



TEXAS TECH UNIVERSITY
HEALTH SCIENCES CENTER™
EL PASO

Paul L. Foster School of Medicine

Course Syllabus:

College Colloquium (CC)

PMAS 6111 (College Colloquium III -- fall semester)

PMAS 6112 (College Colloquium IV -- spring semester)

Academic Year 2026 - 2027

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Course Description

Overview

College Colloquium III and IV consist of weekly 2-hour, discussion-based sessions held on Tuesday mornings during Year 2 of the medical curriculum. Sessions include student-led discussions as teachers who learn to plan and deliver effective learning experiences for college-mates on pre-assigned topics. Sessions explore topics central to professional identity formation and physician development, including ethics, controversies in medicine, critical thinking, communication, humanism, empathy, wellness, life-long learning, bias, leadership, professionalism, and social justice.

In addition to active participation in class discussions, students complete reflective writing assignments, ethical analyses, and self-directed learning assignments, constructive dialogue training, and communication assessments. The course is graded as Pass / Fail. Successful course fulfillment is based on satisfactory completion of assignments, oral presentations, participation and engagement in discussions, and demonstration of professionalism throughout the course. Professionalism evaluations are completed at the end of each semester.

Learning Communities (“Colleges”)

The Office of Admissions assigns students to learning communities known as “Colleges” with the goal of creating groups that reflect diverse educational, demographic, cultural, and geographic backgrounds. Students remain in their assigned College throughout the four-year M.D. program.

The College Colloquium Course is designed to encourage students to critically examine their own perspectives while learning from peers with different experiences, beliefs, and viewpoints. Students are expected to engage in respectful and constructive dialogue, particularly when discussing differing opinions.

This course aims to support students in becoming compassionate, accountable physicians who communicate effectively, apply principles of medical ethics, and practice with professionalism and personal integrity.

Competencies and Learning Objectives

PLFSOM Program Goals and Objectives

The Paul L. Foster School of Medicine education program goals and objectives are outcome-based statements that guide instruction and assessment as you develop the knowledge and abilities expected of a physician. All elements of the PLFSOM curriculum are derived from and contribute to the fulfillment of one or more of the medical education program's goals and objectives, which can be found at [PLFSOM PGOs](#). The College Colloquium Course is designed to teach and assess the following PLFSOM education program goals and objectives:

Practice-Based Learning and Improvement		
Educational Program Objectives		Outcome Measures
PBL-3.1	Identify gaps in one's knowledge, skills, and/or attitudes, and perform learning activities to address them.	• Participation in facilitated discussion • Narrative assessment and faculty feedback
PBL-3.6	Participate in the education of patients, families, students, trainees, peers, and other health professionals.	• Narrative Assessment (Student presentation assessment rubric)
Interpersonal and Communication Skills		
Educational Program Objectives		Outcome Measures
ICS-4.2	Communicate effectively with colleagues and other health care professionals.	• Participation in facilitated discussion • Narrative assessment and faculty feedback • NBME Communication Learning Assessment (CLA)
ICS-4.3	Communicate with sensitivity, honesty, compassion and empathy.	• Participation in facilitated discussion • Narrative assessment and faculty feedback • NBME Communication Learning Assessment (CLA)
Professionalism		
Educational Program Objectives		Outcome Measures
PRO-5.1	Demonstrate sensitivity, compassion and respect for all people.	• Participation in facilitated discussion

PRO-5.2	Demonstrate knowledge of and appropriately apply ethical principles pertaining to patient privacy, autonomy and informed consent.	• Participation in facilitated discussion • Narrative assessment and faculty feedback
PRO-5.3	Demonstrate accountability to patients and fellow members of the health care team.	• Participation in facilitated discussion

PRO-5.4	Demonstrate and apply knowledge of ethical principles pertaining to the provision or withholding of care.	• Participation in facilitated discussion • Narrative assessment and faculty feedback
PRO-5.5	Demonstrate and apply knowledge of ethical principles pertaining to health care related business practices and health care administration, including compliance with relevant laws, policies, regulations and the avoidance of conflicts of interest.	• Participation in facilitated discussion • Narrative assessment and faculty feedback
PRO-5.6	Demonstrate honesty and integrity in all professional and academic interactions.	• Participation in facilitated discussion • Narrative assessment and faculty feedback
PRO-5.7	Meet professional and academic commitments and obligations.	• Participation in facilitated discussion • Narrative assessment and faculty feedback

Systems-Based Practice

Educational Program Objectives		Outcome Measures
SBP-6.1	Describe the health system and its components, how the system is funded and how it affects individual and community health.	• Participation in facilitated discussion
SBP-6.3	Incorporate considerations of benefits, risks and costs in patient and/or population care.	• Participation in facilitated discussion

Interprofessional Collaboration

Educational Program Objectives		Outcome Measures
IPC-7.1	Describe the roles and responsibilities of health care professionals.	• Participation in facilitated discussion

IPC-7.3	Participate in different team roles to establish, develop, and continuously enhance interprofessional teams to provide patient- and population-centered care that is safe, timely, efficient, effective, and equitable.	• Participation in facilitated discussion • Narrative assessment and faculty feedback
IPC-7.4	Recognize and respond appropriately to circumstances involving conflict with peers, other health care professionals and team members.	• Participation in facilitated discussion • Narrative assessment and faculty feedback

		(Student presentation assessment rubric)
Personal and Professional Development		
Educational Program Objectives		Outcome Measures
PPD-8.1	Recognize when to take responsibility and when to seek assistance.	• Participation in facilitated discussion
PPD-8.2	Demonstrate healthy coping mechanisms in response to stress and professional responsibilities.	• Participation in facilitated discussion • Narrative assessment and faculty feedback
PPD-8.3	Demonstrate flexibility in adjusting to change and difficult situations.	• Participation in facilitated discussion • Narrative assessment and faculty feedback

College Colloquium courses III and IV course objectives

(Mapping to the institutional goals as indicated in parentheses)

By completion of the College Colloquium III (MS-2 fall semester) and College Colloquium IV (MS-2 spring semester) courses, students will:

- develop with increasing effectiveness as teachers by developing and delivering valuable learning experiences for their college peers on assigned student team-taught session (PBL-3.6; ICS-4.2; ICS-4.3; PRO-5.1; PRO-5.7)
- participate as actively engaged members of their learning communities as learners in student team-taught sessions, (ICS-4.2; ICS-4.3; PRO-5.1; PRO-5.7)
- advance self-development, professionalism, and application of ethical principles through written self-reflections and written ethical analysis, (PRO-5.1; PRO-5.2; PRO-5.3; PRO-5.4; PRO-5.5; PRO-5.6; PRO-5.7),
- proceed to develop professional identity, (PRO-5.3; PRO-5.5; PRO-5.7; IPC-7.1; IPC-7.3; IPC-7.4)

- increase skills, attitude and proficiency for life-long self-directed learning through successful completion of independent learning plan assignments, (PBL-3.1)

Instructional Methods

Each student, as a part of a team, shall facilitate discussion in at least one Colloquium session during the academic year. Students will be randomly assigned to topics as teams of 3-4 students.

There are 5 short in-class written essays (3 in the fall semester, 2 in spring semester). Students will be required to complete one self-directed learning activity in the fall semester, and one in the spring semester.

Assignments and Assessments

Grading

Grading for all College Colloquium Courses is Pass / Fail. Assessment is based on satisfactory completion of all assignments, oral presentations, in-class participation, and overall professionalism evaluation in Colloquium. College Mentors will provide formative, narrative feedback to students regarding their individual assignments and professionalism assessments.

Student-led Colloquium Sessions

Students are assigned to small teams and are expected to effectively work as a member of the team to research, prepare, and deliver rich student-led learning experience and student-facilitated discussion for their peers. Each team will be assigned a topic that pertains to ethics, controversies in medicine, evidence-based medicine, critical thinking, safety and quality improvement, communication, humanism, empathy, wellness, life-long learning, bias, leadership, professionalism and social justice. The aims are to foster students' development of independent and collaborative learning skills, preparing them to be students as teachers. It highlights their growth as student doctors from year 1 to year 2 of their training, with students taking increasing responsibility for their own and their peers' education.

To pass the presentation for the Colloquium session led by their team, the student must score an average of 2 points on the presentation grading rubric (see below). Failing to receive an average of 2 points on their presentation, they must discuss a remediation plan with their respective College Mentors. If the student is unable to attend the session led by their assigned team, it is their responsibility to switch teams (date and topic) with another student and to notify their College Mentors about this switch. Absence for their assigned team presentation and failure to switch teams must be remediated if the student has an excused absence (illness), they will be expected to remediate the assignment. The scoring rubric follows:

COLLEGE COLLOQUIUM STUDENT PRESENTATION SCORING RUBRIC

	1	2	3	Score
Teamwork	Minimal or no collaboration or communication; team members worked independently; connection between subtopics discussed was not clearly discernable	Only minor occurrences of communication breakdown or failure to collaborate; connection between subtopics discussed was clearly discernable; team members treated each other with respect	Team produced a coordinated session with each member making a valuable contribution to topic; team demonstrated high level of mutual respect, communication, collaboration	_____
Subject Knowledge	Failed to demonstrate knowledge of topic; lacking in research or depth of thinking about topic	Demonstrated good knowledge of their topic; somewhat lacking in research or depth of thinking about topic	Demonstrated excellent knowledge of topic with full integration of concepts; evidence of extensive research or depth of thinking about topic	_____
Organization	Session was poorly organized; flow of discussion was difficult to follow	Good organization; easy to follow discussion most of the time	Excellent organization; very easy to follow discussion throughout	_____
Creativity, Ability to Promote Discussion	Lacked creativity; minimal group discussion stimulated; peers' opinions not elicited or valued	Good creativity; good on-topic group discussion stimulated	Excellent creativity; original and creative presentation that maximized on-topic group participation; peers' opinions elicited, greatly valued, respected	_____

Average Score _____

Comments:

Demonstration of Professionalism	Some reluctance toward assignment; some lack of respect for others	Good attitude toward assignment; good respect for others	Excellent attitude toward assignment; very respectful of others
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Professionalism Comments: _____

Written Assignments

Students are required to complete three in-class written essays during the fall semester and two during the spring semester. The essay prompt is designed to encourage reflection, critical thinking, and application of course concepts. Essays will be completed during class and written by hand without the use of electronic devices. Responses are expected to be about 200 words in length. The essay prompt is as follows:

In a single well-developed paragraph (~200 words), reflect on one important ethical issue, communication challenge, or professional insight from today's session. Clearly explain the ethical tension or complexity involved and support your reasoning with thoughtful reflection rather than simple opinion. Consider how this discussion affected your perspective, values, or approach to caring for patients. Conclude by explaining how this insight will influence your growth and future behavior as a physician.

Essays will be graded according to the rubric provided below and will include formative feedback to students. The Short Essay Rubric will score the written assignment in 3 domains (ethical insight, reflection and reasoning, and professional identity formation) for a total possible score of 0-6. The student must achieve a score of ≥ 4 to receive a passing grade.

ASSESSMENT RUBRIC FOR SHORT IN-CLASS ESSAYS

Category	2 – Strong	1 – Developing	0 – Limited
Ethical Insight	Clearly identifies a relevant ethical issue and demonstrates thoughtful understanding	Identifies an ethical issue but with limited depth or clarity	Minimal or no ethical issue identified; largely descriptive or off topic
Reflection & Reasoning	Demonstrates personal reflection, considers tensions/uncertainty, and provides reasoning	Some reflection present but mostly superficial or one-sided	Little to no reflection; primarily summary of session content
Professional Identity Formation	Clearly articulates how insight will influence future behavior and decision-making as a physician	Mentions future impact but in a vague or general way	No clear connection to personal or professional development

Students must complete all assigned essays to receive a passing grade in the course. Students who are absent from a session, whether excused or unexcused, are required to complete an alternative learning activity of satisfactory quality by the end of the semester. The specific remediation will be determined by the College Mentors and will be designed to ensure

achievement of the missed session's learning objectives. Failure to submit assigned essays, complete required remediation for absences, or revise low scoring essays (graded 0-3) may result in referral to the Grading and Promotion Committee. (See Course Policies and Procedures)

Self-Directed Learning Assignments

Self-directed learning is an essential skill for physicians, who must continually acquire new knowledge and skills throughout their careers. The Liaison Committee on Medical Education defines self-directed learning as a stepwise process that occurs over a unified sequence:

1. A medical student's self-assessment of their learning needs
2. Independent identification, analysis, and synthesis of relevant information
3. Appraisal of the quality and credibility of information sources
4. Feedback from faculty on learners gaining proficiency for self-directed learning

Students are required to complete two self-directed learning activities in the fall semester and one in the spring semester. One activity is an experience-based SDL activity that follows a clinical Community Health Experience (CHE) visit. The other two are the longitudinal Independent Self-Directed Learning (SDL) Plans completed in College Colloquium. Using the SDL template, students will identify a specific learning need, develop a learning objective aligned with PLFSOM Program Goals and Objectives, locate and evaluate credible sources of information, demonstrate evidence of learning, and reflect on their progress. Students will work with a Faculty Advisor who will review the SDL plan and provide formative feedback on the self-directed learning process.

SELF-DIRECTED LEARNING PLAN TEMPLATE

NAME:
DATE:
COLLEGE:
FACULTY COACH:

1. Self-Assessment of Your Learning Needs

- What is the specific knowledge gap you need to improve?
- What event led you to notice this gap?
- Why is this gap important to address now?
- Draft One Learning Objective and explicitly align it with the PLFSOM program goals and objectives (PGOs).

2. Independent Identification, Analysis, & Synthesis of Relevant Information

- Find appropriate resources such as those listed below. Base your learning on credible, current, and authoritative scientific evidence.
 - **Peer-reviewed medical databases** (e.g., PubMed, MEDLINE, Cochrane Library)
 - **High-quality medical journals** (e.g., New England Journal of Medicine, Journal of the American Medical Association, The Lancet, Circulation)
 - **Evidence-based clinical decision support tools** (UpToDate, DynaMed, ClinicalKey)
 - **Specialty society guidelines** (e.g., American College of Cardiology, American Diabetes Association, American College of Physicians Clinical Guidelines)
- Please DO NOT use: Step-prep resources (Anki, UWorld, Sketchy, Boards & Beyond, AMBOSS) as primary sources.

3. Appraisal of the Credibility of Information Sources and Demonstration of Learning

- Explain *why* each source you used is credible, reliable, and appropriate for your learning objective.
 - **Credibility:** Is the sources peer-reviewed? Is it a trusted medical journal, guideline, or evidence-based tool?

- **Authority:** Are the authors experts (e.g., clinicians, researchers, specialty societies)?
- **Timeliness:** Is the information current and up-to-date?
- **Relevance:** How does this source directly support your learning objective?

Source	Credibility	Authority	Timeliness	Relevance
#1				
#2				
#3				

b. Demonstration of learning

In 1-3 slides, summarize the answer to your identified learning gap. Your presentation should include:

- Learning Objective
- Key Concepts learned
- Clinical relevance to the case
- Resources used

c. Learning Reflection

In 2-3 sentences, answer:

- What was the most important thing you learned?
- What remains uncertain or require further study?
- How will this learning influence your future clinical reasoning or study approach?

4. Feedback from Faculty on Your Proficiency for Self-Directed Learning

- Your Faculty Coach will review your ILP and provide written feedback on your self-directed learning process.
- They will comment on how well you identified your learning need, set your objective, chose and evaluated credible resources, and demonstrated what you learned.

Note: Please do not forget to include **step 3c: Learning Reflection** in your Demonstration of Learning Slides from step 3b.

SDL plans are evaluated using the Independent Learning Plan Rubric, which assesses students' ability to identify learning needs, develop appropriate learning strategies, evaluate the credibility of information sources, incorporate faculty feedback, and reflect on their learning.

SELF-DIRECTED LEARNING (SDL) PLAN RUBRIC

	Acceptable	Needs Improvement
Self-Assessment of Learning Needs	Has written a detailed reflective summary	Has not written a detailed self-assessment summary
	Self-identifies one specific area for focused improvement that aligns with PLFSOM program goals and objectives	The learning objective is vague, broad, or not clearly connected to any specific event, performance indicator, or feedback
	Clearly states why addressing this gap now is important to their development	Does not explain why the gap is important to address now, or the rationale is unclear or superficial
Independent Identification, Analysis, and Synthesis of Relevant Information	Identified appropriate strategies to achieve their objective	Learning strategy is unclear or misaligned with objective
	Sources come from peer-reviewed journals, evidence-based databases, or recognized specialty guidelines	Sources are inappropriate (non-peer-reviewed, outdated, Step-prep materials, or not relevant to the objective) or their credibility is misjudged.
Appraisal of the Credibility of Information Sources	Clearly explains why each source is credible, authoritative, current, and directly relevant to the learning objective.	Gives little or no rationale for why the sources are credible, or the appraisal is vague, incorrect, or incomplete.
	The appraisal shows appropriate judgment (e.g., distinguishing high-quality medical evidence from non-scholarly or outdated sources).	The appraisal does not address key elements (credibility, authority, timeliness, or relevance) or shows weak understanding of how to evaluate medical information.
Feedback from Faculty	The student completed the optional faculty feedback step (meeting or written review) and incorporated the feedback into their final submission as directed.	The student did not complete the optional faculty feedback step, or submitted work that was incomplete, unclear, or insufficient for meaningful faculty evaluation.
	The student's reflection clearly describes what was learned, what remains uncertain, and how learning will be reinforced.	The student did not respond to, acknowledge, or integrate faculty feedback when revisions were requested.
Narrative Feedback		

Communication Learning Assessment (CLA)

The NBME Communication Learning Assessment (CLA) is a formative learning activity designed to help students develop patient-centered communication skills through simulated clinical encounters, self-reflection, and individualized feedback. The CLA complements the College Colloquium curriculum by reinforcing competencies such as empathy, professionalism, responding to emotion, shared decision-making, and effective patient communication.

Students are required to complete all 10 assigned CLA cases independently during the fall semester. Cases are completed through the NBME platform and include simulated patient scenarios, verbal response recordings, self-assessment activities, and opportunities for reflection and skill improvement. Completion of all assigned cases is required prior to the scheduled CLA debrief session in the spring semester on January 27, 2027. During the debrief session, students will participate in facilitated discussion and complete an in-class reflection activity. CLA completion is assessed on a completion basis and is not numerically graded.

Professionalism Assessment

Professionalism is an important component of College Colloquium courses and is assessed throughout the academic year. A statement describing professionalism development will be placed in each student's e-portfolio at the end of the academic year. At the end of each semester, College Mentors will complete a professionalism assessment (see rubric below) and provide a narrative evaluation that will be included in each student's e-portfolio. The narrative assessment may include strengths, areas for growth, and recommendations for continued professional development. Each domain listed on the rubric is evaluated as either Met or Needs Improvement. Students receiving a rating of Needs Improvement may be required to meet with their College Mentor to develop a remediation plan and address identified concerns.

PROFESSIONALISM ASSESSMENT RUBRIC

	Needs Improvement	Met
Respect for People		
Can Use Ethical Principles		
Demonstrates Empathy/Compassion		
Honesty in Activities		
Meets Obligations		
Responsive to Feedback		
Able to Reflect		
Engagement in Colloquium		

Comments:	
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Course Expectations and Policies

Overview

Detailed information regarding institutional and school-level grading procedures and transcript notations can be found in the TTUHSC-EP [‘Grading Procedures and Academic Regulations’ \(HSCEP OP 59.05\) policy](#) and PLFSOM [‘Grading, Promotion, and Academic Standing’ \(GPAS\) policy](#). PLFSOM policy on Grade Changes and transcript notations (subsidiary to HSCEP OP 59.05) can be found on the website at https://ttuhscep.edu/som/ome/CEPC/documents/secure/Grade_Changes_and_Transcript_Notations_Clean_Version_for_Web.pdf

Attendance and Participation

Students are responsible for activities and preparation within their individual Colleges. All Colleges will complete the sessions and achieve the corresponding objectives listed for each, but activities and schedules may vary between Colleges.

As outlined in the PLFSOM [‘Pre-clerkship phase attendance policy’](#), failure to meet the school’s overall expectations for attendance and participation can lead to a number of consequences including failure of a course or referral to the GPC for professionalism concerns. Attendance and participation in College Colloquium are required. Attendance will be taken at each session by ‘badging’ in with a course coordinator prior to the session. Tardiness beyond 10 minutes will be considered an absence. An absence (excused or unexcused) will be remediated by writing an essay on the topic covered in the missed session (minimum 1000-1500 words). The student needs to submit a make-up assignment of adequate quality before the end of the semester. Essays will be graded according to the same essay rubric provided above and will include formative feedback to students. The Short Essay Rubric will score the written assignment in 3 domains (ethical insight, reflection and reasoning, and professional identity formation) for a total possible score of 0-6. The student must achieve a score of ≥ 4 to receive a passing grade. Failure to meet this requirement will result in a failing grade for the course. Absence requests must be made through the [PLFSOM absence management system](#).

Professionalism, Plagiarism, and Copyright Policies

In College Colloquium, as with all other courses at the Paul L. Foster School of Medicine, students will adhere to the Student Honor Code as well as the plagiarism and copyright policies described in the Student Handbook or be subject to disciplinary action.

Artificial Intelligence (AI)-Assisted Tools

TTUHSC EP may utilize institution-approved artificial intelligence (AI)-assisted tools to support teaching,

learning, and grading processes. AI tools are used to enhance efficiency and consistency; however, they do not replace faculty expertise, professional judgment, or final decision-making authority. Examples of permitted AI-supported functions may include, but are not limited to assignment completion support where explicitly allowed, verification of submission completeness, preliminary rubric-aligned feedback, similarity checks, scoring assistance, and workflow efficiency improvements. Faculty are responsible for reviewing and verifying AI-generated outputs prior to assigning grades or providing final feedback.

Student use of AI tools in College Colloquium is permitted only as specifically described in course assignments. AI tools may be used to assist with identifying potential Independent Self-Directed Learning Plan topics, refining learning objectives, and locating relevant literature or educational resources. Students remain responsible for evaluating the quality, credibility, and appropriateness of all information used in their work.

The use of AI-generated content for in-class essays, reflections, ethical analyses, or other assignments intended to assess students' own reasoning, reflection, or written communication is prohibited. All submitted work must represent the student's original thinking and writing unless otherwise authorized by course faculty. Failure to follow course AI guidelines may constitute academic misconduct.

Faculty retain full responsibility for final evaluation of student performance. Students may request clarification regarding grading processes or feedback and may appeal decisions through established institutional procedures.

Electronic Devices

Use of electronic devices (e.g., laptops and cell phones) or non-colloquium study materials is not permitted during sessions unless specifically allowed by the College Mentors.

Student Governance

Surveys, discussions or announcements, especially those related to the Student Curriculum Committee or Student Government, etc. are permitted at the beginning of colloquium sessions; however, these should be limited to the first 20 minutes of the session.

Schedule and Important Dates

A detailed schedule of College Colloquium sessions, with the topic to be covered for each session, along with due dates for written assignments will be distributed to the students directly (by email) and also available on the College Colloquium web page prior to the beginning of each semester.

Summary of session dates and topics

College Colloquium III -- Fall Semester 2026		
session date	session and topic title	assignments
11 August 2026	3.1__ Physicianship and Self-Directed Learning	
18 August 2026	3.2__ Artificial Intelligence	
25 August 2026	3.3__ Physicians' Response to Guns & Violence	
01 September 2026	3.4__ Global Health Inequity	-short in-class essay
08 September 2026	3.5__ Drug Companies & Economics of Healthcare	
15 September 2026	3.6__ Managing Stress & Developing Resilience in Medical Training	
22 September 2026	No Colloquium -- CSS Summative Exam on 25 September	
29 September 2026	3.7__ Ethics in Geriatric Medicine & CLA on-boarding	-CLA on-boarding
06 October 2026	3.8__ Treatment of Undocumented Immigrants & Refugees	-SDL assigned
13 October 2026	3.9__ Medical Nemesis [iatrogenics]	-Fall <u>Initial</u> SDL Plan Due
20 October 2026	3.10__ Race & Ethnicity -- Emerging Concepts in Medicine	
27 October 2026	3.11__ Nutrition & Health	-Short in-class essay -Fall <u>Final</u> SDL Plan and Product Due
03 November 2026	No Colloquium -- END Summative Exam on 30 October	
10 November 2026	3.12__ Role of Physicians in Armed Conflict	-short in-class essay
17 November 2026	3.13__ Human Trafficking	
24 November 2026	No Colloquium -- Thanksgiving Break	
01 December 2026	3.14__ Precision Medicine	
08 December 2026	3.15__ Reproduction Ethics	
15 December 2026	3.16__ Gratitude & Winter Holiday Cheer	
22 December 2026	No Colloquium -- REP Summative Exam on 18 December	
29 December 2026	No Colloquium -- Winter Break	
College Colloquium IV -- Spring Semester 2027		
session date	session and topic title	assignments
12 January 2027	4.1__ Pediatric Ethical Decision-Making	-short in-class essay
19 January 2027	4.2__ Physician Errors	-SDL assigned
26 January 2027	4.3__ Communication Learning Assessment Debrief	-short in-class essay -Spring <u>Initial</u> SDL Plan Due
02 February 2027	4.4__ Mental Health Crisis in America	
09 February 2027	4.5__ Orientation to 3rd year panel discussion	-Spring <u>Final</u> SDL Plan and Product Due
	No Colloquium -- MHD Summative Exam on 19 May	

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Student Resources and Support Services

Required Text

There is no required text for the College Colloquium Courses, though students are encouraged to explore Colloquium topics individually.

Office of Accessibility Services (OAS)

TTUHSC EP is committed to providing equal access to learning opportunities to students with documented disabilities. To ensure access to this course, and your program, please contact the Office of Accessibility Services (OAS), by calling 915-215-4398, to engage in a confidential conversation about the process for requesting accommodations in the classroom and clinical setting. Accommodations are not provided retroactively, so students are encouraged to register with OAS as soon as possible. More information can be found on the OAS website: <https://el Paso.ttuhsc.edu/student services/accessibility/>

Statement of Accommodation for Pregnant and Parenting Students

To support the academic success of pregnant and parenting students and students with pregnancy related conditions, Texas Tech University Health Sciences Center El Paso offers reasonable modifications based on the student's particular needs.

Any student who is pregnant or parenting a child up to age 18 or has conditions related to pregnancy are encouraged to communicate their needs with their faculty and/or program for academic support. Students may also contact Norma Fuentes, the Manager of Accessibility and Student Advocacy, to discuss support options. She will work with the institution's designated Pregnancy and Parenting Liaison to ensure equal access to the University's education program or activity. Please email norma.fuentes@ttuhsc.edu or call 915.215.4398. Students may also submit a [Pregnancy & Parenting Support form](#) to request assistance. For more information, please refer to [Texas Tech University System Regulation 07.15 – Pregnancy and Parental Status](#).

Reporting Student Mistreatment

TTUHSC El Paso strives for a positive and supportive learning environment. If at any time you experience any mistreatment by faculty, staff or other students, please report it directly to Course Director(s) or use the QR code to submit a report.



Faculty Roster

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