\$2,216	\$1,866
Laptop*	\$1,750	N/A	N/A
Loan Origination Fees	\$498	\$498	\$450
Misc. Personal Expenses	\$4,760	\$4,760	\$4,000
Step Fee**	\$696	\$696 (MS3)	N/A
Aways/Residency Interviews	N/A	N/A	\$8,000
TOTAL	\$114,492	\$112,702 (MS2) \$113,398 (MS3)	\$114,676

*Laptop allowance applies to cost of attendance for MS1.

**Step fee reflects the current cost of the Step 1 or Step 2 USMLE Board Exam. Step fees apply to cost of attendance for MS1 and MS3 students.

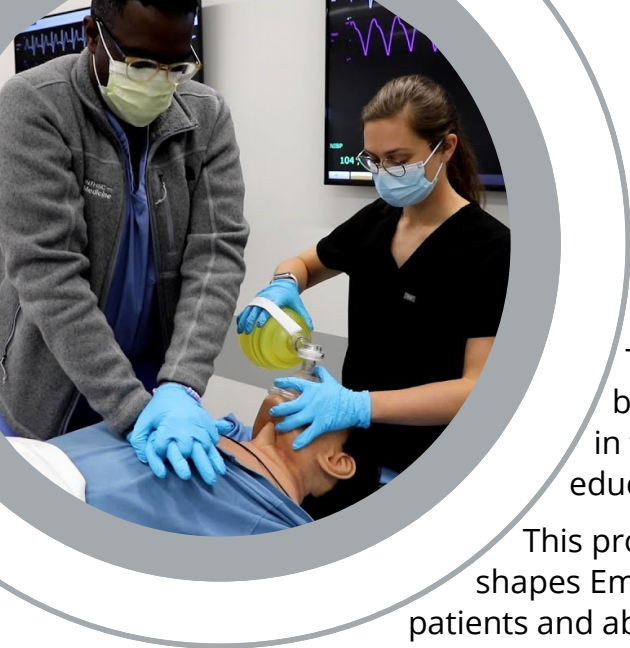
Please note:

- Cost of attendance is for full-time enrollment.
- All students are assigned an off-campus housing budget unless you notify us of an approved arrangement to live on-campus. Student residing on campus will have a lesser Housing and Food budget of \$17,900 for MS1, \$18,864 for MS2/MS3, or \$17,650 for MS4.
- International students are required to carry the TCU Student Health Insurance Plan as a minimum standard of coverage and are not eligible to waive the insurance.

For more details on how to apply for financial aid, policies, etc., please visit the [Financial Education and Scholarships website](#).



Academics



The Burnett School of Medicine brings together the world's best practices in medical education and the latest advances in technology to forge new boundaries in medical student education and training.

This progressive approach to medical education creates and shapes Empathetic Scholars® who are both adept at caring for patients and able to meet the health care challenges of tomorrow. The student is central to the educational program. Student success is at the heart of the school's design and has been incorporated in everything from the creation of significant learning experiences and education spaces to the launch of a highly individualized team-based framework for ongoing student coaching and support. The curriculum is divided into three phases across four years and has been carefully crafted to promote learning and student success.

Students experience a highly-integrated, comprehensive curriculum with content in communication, critical thinking and design, and health care delivery systems, among many other themes, to prepare them for the realities of physician practice in the 21st century. The school aims to optimize each student's experience and performance by using proven strategies in self-directed learning, harnessing new technologies, and incorporating longitudinal clinical learning opportunities.

Patient care begins at the time students enter the program and integrates across the curriculum to provide immersive, clinical training experiences and the opportunity for students to develop meaningful relationships with patients and faculty over time.

With 20 identified educational program objectives across seven domains, students can be sure they are receiving the highest quality preparation to excel in the art and science of medicine.

Educational Program Objectives—EPOs

The School of Medicine defines 20 educational program objectives (EPOs) in seven domains.

Patient-Centered Care (PCC)

1. Conduct a comprehensive and problem-focused history and physical exam.
2. Elicit and synthesize diagnostic data and contextual factors to develop an accurate differential diagnosis.
3. Develop evidence-based and patient-centered care plans to prevent, treat, and manage acute and chronic diseases.
4. Perform basic procedural skills with gathering of consent, use of universal precautions, and attention to patient comfort.



Medical Knowledge (MK)

1. Apply established and emerging principles of biomedical, clinical and epidemiological science to diagnostic and therapeutic decision making, clinical problem solving, health problem identification, risk factor assessment, disease prevention/health promotion efforts, and other aspects of evidence-based health care.
2. Apply established and emerging principles of social and behavioral science to health maintenance, including the impact of psychosocial-cultural influences on health and disease.

Communication and Collaboration (CC)

1. Demonstrate empathy and clarity to develop a therapeutic relationship with patients and their families.
2. Collaborate as a member of a health care team in shared decision-making.
3. Provide accurate and relevant written documentation and oral presentation and confirm understanding.
4. Consider other's perspectives in the context of role, experience, and circumstance.

Professionalism (P)

1. Demonstrate empathy, compassion, respect, altruism, and integrity in all interactions.
2. Demonstrate ethical judgment and support policies, protocols, and procedures (e.g., privacy and confidentiality) in the care and protection of patients and/or research participants.

Critical Appraisal and Life-long Learning (CALL)

1. Critically appraise and evaluate literature to discover and implement new knowledge and skills.
2. Demonstrate skills associated with lifelong learning to improve the delivery of patient-centered and evidence-based care.

Systems and Service (SS)

1. Apply principles of patient safety, quality improvement, and cost-effective care to prevent adverse events and improve health care outcomes using an integrated approach.
2. Describe and assess systems in communities and health care settings to identify gaps and support continuous quality improvement.
3. Describe strategies for advocating and engaging with communities in a leadership role to address factors in population health.

Personal and Professional Formation (PPF)

1. Accept responsibility, follow through on tasks, and utilize resources to seek help.
2. Evaluate one's own progress and wellness through reflection and goal setting.
3. Provide and respond to constructive feedback in a receptive manner.



MD Program Requirements

Phase 1 Curriculum

Students are introduced to the requirements and rigors of medical school and clinical practice in the Introduction to Medicine course. The course provides students a low-stakes opportunity to acclimate to expectations and learn success techniques before embarking on the medical education journey. After this first course, an organ-based approach is used to teach basic, clinical, and behavioral sciences primarily using structured small-group learning anchored by the Mechanisms of Health and Disease (MHD) course series.

In addition to MHD, students are enrolled in five longitudinal courses in Clinical Skills, Phase 1 LIC 1, Future Accelerators of Medicine and Beyond (FAB), Scholarly Pursuit and Thesis, and Preparation for Practice.

Finally, students are enrolled in a six-week course which offers test-taking techniques and additional study materials to prepare students to sit for the USMLE Step 1 Exam.

Phase 1 Course Requirements:

Prefix/Number	Title	Credits
MEDS 88002	Introduction to Medicine	2.00
MEDS 80031	Mechanisms of Health and Disease I	9.00
MEDS 80032	Mechanisms of Health and Disease II	10.00
MEDS 80033	Mechanisms of Health and Disease III	11.00
MEDS 80034	Mechanisms of Health and Disease IV	8.00
MEDS 80035	Mechanisms of Health and Disease V	9.00
MEDS 82107	Clinical Skills	7.00
MEDS 88204	Future Accelerators of Medicine and Beyond	4.00
MEDS 81004	Longitudinal Integrated Clerkship Phase 1: Foundational Experience	4.00
MEDS 83102	Preparation for Practice I	3.00
MEDS 84103	Scholarly Pursuit and Thesis I	3.00
MEDS 88306	USMLE Step 1 Preparation	3.00



Phase 2 Curriculum

Students begin with a Transition to LIC course that prepares them for the clinical years of their medical education through the development of knowledge and skills to become empathetic scholars in the clinical environment.

During the Phase 2 Longitudinal Integrated Clerkship (LIC), students participate in the comprehensive care of patients in the ambulatory and hospital environments with dedicated preceptors to acquire core clinical care knowledge and skills. The LIC experience consists of 8 clinical clerkships (Emergency Medicine, Family Medicine, Internal Medicine, Obstetrics & Gynecology, Neurology, Pediatrics, Psychiatry, and Surgery).

The LIC begins with 12 weeks of inpatient hospital immersions followed by 38 clinical weeks of ambulatory LIC rotations. During the ambulatory portion of the LIC, students meet every Thursday afternoon for didactics known as Learning, Application and Pondering Sessions (LeAPS). Students also participate in short clusters of inpatient time known as Bursts, and additional short clusters of outpatient time known as Experiences.

Students continue research in Scholarly Pursuit and Thesis II.

Phase 2 Course Requirements

Prefix/Number	Title	Credits
MEDS 81102	Transition to Longitudinal Integrated Clerkships	2.00
MEDS 84201	Scholarly Pursuit and Thesis II	2.00
EMER 81202	LIC: Emergency Medicine	6.00
FMLY 81205	LIC: Family Medicine	6.00
IMED 81206	LIC: Internal Medicine	9.00
NEUR 81202	LIC: Neurology	5.00
OBN 81204	LIC: Obstetrics & Gynecology	7.00
PEDS 81206	LIC: Pediatrics	6.00
PSYM 81202	LIC: Psychiatry	5.00
SURG 81206	LIC: Surgery	9.00



Phase 3 Curriculum

Phase 3 begins in the third year and continues until graduation. Students continue their professional development and scholarly pursuit as well as prepare for residency during this phase. Students begin with the an emphasis on the Preparation for Practice themes the school has designated as critical to a well-rounded physician practicing 21st century medicine. In addition, students participate in clinical skills review sessions and complete an OSCE, as well as spend time continuing work on their thesis as part of the longitudinal Scholarly Pursuit and Thesis course.

Students then begin a truly individualized time of the curriculum that includes a four-week medicine-focused advanced inpatient experience, a four-week procedural-focused advanced inpatient experience, a four-week sub-internship rotation in a specialty of choice, a four-week critical care selective in a specialty of choice, and 28 weeks of elective course time to allow students to gain valuable experience, explore career interests, and prepare for the residency match process.

Students are given a generous allotment of time to apply and interview for residency admission, as well as prepare for and take the USMLE Step 2 CK.

Lastly, students participate in a final on-campus course, Transition to Residency, designed to prepare them for the next stage of their career as a first-year resident. The course includes content on advanced clinical procedures, communication skills, leadership, team management, and other requisite skills. This course also allows time for students to reflect on their progress through medical school, what it means to be a physician and the value of compassionate patient care.

During this portion of Phase 3, students will present their Scholarly Pursuit and Thesis project at the annual research symposium.



Phase 3 Required Courses

Prefix/Number	Title	Credits
MEDS 83208	Preparation for Practice II	8.00
MEDS 84306	Scholarly Pursuit and Thesis III	4.00
MEDS 84406	Scholarly Pursuit and Thesis IV	4.00
MEDS 88402	Transition to Residency	5.00
CLNX 85301	Advanced Inpatient Experience—Medicine	4.00
CLNX 85302	Advanced Inpatient Experience—Procedural	4.00
Advanced Inpatient Sub-Internship, four-weeks, choose ONE of the following:		4.00
FMLY 87020 Advanced Inpatient Sub-Internship, Family Medicine		
IMED 87020 Advanced Inpatient Sub-Internship, Internal Medicine		
OBGN 87020 Advanced Inpatient Sub-Internship, OB/GYN		
PEDS 87020 Advanced Inpatient Sub-Internship, Pediatrics		
SURG 87020 Advanced Inpatient Sub-Internship, Surgery		
Critical Care, four-weeks, choose ONE of the following:		4.00
IMED 87010 Medical Critical Care		
NEUR 87010 Neurological Critical Care		
PEDS 87010 Pediatric Critical Care		
PEDS 87011 Pediatric Neonatal Critical Care		
SURG 87010 Surgical/Trauma Critical Care		
Electives, 28 weeks, review our catalog of two- and four-week home options		28.00
20 weeks minimum of non-global health, patient-care experiences		
16 weeks maximum of non-University affiliated (“Away”) experiences		
Electives may not be repeated if taken at the same institution		
For more information, please review and understand the full Electives Policy HERE .		

Elective Courses

The Burnett School of Medicine provides a diverse elective offering of over 120 courses in various clinical specialties and non-clinical subjects.

Electives are taken over the course of 14 months in two- and four-week blocks during which students complete selectives, electives, and have 12 weeks of discretionary time which can be used to study and sit for the USMLE Step 2 examination, prepare for and attend residency interviews, and/or well-being breaks.

Matriculated students can review our [full catalog of elective offerings HERE](#).



Graduation Requirements

To graduate, all students must:

1. Pass all required courses, clerkships, selectives and elective credit hours.
2. Pass the final School of Medicine Observed Structured Clinical Examination (OSCE).
3. Pass the United States Medical Licensing Examination (USMLE) Step 1 and Step 2 CK according to the timelines laid out in the USMLE policy.
4. Meet expectations in all seven competency domains.
5. Complete all educational requirements within six years from matriculation date, excluding all leaves of absence.
6. In the circumstance that a student is meeting all graduation expectations, and submits applications in the Match process, including all specialties, they must graduate in May of this year.
7. In the event that a student does not submit applications in the Match process, the student may be granted an additional year as a student to pursue research or other approved endeavors, as long as their total time as a student, excluding leaves of absence, does not exceed six years.

Please read and understand the FULL [Graduation Policy HERE](#).



Learning Environment

The Burnett School of Medicine has adopted the AAMC Statement on the Learning Environment:

“We believe that the learning environment for medical education shapes the patient care environment. The highest quality of safe and effective care for patients and the highest quality of effective and appropriate education are rooted in human dignity.

“We embrace our responsibility to create, support, and facilitate the learning environment shared by our patients, learners, and teachers. In this environment, our patients witness, experience, and expect a pervasive sense of respect, collegiality, kindness, and cooperation among health care team members. This includes all professionals, administrators, staff, and beginning and advanced learners from all health professions. This includes research as well as patient-care environments.

“We affirm our responsibility to create, support, and facilitate a learning environment that fosters resilience in all participants. It is our responsibility to create an atmosphere in which our learners and teachers are willing to engage with learning processes that can be inherently uncomfortable and challenging.

“We affirm our commitment to shaping a culture of teaching and learning that is rooted in respect for all. Fostering resilience, excellence, compassion, and integrity allows us to create patient care, research, and learning environments that are built upon constructive collaboration, mutual respect, and human dignity.”

Learning Environment and Student Mistreatment Policy

The School of Medicine ensures that students, faculty, and staff consistently demonstrate professional behaviors in order to create a safe and effective learning environment with a zero-tolerance for any form of mistreatment within the school, and notably against students. For more information, please refer to the [Learning Environment and Student Mistreatment Policy](#).

Contact the Professionalism Resource Officer

Mary Elizabeth Herring, J.D.
Professionalism Resource Officer
Cell: 979-224-0824
Email: m.e.herring@tcu.edu



Technical Standards

The M.D. degree is a broad undifferentiated degree attesting to general knowledge in medicine and the basic skills required for entering residency training while meeting all requirements for medical licensure. Essential abilities and characteristics required for completion of the M.D. degree consist of minimum physical and cognitive abilities, and mental and emotional health to assure that students, at admission, promotion, and graduation, are able to complete the entire course of study and participate fully in all aspects of medical training, with or without reasonable accommodation. Students who believe they may need to request reasonable academic accommodation(s) for documented disabilities should contact Texas Christian University (TCU) Student Access & Accommodation Office.

Please review and understand the [full policy HERE](#).

Professionalism

Educator-Learner Compact

The School of Medicine values mutual respect, compassion, professionalism, and integrity and is dedicated to creating a safe and collaborative environment for learning while training the next generation of physicians. Teachers and learners share responsibility for the education process and pledge to uphold these principles. For more information, view the [Educator-Learner Compact](#).

Expectations and Procedures Regarding Professionalism

The professional development of medical students is an essential part of medical education and is a fundamental aspect in becoming an Empathetic Scholar®. Students are expected to meet the Burnett School of Medicine standards of professional behavior as part of their professional development. Please refer to the [Expectations and Procedures Regarding Professionalism](#) policy for the full School of Medicine professionalism expectations and see below for specific examples:

1. Adhere to applicable Burnett School of Medicine policies.
2. Demonstrate respect for peers, faculty, patients, staff, and members of the healthcare team across specialties, disciplines, and professions.
3. Arrive early/on-time and be prepared for curriculum sessions, clinical responsibilities, exams, meetings, appointments with faculty, or other activities as directed by Burnett School of Medicine leadership and attend and participate for the full duration. This includes participating with your camera on for any virtual curricular sessions or mandatory meetings.
4. Maintain appearance appropriate to situations and follow the policy of the academic or clinical environment. Dress appropriately for the circumstances, including professional attire for any interactions that include patients or standardized patients.
5. Fulfill assignments and commitments by assigned deadlines. This includes both



curricular assignments, as well as completing credentialing and other Burnett School of Medicine requirements by their due date.

6. Notify faculty, staff, and peers in a timely manner prior to delays, absences, and anticipated absences and communicate any changes to the longitudinal integrated clerkship (LIC) clinical schedule to the preceptor, course or clerkship director and the LIC coordinators.
7. Communicate with faculty and staff in a respectful and timely manner—this includes replying to emails within 24 hours or less if possible and only utilizing text communication when given permission and within normal business hours unless there is an emergency.
8. Actively solicit and incorporate feedback and take responsibility for shortcomings, errors and areas of improvement. Inform administration/supervisor/team when mistakes occur.
9. Be honest and forthright in interactions with patients, peers, staff, faculty, and in all professional work, whether through personal communication, presentations, documentation, research, or other interactions. This includes using special care to not plagiarize others, including not utilizing AI technology, unless specifically given permission.
10. Respectfully and tactfully present concerns about any policies, procedures, and practices perceived as confusing or unfair.
11. Recognize impairment in peers and report these to appropriate entities.

Any lapses in professionalism will lead to the actions described below. The School of Medicine reserves the right to immediately refer a student to the Student Progress and Promotion Committee (SPPC) or others (if appropriate) for lapses that are significant, for example placing others in danger or violating state or federal law.

When an infraction occurs, the involved faculty will always notify the student physician coach who will be responsible for tracking the number of lapses and escalating as appropriate, as they will be able to identify patterns of behaviors across the curriculum. The student coach will determine if a report is an offense, in conjunction with the involved faculty and with student affairs leadership.

The number of offenses may all involve the same lapse in professionalism or may be different types of offenses, and will lead to the actions described below.

First offense: The involved faculty will email the student physician coach and/or cc the student. If the student physician coach recognizes that the offense represents a pattern or violations have occurred in other courses, they can require a mandatory meeting with the student and/or escalate appropriately.

Second offense: The student must have a mandatory meeting with their student physician coach (and possibly the faculty involved) to discuss the issue.



Third offense: The student must have a mandatory meeting with the assistant dean for student affairs or their designee and the student physician coach.

Fourth offense: The student is referred to the Student Progress and Promotion Committee (SPPC).

Professionalism lapses may include repeated issues of the same type or different types of concerns.

The SPPC may require a remediation or professional improvement plan, or dismissal for students failing to meet professionalism standards. The committee will consider the professionalism concern in terms of the severity of the concern, any pattern of behavior, and the student's response to feedback. If a professionalism plan is mandated by the SPPC, wording concerning the lapse in professionalism will be included in the student's Medical Student Performance Evaluation (MSPE). Students can appeal an SPPC decision according to the [Progression, Dismissal, and Appeal](#) policy.

Contact the Professionalism Resource Officer

Mary Elizabeth Herring, J.D.

Professionalism Resource Officer

Cell: 979-224-0824

Email: m.e.herring@tcu.edu

PRO Website: <https://mdschool.tcu.edu/pro-forms/>





Policies and Guidelines

*****Click the policy title to review the FULL policy*****

Accommodations for Students with Disabilities

The Burnett School of Medicine complies with the Americans with Disabilities Act (ADA) as amended and section 504 of the Rehabilitation Act of 1973 regarding students with disabilities. Applicants for admission and current students, with or without reasonable accommodations, must be able to satisfy the technical standards for acceptance into, progression through, and graduation from the Burnett School of Medicine at TCU.

Assessment and Promotion Conflicts of Interest

Faculty at the Burnett School of Medicine must keep the learning environment free from real or perceived bias that could arise from a conflict of interest in any assessment or promotion of students.

Attendance

All School of Medicine students are expected to attend all mandatory sessions and clinical experiences as outlined in the course and clerkship syllabi. In specific situations, School of Medicine students may request an absence from a required activity.

Classroom Visitor

The Burnett School of Medicine prohibits visitors in the classroom unless arranged and approved by the course director.

Clinical and Educational and Work Hours

The Burnett School of Medicine ensures that students are given the appropriate amount of time away from clinical and educational responsibilities.

Communication

Email is the official means of communication of the Burnett School of Medicine. Each student is issued a TCU (tcu.edu) email address and is the only official means of communication from and with the Burnett School of Medicine. Students are expected to check their tcu.edu email on a regular basis (at least every 24 hours).



*****Click the policy title to review the FULL policy*****

Competency Assessment

Student progress toward meeting the Educational Program Objectives (EPOs) will be assessed on a regular basis. Students must meet EPO-based competency expectations at the appropriate Phase level by the end of each phase of the curriculum to progress in the program.

Credit Hour

The Burnett School of Medicine will use the credit hour as a measure of progress toward the MD degree. The school converts the weeks of instruction to credit hours.

Criminal Background Check

The Burnett School of Medicine adopts the Association of American Medical Colleges' (AAMC) recommendation to ascertain the ability of students to eventually become licensed physicians in the future, enhance the safety and well-being of patients, and to ensure the public's continuing trust in the medical profession through criminal background checks.

Disability Insurance

The Burnett School of Medicine requires and provides all students with disability insurance coverage.

Drug Testing

The Burnett School of Medicine adopts the Association of American Medical Colleges' (AAMC) recommendation to ascertain the ability of students to eventually become licensed physicians in the future, enhance the safety and well-being of patients, and to ensure the public's continuing trust in the medical profession through substance abuse reviews and/or treatment.

Educator-Learner Compact

The Burnett School of Medicine values mutual respect, compassion, professionalism, and integrity and is dedicated to creating a safe and collaborative environment for learning while training the next generation of physicians. Teachers and learners share responsibility for the education process and pledge to uphold these principles.

Electives

Students are required to complete at least 28 weeks of electives. Students may take electives of their choosing for credit provided they meet the Burnett School of Medicine requirements.

Excused Absence, Leave of Absence, and Withdrawal

Students are expected to proceed through the curriculum in a continuous, uninterrupted fashion. In the event of extenuating circumstances, students may request an excused absence, leave of absence, or withdrawal. Students may also be placed involuntarily on a leave of absence on the recommendation of the Student Progression and Promotion Committee (SPPC).



*****Click the policy title to review the FULL policy*****

Expectations and Procedures Regarding Professionalism

The Burnett School of Medicine students are students of Texas Christian University (TCU) and are governed by all generally applicable rules, regulations, and policies of TCU, including those policies that set forth expectations regarding student conduct and academic integrity in the Code of Student Conduct.

Grade Appeal

Burnett School of Medicine students have the right to appeal final course grades. The grade may be changed on appeal if the student can demonstrate that the grade assigned is not an accurate reflection of their work.

Grade Reporting

All students must receive summative feedback and grades from faculty within the appropriate and required timeframe.

Grading and Remediation

Course directors award a final grade for each student at the conclusion of each course. The final grade is based on the successful completion of all required individual components of the course as outlined in the syllabus. Students may be required to complete an approved remediation plan or repeat the course in its entirety to obtain a passing grade.

Graduation

The Burnett School of Medicine has required standards for the graduation of medical students. All students who have successfully completed the requirements for the MD degree will be recommended for graduation by the Student Progression and Promotion Committee.

Health Insurance

The Burnett School of Medicine requires all students to carry health insurance.

Immunization and Credentialing

The Burnett School of Medicine requires proof of immunity or inoculation to certain diseases for the safety of patients and others. This proof is required at admission and through graduation.

Incomplete Coursework

An Incomplete, or "I" grade, may be awarded when a student has not completed all of the academic requirements at the conclusion of an academic course of study (course, clerkship, elective). The "I" grade is a temporary grade designation and will be replaced with a final grade.



*****Click the policy title to review the FULL policy*****

Interactions Between Industry and Burnett School of Medicine

Interactions with Industry occur in a variety of contexts. These interactions must be ethical and cannot create conflicts of interest (COI) that could endanger patient safety, data integrity, the integrity of the Burnett School of Medicine's education and training programs, or the reputation of either the faculty member or the institution.

Laptop and Technology Requirements

The Burnett School of Medicine medical education program is largely computerized, including learning materials, quizzes/examinations, patient logs, and more. As a result, all medical students are required to own a laptop computer with minimum specifications to ensure adequate memory, internet connectivity, and processing capacity.

Learning Environment and Student Mistreatment

The Burnett School of Medicine ensures students, faculty, and staff consistently demonstrate professional behaviors in order to create a safe and effective learning environment with zero-tolerance for any form of mistreatment within the school, and notably against students.

Narrative and Formative Assessment

Formative feedback and narrative feedback are essential for providing students opportunities to identify strengths and specific areas for improvement in order to enhance their learning and performance. The Burnett School of Medicine incorporates formative and narrative assessment in each required course and clerkship whenever instruction permits these types of assessment.

Needlestick, Bodily Fluid, and Environmental Hazard Exposure

Students at the Burnett School of Medicine require annual training on the risks, prevention, and treatment of bodily fluid exposures; training on hazardous materials and material safety as well as training in required follow up for exposures at the beginning of each phase of the curriculum.

Obligation for Payment

Students are obligated to pay tuition in a timely manner to be able to continue in the curriculum in the subsequent semester.

Progression, Dismissal, and Appeal

The Burnett School of Medicine requires students to meet academic and behavioral standards to progress through and graduate from the medical education program. Final decisions concerning progression through the curriculum or dismissal rests with the faculty, as represented by the Student Progression and Promotion Committee (SPPC). Students have the right to appeal a decision made by the SPPC.



*****Click the policy title to review the FULL policy*****

Required Clinical Experiences

All Burnett School of Medicine students are expected to complete and document their required clinical encounters and skills. Students must use the curriculum management system to input the completion of required clinical encounters and skills, their level of participation, and whether or not it was completed using an alternative experience.

Satisfactory Academic Progress for Federal Financial Aid

All Burnett School of Medicine students must maintain satisfactory academic progress (SAP) requirements to receive federal financial aid.

Scientific and Medical Publishing by Students Policy

Guidelines and support mechanisms for students at the Burnett School of Medicine who wish to co-author biomedical publications.

Security, Safety, and Emergency Preparedness

Education on security, safety, and emergency preparedness protocols for the Burnett School of Medicine will be provided to its students, faculty, and staff.

Social Media Policy

The Burnett School of Medicine has established guidelines to protect students, faculty, and staff and best represent the school in all forms of social media. All members of the Burnett School of Medicine (including students, staff and faculty) must be aware of how their digital interactions represent the organization.

SPT and Non-SPT Internal Research/Travel Funding

The Burnett School of Medicine has a defined amount of funding dedicated to each student for the purpose of advancing their Scholarly Pursuit and Thesis (SPT) research project and increasing the ability for students to present their research findings, including possible travel.

Student Dress Code

Student attire should be appropriate to the setting and demonstrate respect for other learners, patients, and other persons.

Student Professional Liability Insurance

The Burnett School of Medicine at TCU provides professional liability insurance to all enrolled medical students.



*****Click the policy title to review the FULL policy*****

Student Records

The Family Educational Rights and Privacy Act (FERPA) of 1974, as amended, is a federal law that states (a) that a written institutional policy must be established and (b) that a statement of adopted procedures covering the privacy rights of medical students be made available. The law provides that the institution will maintain the confidentiality of medical student education records. Texas Christian University (TCU) accords all the rights under the law to students who are declared independent.

Supervision of Medical Students

The Burnett School of Medicine shall ensure that medical students caring for patients are appropriately supervised at all times in order to ensure patient and student safety, that the level of responsibility delegated to the student is appropriate to their level of training, and that supervised activities are within the scope of practice of the supervising health professional during the entirety of a student's undergraduate medical education training.

Technical Standards

The M.D. degree is a broad undifferentiated degree attesting to general knowledge in medicine and the basic skills required for entering residency training while meeting all requirements for medical licensure.

Tuition Refund and Supplemental Refund Insurance

If a student at the Burnett School of Medicine withdraws prior to the end of the semester, he/she is subject to the refund policy stated within.

United States Medical Licensing Examination (USMLE)

All students are required to take and pass USMLE Step 1 and Step 2 CK in order to graduate from the Burnett School of Medicine.

Use of Generative Artificial Intelligence (AI) and Natural Language Processing (NLP) Tools for Education and Publishing

How to utilize AI and NLP models to author original work products required by the Burnett School of Medicine.





The Office for Student Affairs

The staff and faculty of the Office for Student Affairs endeavor to foster a supportive community for students, enhance students' readiness for learning, and assist in students' personal and professional growth.

Academic Advising and Development

Academic Success initiatives are integral to supporting student learning within the School of Medicine curriculum. From the onset of Phase 1 through the completion of the USMLE (United States Medical Licensing Examination) Step 2 Examination, the faculty and staff meet with students to enhance their academic learning experience.

The Student Physician Coaches, the Frog Balance team and the Learning Specialists Team work together with students to negotiate academic, personal, or other issues, that might contribute to academic performance challenges. More support may be identified by course directors, clinical preceptors, and classroom faculty. The team works with individual students to identify possible growth areas as well as points of intervention.

Programming and outreach resources include topics such as transitioning to the medical school curriculum and culture, external stressors, and physical or emotional struggles. With a strict adherence to confidentiality, referrals to the team are designed to support the student with the desired outcome of greater academic success.

The Learning Specialists Team

The Learning Specialists Team offers large-group informational sessions and personalized student learning counseling to include resources for learning strategies, study skills, time management, and test taking skills, including preparation for national standardized exams. The team meets one-on-one with students, helping identify areas of improvement early on, helping each student develop effective and efficient study habits and access the necessary resources for academic success. Additionally, the team provides exam review sessions and learning resources.

Peer Tutoring Program

The Peer Tutoring Program identifies upper-level medical students with appropriate academic strength to tutor students at no cost. Tutoring sessions may be scheduled in person or by Zoom. The peer tutoring program is overseen by the Assistant Director of Academic Success and Learning Support, in collaboration with the Student Affairs Dean and the Director of Academic Success and Learning Support.



Student Access & Accommodation

The Burnett School of Medicine complies with the Americans with Disabilities Act (ADA) as amended and Section 504 of the Rehabilitation Act of 1973 regarding students with disabilities. Applicants for admission and current students, with or without reasonable accommodations, must be able to satisfy the technical standards for acceptance into, progression through, and graduation from the school of medicine.

The Burnett School of Medicine works in compliance with the disabilities services policy set forth by Texas Christian University (TCU). Newly admitted and current School of Medicine students with documented disabilities can be considered for academic accommodations by following protocol laid out by Student Access & Accommodation.

Please review and understand the [FULL POLICY HERE](#) .

Accommodation Request Procedure for School of Medicine Students

Students can seek accommodations at any time while at the Burnett School of Medicine. Accommodations are not retroactive; therefore, a student seeking academic accommodations should contact Student Access & Accommodation Office at studentaccommodation@tcu.edu or 817-257-6567 to begin the process.

All students seeking consideration for accommodations are required to complete an online application for accommodations. Each eligible student must present to Student Access and Accommodation verifiable, professional documentation and/or assessment reports that meet the University's official documentation guidelines.

Documentation presented to TCU Student Access & Accommodation will be reviewed by the Documentation Review Committee within the Student Access and Accommodation office to evaluate the presence of a disability and any disability-related accommodation required. Student Access and Accommodation can assist students in finding a qualified professional for assessment if a student has never been evaluated for a disability, or if a student is in need of updated documentation.

Information on documentation guidelines for specific disabilities can be found at <https://www.tcu.edu/access-accommodation/get-started/guidelines.php>. The student will also be asked to submit [intake documentation](#) that includes the *Procedures for TCU Student Access & Accommodation*, an *Acknowledgement of Receipt of Procedures for TCU Student Access & Accommodation* form, and a *Release of Information* form.

Each student's application is handled on an individualized, case-by-case basis. The review is an interactive process, along with student input and dialogue using relevant documentation. Further documentation may be required to substantiate the presence of a disability or to assist Student Access & Accommodation in determining appropriate accommodations.

Student Access and Accommodation will coordinate with the student and the appropriate School of Medicine personnel to ensure that outlined accommodations are implemented appropriately.



Student Access and Accommodation is committed to protecting the confidentiality of the students that they serve. All disability-related information including documentation, accommodation notifications, correspondence, and consultations are considered confidential and are managed in accordance with the [Family Education Rights and Privacy Act \(FERPA\)](#) regulations and the guidelines set by the University.

Please refer to the [Student Access & Accommodation website](#) for details.

Accommodations and Implications for USMLE

The United States Medical Licensing Examination® (USMLE), the three-step examination for medical licensure in the U.S., provides reasonable and appropriate accommodations in accordance with the Americans with Disabilities Act (ADA) for individuals with documented disabilities.

The USMLE provides general guidelines for requesting accommodations, which includes submission of the Request for Test Accommodation Form, a personal statement, an evaluation by a qualified professional, and relevant objective records of functional impairment and a rationale for the requested accommodation that is relevant to the setting and context of the specific examination. Receiving accommodations during medical school does not guarantee that a student will receive USMLE accommodations.

In its consideration of accommodation requests, the USMLE relies heavily on records of demonstrated functional impairment, making it important for Burnett School of Medicine students to seek approval for and utilize accommodations early in their medical school education.

The Student Access and Accommodation Office is available to assist students with requesting accommodations on the USMLE Step 1 and Step 2 CK exams.



Career Advising

Career Advising for students is a four-year, longitudinal engagement where students spend time negotiating four major themes:

- Understanding Yourself
- Exploring your Career Options
- Choosing your Specialty
- Preparing for Residency

Career counseling is provided throughout all phases of the curriculum and begins early with support from the Career Advising Team. To start, students will engage with the AAMC's Careers in Medicine platform as well as resources housed in the learning management system. These activities and resources allow the student to understand a sense of self and individual values and preferences.

Students also achieve this self-knowledge and begin exploring their career options by joining and engaging in Student organizations, meeting with their student coaches, and attending events sponsored by the Career Advising Team.

During Phase 2 of the curriculum, career advising builds upon the exploration of self to a focus on career fit. This career exploration phase aligns perfectly with students' engagement with their clerkships. During this time, students consider patient populations, practice settings, and interest in performing specific work-related activities.

Toward the completion of Phase 2, students advance into major theme number three, choosing a specialty. Students are offered group specialty-specific advising sessions as well as individualized meetings with Career Advisors to discuss elective choices and away rotations.

During Phase 3 of the curriculum, career advising focuses on preparing for residency as most students have identified their specialty of choice. Specific planning and completing tasks move students toward residency placement including authoring personal statements, notable characteristics, and resumes/vitas. Each task completed in this career stage will lead students to apply for residency, prepare for interviews, and identify rank-order-lists.

Finally, together with all the Burnett School of Medicine students, faculty, and staff, we celebrate our graduating class during Match, the Hooding Ceremony, and Graduation.





Student Leadership

Participation in Senate, student organizations, and standing committees of the school is an integral aspect to medical school education. With careful consideration of interests, time availability, and a focus on academics, co-curricular activities provide practical life skills that will assist you in your medical careers, a way to feel connected to the Burnett School of Medicine, and the means to meet and connect with your classmates, faculty, and staff.

Students who participate in school of medicine leadership positions will: advocate for and serve school of medicine student needs; create and facilitate innovative student programs and services that promote student success, well-being, and professionalism; participate in continuous improvement processes; and promote, develop, and foster vertical relationships between students from all classes.

The staff of the Office for Student Affairs strongly encourage involvement and engagement in co-curricular activities. The Office of Student Affairs is here to discuss with you these many opportunities to best utilize and strengthen your interests and passions.

Students must achieve and maintain good academic standing to participate in student organizations or hold leadership roles. Questions and concerns about this requirement should be directed to MDStudentAffairs@tcu.edu.

Senate

The Burnett School of Medicine's student Senate serves as intermediaries between their respective classes and the Office of Student Affairs. They gather feedback through surveys, champion class interests, propose innovative programming and events, and participate in decisions regarding new student organizations and funding allocations.

Comprised of 16 Senators in total, the Senate consists of (5) MS1s, (5) MS2s, (3) MS3s, and (3) MS4s. Senate elections are held annually, with MS1 elections taking place after their first exam. Students can serve multiple terms as Senators, provided they maintain good academic standing and secure re-election.

Student Organizations (SO)

Our student organizations are divided into two categories, student interest groups (SIGs) and clubs. These SOs support all of the interests of students. Students select involvement for a number of reasons. Some students extend their career interests by participating in one of



our many specialty-specific SIGs while other students participate in community-based advocacy or interest-based clubs.

Annual Requirements

Each SO must re-register every academic year and host 1 event per term to be considered an active organization at the Burnett School of Medicine. Failure to meet both requirements can result in deactivation of the SO. Re-registration season begins in April/May and ends in June. The exact dates vary and will be communicated accordingly.

During re-registration, each SO must provide an accurate roster and list any changes to their executive board. Elections must occur annually. In addition to re-registration, each SO must complete risk management training.

Starting a New Student Interest Group

Students may see a full list of our Student Organizations by visiting our Student Organization course in VidaNova. If you do not see the SO or club you are looking for and would like to create a new one, please contact your Senator to learn more about the process. You will need to set-up a meeting to discuss the vision of your SIG and proposed activities. Upon completion, an application will be submitted to the Senate for review and voting to approve or deny the proposed SO. This review will occur two times a year, once during re-registration (April/May) and once during the Fall semester (November).

MS1s

Students in their first year of medical school may not join or participate in the executive board for an SO until they have completed their first curricular examination. A SO fair will be held prior to the first exam where students can learn more about our current interest groups/clubs and network with active members.



Service Learning and Community Engagement

At the Anne Burnett Marion School of Medicine at Texas Christian University, our goal is to equip future physicians with the tools and mindset necessary to serve their communities with compassion and social responsibility. Our commitment lies in seamlessly integrating service learning and community engagement throughout medical education.

Through meaningful partnerships with a range of communities, we strive to impart in our students a comprehension of the social factors influencing health. By immersing students in hands-on experiences and fostering collaboration with local organizations, we aim to cultivate physicians who not only possess exceptional medical knowledge and skills but also actively engage in advancing social justice.

Programmatic activity is currently under reevaluation, but activities continue such as the student volunteer clinic at Mercy Clinic, Academy4 and multiple community service events occurring through Student Interest Groups and Frog Balance.

For more information, email MDServiceLearning@tcu.edu.





Frog Balance

Frog Balance

What is Frog Balance? It is a comprehensive program designed to cross over many components of the medical school. The goal is to prepare students for the rigors of residency, taking care of patients, and to keep students as healthy as possible during medical school while building resilience and confidence to face the challenges of taking care of human beings.

Some highlights of the program are:

Student Events-Social Gatherings

These events are held monthly (schedule permitting) with the goal of providing opportunities for students to interface with each other, possibly enjoy a walk to Magnolia Avenue, or simply have an unexpected treat or break to the day.

Mental Health

Frog Checks decrease the barrier of obtaining Mental Health services and also help students connect with Mental Health resources as needed. Dr. Wolszon will continue these checks with various classes and will also be starting discussion/support group-like sessions aimed to help each class with the stresses that are unique to their stage of medical school.

Academic Support

Academic Support is a key component to keep stress minimized. As a part of Frog Balance the program will emphasize ways to strategically help with academic performance, investigate and communicate new ideas and various techniques to maximize efficient learning.

Community Service

Known to help remind students why they decided to go to medical school, there are a variety of planned activities which use Community Service to serve as an outlet for the rigors of studying.

Student Coaching

The coaches provide individual guidance on professional development while helping students strategize how to decrease stress and maximize their journey to residency and beyond.



Career Advising

The career advising team hosts specialty selection sessions with discussions on how to make good decisions with specialty selection and how this decision may impact other aspects of your life as a future physician. Mentorship sessions with alumni residents are in progress allowing direct communication with those who have gone through the Burnett School of Medicine curriculum with longitudinal advice on how they have managed their personal health and how they choose specialties that maximize their personal strengths and their individual happiness.

Co-Curricular Activities

The communication team will also introduce sessions related to mindfulness, adaptive yoga and ASL instruction. These sessions will help students communicate better with their patients and offer unique opportunities for students to learn techniques for their own personal use.

Other sessions

Various sessions take place relating to a variety of topics such as balancing family and medical school and maximizing residency application and placement being mindful of maintaining health and support system alignment.





General Student Resources

Professionalism Resource Officer

The School of Medicine is committed to the highest professional standards for its students, faculty, and staff. Identifying and addressing professionalism concerns at an early stage, and through multiple channels, is vital to ensuring support for all.

The Office of the Professionalism Resource Officer (PRO) exists to receive professionalism concerns at any time from anyone regarding our faculty, staff and students. In addition to opportunities to approach School of Medicine leadership, faculty, and staff at any time, the School of Medicine also provides a clear and simple means for students, faculty, and staff to share concerns confidentially and/or anonymously. The PRO serves an essential and confidential role in addressing these concerns.

The PRO seeks to address professionalism lapses directly with the individual involved in a constructive, non-confrontational, and confidential setting. If a professionalism concern rises to the level of a School of Medicine policy violation, an honor code violation or a Title IX violation, the matter will be forwarded to the appropriate investigating body and the person(s) bringing the concern will be so notified if their identity is known to the PRO.

Contact the Professionalism Resource Officer

Mary Elizabeth Herring, J.D.
Professionalism Resource Officer
Cell: 979-224-0824
Email: m.e.herring@tcu.edu

Reporting Forms

[Professionalism Behavior Concern Form](#)

[Mistreatment Reporting Form](#)

[Exemplary Behavior Form](#)



Student Physician Coaching

The Student Physician Coaching Program is a cornerstone of student support within the Burnett School of Medicine, offering personalized guidance and comprehensive resources throughout the medical school journey. Each student is assigned a physician-coach who provides longitudinal mentorship, tracks academic progress, fosters professional identity development, and addresses professionalism concerns and individual student needs. Coaches are central points of contact, connecting students to specialized resources, including course directors, learning specialists, career advisors, and more. Through quarterly meetings and a supportive environment, coaches aim to equip students with the tools and accountability necessary to successfully navigate medical school, achieve academic success, optimize well-being, and cultivate professional growth.

For More Information, Contact:

Amanda Propst Cuevas, PhD

Director of Student Physician Coaching

Email: a.propstcuevas@tcu.edu

Website: <https://mdschool.tcu.edu/students/student-coaching>

Counseling and Mental Health

TCU 24/7 Counseling Helpline

817-257-SAFE (7233)

Counseling at the School of Medicine

E-mail: l.wolszon@tcu.edu

Phone: 817-257-7863 (for the first appointment, please call rather than e-mail)

Dr. Linda Wolszon is available for scheduled appointments as follows:

DOW	Arnold Hall
Monday	Noon—5pm
Tuesday	Noon—5pm
Wednesday	1:00pm—7 or 8:00 pm
Thursday	1:00pm—7 or 8:00 pm
Friday	

TCU Campus Counseling Center

Website: <http://counseling.tcu.edu/>

Phone: 817-257-7863

Hours: 8:00 am to 8:00 pm, Mon-Wed; and 8:00 am-5:00 pm, Thurs and Fri



TCU Religious & Spiritual Life

Chaplains in the Office of Religious and Spiritual Life provide support for over 60 religious communities and faith traditions/perspectives that flourish at TCU. They help students use their own spiritual perspectives or resources to find healing & wholeness so that students might engage a life full of meaning, purpose, and belonging. TCU Religious & Spiritual Life do this by:

- Supporting student religious organizations and individuals who are seeking to explore, practice, or develop their faith
- Providing CONFIDENTIAL pastoral care or spiritual support to individuals when they are looking for a safe place to talk
- Exploring matters of religion, faith, beliefs, and ethics through diverse events and programs

Website: <https://faith.tcu.edu> | Phone: 817-257-7830

TCU Campus Advocacy, Resources & Education (CARE)

Resources & Educations' (CARE) mission is to advocate and support students impacted by sexual and gender-based harassment, sexual assault, dating and domestic violence, and stalking while promoting education and awareness that empowers lasting change in our community. Visit: <https://care.tcu.edu>

Confidential Advocate

Ms. Leah Carnahan, Assistant Director, Campus Advocacy, Resources & Education

Schedule a meeting: <https://calendly.com/leahcarnahan/care?month=2025-04>

Phone: 817-257-5225

Jarvis Hall 210 | carnahan@tcu.edu

Brown-Lupton Health Center

Health services at TCU's Brown-Lupton Health Center are available to all currently enrolled, degree seeking students regardless of their insurance coverage. Students at the School of Medicine may choose to seek their care at the TCU Brown Lupton Student Health Center. Students are encouraged to schedule their healthcare appointments during independent study time.

The Brown Lupton Student Health Center on the TCU main campus is located at:

2825 Stadium Drive

Fort Worth, Texas 76109

Phone: 817-257-7940

TO SCHEDULE AN APPOINTMENT, call 817-257-7940.

On-line scheduling is available on the [Health Center website](#).



Hours of Operation:

Fall/Spring Semester:	Monday—Friday	8:00am—5:00pm *students must check in by 4:30 pm Pharmacy opens 9:00 am , closed daily from 12:00pm—1:00pm
Reduced Hours: <i>(summer, spring/winter break)</i>	Monday—Friday	9:00am—4:00pm Pharmacy open 11:00am—3:00pm
Holidays & Closures:	<i>The Health Center observes the University Holidays & Closures schedule, closing for major holidays and observations.</i>	
After-Hours Care:	<i>Students may call the Health Center and speak with a nurse 24/7. University Urgent Care is open evenings and weekends. Many insurances (including the TCU Student Health Insurance) offer 24/7 Telehealth. (Check with your carrier for more info.)</i>	

TCU Pharmacy

At the TCU Pharmacy, students have easy access to a full-service pharmacy located conveniently within the Health Center.

The Brown Lupton Student Health Care Services

- Primary Care
- Chronic Disease Management
- Illness and Injury Care
- Immunizations
- TB Tests
- Laboratory Services
- Minor Surgical Procedures
- Physical Exams
- Physical Therapy Evaluation
- LGBTQ+ Care
- Wart Treatments
- Allergy Clinic
- HIV Testing
- Sexually Transmitted Infections (STIs) Testing
- Urinary Tract Infection (UTI) Diagnosis and Treatment
- Prescriptions (and over-the-counter medications)
- Allergy Injection Policies and Procedures
- Psychiatry (staff Psychiatrists are available by appointment, accepting referrals from the counseling center and our medical providers)
- Nutrition and referrals to campus dietician

Women's Health

- Annual Well-Woman Exam
- Breast Health Assessments
- Contraceptive Counseling, Prescriptions, Emergency Prescriptions
- HPV Vaccine and Testing
- Menstrual Problems Management
- Pregnancy Testing and Referrals
- Vaginal Infections Diagnosis and Treatment



Health Records

The records for any health services received at the TCU Brown-Lupton Health Center and the TCU Counseling and Mental Health Center (CMHC) are stored and maintained at the site of care and are protected by Texas privacy laws and Health Insurance Portability and Accountability Act (HIPAA). School of Medicine personnel do not have direct access to these student health care records and there are no exceptions to the imposed access regulations.

Health- and/or psychiatric/psychological care providers at the TCU Brown-Lupton Health Center and the CMHC do not hold faculty appointments with the School of Medicine and therefore are not involved in the education, assessment, or promotion of School of Medicine students.

Furthermore, the TCU student health portal allows students to securely communicate with the TCU Brown-Lupton Health Center and the CMHC using their unique TCU credentials.

Read and understand the full [Assessment and Promotion Conflicts of Interest Policy HERE](#).

Student Records, Registration, and Credentialing

Academic Records

The School of Medicine is dedicated to protecting student records and other data collected throughout medical school. Access to student academic records by School of Medicine personnel is restricted in accordance with the Family Educational Rights and Privacy Act (FERPA) and is based on a school official's "legitimate educational interest" in the specific information being viewed.

Students have the right to inspect and review information contained in their educational record and may submit a request in writing to MDRecords@tcu.edu specifying the portion of their record they wish to review.

Please read and understand the full policy on Student Records [HERE](#).

Additional Privacy

Texas Christian University provides additional methods by which to manage your personal information:

- **Grant Access to Others** will allow a student to create a username and password for an individual they designate. They can choose which parts of their record to make available through this feature. They can also REMOVE this access at will.
- Students may also choose to **Opt Out** of having their **Directory Information** released.

Both functions can be accomplished through the MyTCU portal. Visit the [TCU Office of the Registrar FERPA page](#) for more specific instructions on each.

Transcripts

Students can access and download an **unofficial** transcript through their MyTCU account at any time by clicking on their Academic Record tile and locating the "View Unofficial Transcript" option within the left-navigation list.



Burnett School of Medicine students may request **official** copies of their transcript through the current third-party vendor. Please visit the [TCU Office of the Registrar transcripts page](#) for a direct link.

For VSLO away rotation applications and Residency applications, transcripts will be internally generated and provided at no additional charge.

Enrollment Verification

Our office also verifies enrollment status for loan deferments, jury duty, insurance discounts, or professional memberships in addition to official transcripts and other documents required for medical licensure. We also closely collaborate with the Office of Student Affairs to generate Letters of Good Standing for various academic purposes or professional pursuits.

For more information, or to request a verification letter, contact us at MDrecords@tcu.edu.

Credentialing for Continued Enrollment

Students are required to maintain credentialing documentation (i.e., immunizations, criminal background check, drug screening, and other clinical paperwork) for continued enrollment and clinical rotations. All requirements and deadlines are communicated prior to matriculation and annually thereafter ahead of each Academic Year. It is important that students adhere to all requests in a timely manner and in accordance with the expectations described within the [Communication Policy](#).

Please read and understand the following resources and policies related to credentialing:

- [Criminal Background Check Policy](#)
- [Drug Testing Policy](#)
- [Immunization and Credentialing Policy](#)
- [Annual Credentialing Information—Articulate Rise Module](#)

All credentialing documentation is collected through a secure, third-party portal and retained separate from the formal academic record, unless otherwise outlined within the [Student Records Policy](#).

Credentialing for Clinical Training

Clinical sites have certain criteria that must be met in order to participate in clinical training at their location. This can include, but may not be limited to, criminal background checks, drug screening, and various immunizations.

The School of Medicine coordinates directly with affiliated sites to fulfill credentialing requirements. Efforts have been made to streamline these processes where able; however, some sites may have different credentialing requirements that require additional student input and action. These scenarios will be communicated to each applicable student as needed.

It is important that students respond promptly to all communication regarding clinical site credentialing to avoid interruption to their educational program.



Conflict of Interest

The School of Medicine Assessment and Promotion Conflicts of Interests Policy defines conflicts of interest in assessment and promotion to include professionals who deliver health-care and/or psychiatric/psychological services to a School of Medicine student.

The provisions of the policy prevent any preceptor, who academically assess a student, from teaching students with whom they have a conflict of interest.

Please read and understand the [full policy HERE](#).

Student Insurance

Student Health Insurance

Burnett School of Medicine students are required to carry and provide proof of medical insurance coverage prior to matriculation and yearly throughout medical school. Students who are enrolled at the School of Medicine, and their dependents, are eligible for the TCU sponsored insurance plan. To simplify onboarding, school of medicine students are automatically enrolled in this plan each term (Fall/Spring). Students who choose to carry coverage through another insurance provider will subsequently need to OPT OUT of the TCU sponsored plan by the deadline which will be communicated appropriately each term.

Please [review this website for more information on the health insurance plan](#).

Malpractice and Professional Liability Insurance

The School of Medicine requires and provides all students with malpractice and professional liability insurance coverage for school of medicine curricular experiences. Proof of this coverage is provided directly by the school, as needed, to clinical sites/institutions. Students have access to the current year's liability certificate through the Student Resources course within VidaNova. You may also request a copy by emailing MDRecords@tcu.edu.

Student Disability Insurance

The School of Medicine maintains disability insurance coverage for all students. A formal arrangement is made annually with an insurance partner to provide students disability coverage through an AMA endorsed plan. Student Disability Insurance information may be found by visiting the Student Resources Course within your Learning Management System. If you have any questions regarding Disability Insurance, please email MDStudentAffairs@tcu.edu.

Information Technology

IT help line: 817-257-4357. Normal IT call ticketing is the recommended way of submitting most issues.

To submit a ticket, visit <https://it.tcu.edu>.



Veteran Services

The Burnett School of Medicine at TCU, in collaboration with TCU Veteran Affairs, prides itself on its unwavering commitment to supporting the educational aspirations of our active duty service members, veterans, and their families. Understanding the unique challenges faced by those transitioning from military to academic environments, they endeavor to facilitate this shift, ensuring a seamless integration into campus life.

Their dedicated team is on hand to assist with all aspects of VA education benefits, guiding military and veteran students every step of the way towards achieving their academic goals. By providing tailored resources and comprehensive support, They aim to honor the service of the military community by aiding in their pursuit of higher education and successful degree completion. For more information, please visit the [TCU Veteran Affairs](#) website.

Library

The Medical School Library is located in Arnold Hall. For the latest information on hours, please check out the About page on our Library website.

Contact the Library

Burnett School of Medicine Library Website: <https://library.tcu.edu/mdschool>

Burnett School of Medicine general email address: MDschool-library@tcu.edu

Mary Coutts Burnett Library Website (TCU main campus): <https://library.tcu.edu>

Library Support

Librarians consult on **literature searches**, providing guidance on search terms, search strategies, what databases to search, and more! Have questions about managing citations via Endnote? Just ask!

Furthermore, the library can answer questions about **publishing** and **scholarly identity** — where to publish, how to set up author profiles, etc. Use our [Ask A Librarian form](#) to request help or ask a question.

Services

The School of Medicine Library offers printing and shredding services within the library work room. The library is considered a quiet study space and also offers five individual study rooms for students.

TCU Main Campus Support

School of Medicine students can access printing services (including poster printing) at the main campus library. They also have access to the Graduate Reading Rooms and Computer Lab with extended hours.

Instructions to request physical materials be delivered from the main campus library to the School of Medicine can be [found HERE](#).





Safety and Preparedness

Educational experiences take place at Arnold Hall, TCU Main Campus, affiliated hospitals, physician offices, and clinics. Student safety orientation is provided to all incoming first-year medical students by TCU Police and other personnel during the Introduction to Medicine course to acclimate students to the procedures and resources regarding safety and emergencies that pertain to these environments.

These sessions cover prevention topics including but not limited to: emergency and disaster preparedness plans, TCU emergency websites, FrogShield overview, and campus emergency communication tool TCU Alert. Additional safety training is provided as required, as students advance through the curriculum, including specific training for each student for their clinical training environments.

Review and understand our [FULL policy on Security, Safety, and Emergency Preparedness](#).

Emergency Numbers and Websites

TCU Police Department: 817-257-7777

TCU 24/7 Crisis Intervention: 817-257-7233

MHMR of Tarrant County Crisis: 1-800-866-2465

School of Medicine Administrator On-Call: 817-257-5555

Resources

[TCU Emergency Management](#) | [TCU Title IX Office](#) | [TCU Campus Map](#)

Crisis24

This risk management platform offers extensive threat intelligence and other features to help keep you informed and safe no matter where you are. Students who participate in travel for any TCU-sponsored events will be required to register their travel in this system. This ensures that the institution is aware of your location and any emergent issues in the region in which you are traveling.

Instructions for registering and accessing Crisis24 will be provided as needed at the time students obtain approval for TCU-sponsored travel.





Phase Curriculum Courses

CLNX 85301—Advanced Inpatient Experience, Medical

This four-week rotation is designed to help students acquire advanced cognitive, technical, and communication skills in the inpatient setting. During this rotation, the student will be responsible for the initial evaluation of patients, and interacting with other members of the care team, all with appropriate faculty supervision.

CLNX 85302 —Advanced Inpatient Experience, Procedural

This four-week rotation is designed to help students acquire advanced cognitive, technical, procedural and communication skills in the inpatient setting. During this rotation, the student will be responsible for the initial evaluation of patients, developing patient care plans, placing orders for laboratory tests and medications, performing procedures when appropriate, called consultants, and interacting with other members of the care team, all with appropriate faculty supervision.

EMER 81202—LIC: Emergency Medicine

Students on the Emergency Medicine Longitudinal Integrated Clerkship will learn to care for undifferentiated and critically ill patients in local emergency departments. They will perform history and physicals, procedures, and generate differential diagnoses and plans under the supervision of an emergency medicine

physician. During this clerkship, students will learn essential concepts in patient triage, acute resuscitation, outpatient vs. inpatient management, health care disparity and non-compliance. Additionally, the student will begin to develop a framework to make decisions based on limited information, which can lead to life-saving interventions in acutely ill patients. Students also will learn about common procedures encountered in the emergency department to include airway interventions, intravenous access, wound management, and effective interpersonal and inter-professional communication skills.

FMLY 81205—LIC: Family Medicine

The Family Medicine clerkship is centered on the long-lasting and caring relationship between physician-patient and family relationship. The clerkship highlights the importance of comprehensive, ongoing care for patients of all ages and genders as well as the benefits of integrating the biological, clinical and behavioral sciences to patients and the health care system. Students will understand the role of serving as patient's or family's advocate in all health-related matters in a variety of clinical settings. The clinical experience will focus on outpatient primary care but will allow students the opportunity to also see the full depth and breadth of family medicine in other clinical environments. This clerkship will provide opportunities for each student to acquire knowledge of community resources available for patients and families. A solid understanding of



the social determinants of health is a main goal of the clerkship as students work with health care teams to eliminate barriers to access and care.

FMLY 87020—Advanced Inpatient Sub-Internship in Family Medicine

This rotation is designed to help students acquire the cognitive, technical, and communication skills needed for the first year of residency. Students will be given the opportunity to take full responsibility for patient care. During this rotation, the student will be responsible for the initial evaluation of patients, developing patient care plans, placing orders for laboratory tests and medications, calling consults, and interacting with other members of the care team, all with appropriate faculty supervision.

IMED 81206—LIC: Internal Medicine

The Internal Medicine Clerkship is designed to expose students to in-patient and ambulatory experiences that will serve as a foundation throughout their professional lives as physicians, by integrating Phase 1 basic and clinical science knowledge with direct patient care. It will introduce the student to the varied aspects of medical care for adults across the life-span with emphasis in enhancing the skills of taking a history, performing a physical examination, presenting these findings, developing a differential diagnosis for common clinical presentations and problems, and developing evidence-based plans. The skills of data analysis and critical thinking about diseases in patients are also a key component of this clerkship. Students will be exposed to patients with common chronic medical conditions, including diabetes mellitus, obstructive and restrictive pulmonary disease, common cardiac conditions, thyroid disease, and common chronic gastrointestinal, liver and biliary tract diseases, among others. The Internal Medicine clerkship will also encompass knowledge in several subspecialties.

IMED 87010—Medical Critical Care

Students will have an opportunity to care for critically ill patients as a member of the Medical

Intensive Care Unit (ICU) team. During the elective, students are directly responsible for the care of their assigned patients under the supervision of attending intensivists. Students will participate in daily rounds and will be responsible for presenting their patients, with attention to evaluation and management of problems encountered in the care of critically ill patients. Topics will include cardiopulmonary resuscitation, airway and ventilator management, fluid management, nutritional support, and the management of sepsis. Additionally, the student may participate in various procedures performed in the intensive care unit including tracheostomy, percutaneous gastrostomy placement, bronchoscopy, and arterial and central venous catheter placement.

IMED 87020—Advanced Inpatient Sub-Internship in Medicine

This rotation is designed to help students acquire the cognitive, technical, and communication skills needed for the first year of residency. Students will be given the opportunity to take full responsibility for patient care. During this rotation, the student will be responsible for the initial evaluation of patients, developing patient care plans, placing orders for laboratory tests and medications, calling consults, and interacting with other members of the care team, all with appropriate faculty supervision.

MEDS 80031—Mechanisms of Health and Disease I

The first course of the MHD sequence establishes a foundational understanding, integration, and application of the core basic medical sciences that underlie medicine, which is key to understanding how the body's organ systems work in both their healthy and diseased states in subsequent courses. This course addresses normal and abnormal structure and function of the human body and rationale for investigation, treatment, and other key clinical decisions. Course content is encompassed in three sections: Introduction to Anatomical Sciences Health and Wellness, and When Things Go Wrong.



MEDS 80032—Mechanisms of Health and Disease II

This course integrates complex anatomic, embryologic, biochemical, and physiologic principles to explain mechanisms underlying common processes and diseases of the hematologic, musculoskeletal and integumentary, and endocrine systems. Rationale for investigations, management, and other key clinical decisions pertaining to the disorders of these organ systems will be discussed. Section 1 is focused on hematology, followed by musculoskeletal and skin (Section 2), and then endocrine system (Section 3).

MEDS 80033—Mechanisms of Health and Disease III

This explores the intricate interplay of biological functions, specifically focusing on the physiological communication and feedback within the cardiovascular, pulmonary, and renal systems. Guided by an understanding of structural, functional, cellular, and biochemical mechanisms, students will delve into the coordinated actions between the heart, lungs, and kidneys. The course emphasizes both normal and abnormal structures and functions, illuminating the rationale for various investigations, treatments, and crucial clinical decisions related to these vital systems. The curriculum is strategically divided into three sections: the cardiovascular system (Section 1), the pulmonary system (Section 2), and the renal system (Section 3). By blending scientific concepts with clinical practice, the course prepares learners to appreciate the complexity of homeostasis and apply this knowledge to patient care.

MEDS 80034—Mechanisms of Health and Disease IV

This course integrates complex anatomic, embryologic, biochemical, and physiologic principles to explain mechanisms underlying common processes and diseases of the reproductive and gastrointestinal systems. The rationale for investigations, management, and other key clinical decisions pertaining to disorders

of these organ systems is also discussed. The first portion of the course focuses on the gastrointestinal system (including fundamentals of nutrition), followed by the reproductive system.

MEDS 80035—Mechanisms of Health and Disease V

This course is divided into two sections: Neuro 1, Neuro 2, which includes Behavior. The course begins with building an anatomic foundation for neuroscience and neurology and moves into integrating that knowledge with presentations of high-yield topics in the neuroscience. Combined, Neuro 1 and Neuro 2 cover nervous system structure and function, including normal and abnormal clinical presentations. The final weeks of the course will cover Behavior and Psychiatry, giving students foundational content that integrates the basic and clinical sciences.

MEDS 81004—Longitudinal Integrated Clerkship Phase I: Foundational Experience

This introductory clinical course exposes first-year medical students to the clinical environment through regular experiences with a designated primary care provider preceptor, including a panel of continuity patients. The focus of patient-care in Phase 1 is communication, patient education and advocacy.

MEDS 81102 Transition to Longitudinal Integrated Clerkship

Prepares students for the clinical years of their medical education through the development of knowledge and skills to transition becoming empathetic scholars in various clinical learning environments.

MEDS 82107—Clinical Skills

The Clinical Skills course is designed to prepare students for their role as empathetic and competent members of the healthcare team. This course emphasizes the development of core clinical competencies, including history-taking,



physical examination, communication skills, clinical documentation, oral case presentation, and clinical reasoning. Instruction is delivered through interactive small-group sessions and hands-on practice with standardized patients, guided by experienced clinicians. The course fosters a supportive learning environment that encourages reflection, feedback, and continuous improvement.

MEDS 83102—Preparation for Practice I

This novel course prepares students for multidimensional aspects of the medical profession and provides students with practical tools and information to solve real-world problems. Topics include the healthcare delivery and financing, medical ethics, healthcare policy, patient safety, population health, global health, physician communication and team-based care.

MEDS 83208—Preparation for Practice II

The Preparation for Practice course in Phase 3 builds upon the themes introduced earlier in the curriculum and includes integrated sessions designed for students to apply prior knowledge to complex real-world situations. Topics reinforce student development as Empathetic Scholars and System Citizens.

MEDS 84103—Scholarly Pursuit & Thesis I

This course provides students with tools to become life-long learners and skills to perform initial steps in a scholarly research project. Phase 1 of SPT includes choosing a research mentor and creating a prospectus for a 4-year research project.

MEDS 84201—Scholarly Pursuit & Thesis II

In this course, students will perform specific research activities related to individual SPT projects under direction of the research Mentor, utilizing the skills of life-long learning, data collection and analyses, and collaboration with a research team to accomplish the goals of a 4-year research project.

MEDS 84306—Scholarly Pursuit & Thesis III

In this course, students will perform specific research activities of advancing SPT projects in collaboration and under direction of their research mentor. Students will utilize developed skills of life-long learning, data collection and analyses, and result synthesis to accomplish goals of a 4-year research project.

MEDS 84406—Scholarly Pursuit & Thesis IV

In this course, students will perform specific research activities of advancing SPT projects in collaboration and under direction of their research mentor. Students will utilize developed skills of life-long learning, data collection and analyses, and result synthesis to perform ending research activities of their individual SPT projects, submit the SPT thesis, and present results in a poster session in a public forum.

MEDS 88002—Introduction to Medicine

Launches the incoming medical student on the successful professional journey from student to physician. The course introduces the student to the curriculum and learning environment, emphasizing the mindset and tools to encourage lifelong learning and professional development.

MEDS 88204—Future Accelerators of Medicine and Beyond

Exposes students to emerging or predicted concepts and ideas that are likely to have a significant impact on the delivery of healthcare during their career. Using design thinking and other strategies, students will learn about and contribute to the use and development of novel approaches for applying technology to improve the health of patients and populations.

MEDS 88402—Transition to Residency

The capstone course of the Burnett School of Medicine's four-year curriculum, the Transition to Residency course, provides an integrative experience designed to prepare students for their entry into residency. This course reinforces communication and clinical skills, offers



hands-on procedural training, enhances self-directed learning and reflective practice, and emphasizes team-based activities. Through a combination of specialty-specific and universal training elements, students develop a solid foundation for success in their chosen residency programs.

MEDS 88306—USMLE Step 1 Preparation

The USMLE Step 1 preparation course is a six-week course in which medical students pursue directed independent study with faculty support and identify resources to prepare for the USMLE Step 1 Examination.

NEUR 81202—LIC: Neurology

The Neurology Longitudinal Integrated Clerkship equips medical students to develop a systematic approach to the evaluation, diagnosis, and management of neurologic problems and conditions. Using an understanding of neuroanatomy, students will develop fundamental localization skills and the ability to recognize common neurologic conditions and neurologic emergencies. Students will work primarily in the outpatient setting and will evaluate patients and develop assessment and management plans under direct supervision of a senior practitioner. Students will be exposed to inpatient neurology either through specific inpatient burst immersion experiences or in continuity care for their panel of patients who require inpatient hospitalization for diagnosis and/or treatment.

NEUR 87010—Neurological Critical Care

Students will have an opportunity to care for critically ill patients as a member of the Neurological Intensive Care Unit team. During the elective, students are directly responsible for the care of their assigned patients under the supervision of attending intensivists. Students will participate in daily rounds and will be responsible for presenting their patients, with attention to evaluation and management of problems encountered in the care of critically ill patients with surgical and non-surgical neurologic conditions.

OBGN 81204—LIC: Obstetrics & Gynecology

The Obstetrics and Gynecology Longitudinal Integrated Clerkship exposes students to the care of women throughout their life cycle. The Ob/Gyn clerkship will start with a 3-week inpatient immersion experience within the hospital and on labor and delivery. Students will learn the essential management of women during the labor and delivery process. During this time, students may also have exposure to emergent gynecology admissions and surgeries. After the inpatient immersion, students will complete their longitudinal experience with an Ob/Gyn physician. Students will experience the care of women in the ambulatory setting, including well woman exams; contraception; work up, evaluation, and treatment of gynecologic conditions; and the care of patients throughout pregnancy and postpartum. They will follow their pregnant panel patients into the hospital for delivery as well as their gynecologic panel patients for gynecologic surgery or emergencies. They may have the chance to follow their patients into the sub-specialty services as well. Students will also have to complete 2 half-day experiences in Ob/Gyn sub-specialties. This can include experiences in gynecologic oncology, maternal fetal medicine, pelvic reconstructive surgery, reproductive endocrinology and infertility, family planning, pediatric and adolescent gynecology, and ultrasound.

OBGN 87020—Advanced Inpatient Sub-Internship in OB/GYN

This rotation is designed to help students acquire the cognitive, technical, and communication skills needed for the first year of residency. During this rotation, the student will be admitting patients, evaluating all medical problems, managing labor, and formulating therapeutic plans with appropriate supervision. The student will also get to counsel and educate patients during labor, postpartum, and in anticipation of discharge, as well as address any postpartum complications. Additional areas of focus may include general gynecology,



gynecologic urology, and management of gynecologic cancers.

PEDS 81206—LIC: Pediatrics

On the Pediatrics Longitudinal Integrated Clerkship, medical students will gain an understanding of the pediatric patient from birth to young adulthood. The student will appreciate the importance of regular health maintenance visits to physical and emotional wellbeing and child development. Learners will recognize the relationship between pediatric patients and their caregivers and the implications of this interdependent relationship. Through the course of this clerkship, medical students will learn to care for pediatric patients with common acute illnesses as well as chronic conditions in the inpatient and ambulatory settings.

PEDS 87010—Pediatric Critical Care

Students will learn how to efficiently diagnose, evaluate, and manage both common and rare pediatric critical illnesses as part of a multidisciplinary team in the pediatric intensive care unit.

PEDS 87011—Pediatric Neonatal Critical Care

During this rotation, the student will be exposed to a variety of neonatal patients with complex medical conditions requiring extensive diagnostic investigation, intervention, and management. Students will rotate at three sites during this four-week elective course.

PEDS 87020—Advanced Inpatient Sub-Internship in Pediatrics

This rotation is designed to help students acquire the cognitive, technical, and communication skills needed for the first year of residency. The objectives of the rotation are to provide medical students with an intensive experience in inpatient clinical pediatrics with supervised direct patient responsibility to improve skills in the diagnosis and management of acute and chronic pediatric problems.

PSYM 81202—LIC: Psychiatry

The Psychiatry Clerkship is designed to expose students to a variety of patients whose principal reason for seeking treatment is a Psychiatric disorder. Students will learn the expanded version of the Mental Status Examination used in psychiatry—a part of the neurological examination—and will have a chance to use rating scales for estimating severity of anxiety, depression, etc. Physicians do not simply observe. We engage the patient in the shared experience of treatment and assist their transition from illness back to health. Our principal goal is to help all of you become more comfortable in dealing with psychiatrically ill patients and in deciding whom you can treat and whom you must refer. The vision of the LIC is that students will learn about disease processes from the patients they encounter during the LIC. As students encounter patients with a particular diagnosis, students should actively learn about those conditions utilizing psychiatry resources and discussion with their preceptors. To that end, students will initially observe and then increasingly participate in psychiatric care under the supervision of a preceptor. The course consists of biweekly half-day sessions over the course of 38 weeks—supplemented with two 2-day “bursts” in either an inpatient psychiatric unit or the Psychiatric Emergency Center.

SURG 81206—LIC: Surgery

The General Surgery Longitudinal Integrated Clerkship will expose students to the foundations of surgical disease. Learners will explore the presentation, work-up, and surgical management of patients with emergent, urgent, and elective surgical disease. The students begin with a four week in-hospital experience, with a focus on emergent and inpatient management of surgical problems. This will include learning the principles of treatment of surgical conditions including urgent care through the emergency department and trauma. The student then completes the outpatient longitudinal experience, spending the majority of their surgical experience paired with a surgeon and having time both in the clinic and the operating room. The aim is to teach the basic



principles of surgical evaluation and treatment, and also to gain prolonged exposure to a surgical faculty mentor.

SURG 87010—Surgical/Trauma Critical Care

Students will have an opportunity to care for critically ill patients as a member of the Surgical/Trauma Intensive Care Unit team. During the elective, students are directly responsible for the care of their assigned patients under the supervision of attending intensivists. Students will participate in daily rounds and will be responsible for presenting their patients, with attention to evaluation and management of problems encountered in the care of critically ill surgical patients. Topics will include surgical complications, cardiopulmonary resuscitation, airway and ventilator management, fluid management, nutritional support, and the management of sepsis. Additionally, the student may participate in various procedures performed in the intensive care unit including tracheostomy, percutaneous gastrostomy placement, bronchoscopy, and arterial and central venous catheter placement.

SURG 87020—Advanced Inpatient Sub-Internship in Surgery

This rotation is designed to help students acquire the cognitive, technical, and communication skills needed for the first year of residency. The surgical sub-internship will provide the student with hands-on experience of caring for surgical patients throughout various arenas of care including acute management, preoperative care and evaluation, operative procedures, and post-operative patient management.





BURNETT
SCHOOL *of* MEDICINE

Student Handbook Attestation
2026-2027

By signature, I acknowledge that:

1. I have received and reviewed the Student Handbook containing all of the current policies, guidelines, regulations and provisions of the Anne Burnett Marion School of Medicine at Texas Christian University.
2. The handbook is available to me for reference at the following website:
<https://mdschool.tcu.edu/students/student-handbook/>
3. It is my responsibility to review and understand my rights and responsibilities as a student at the Anne Burnett Marion School of Medicine at Texas Christian University.

I understand that this form will become part of my student record and that I must read and review the handbook on an annual basis.

Student Printed Name

TCU Student ID

Student Signature

Date