



TEXAS TECH UNIVERSITY  
HEALTH SCIENCES CENTER™  
EL PASO

Paul L. Foster School of Medicine

# SYLLABUS

## Society, Community, and the Individual (SCI) First Year

Immersion

SCI I, Fall MS1 (PSCI 5221)

SCI II, Spring MS1 (PSCI 5212)

Academic Year 2026-2027

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## **Course Hours:**

Immersion is July 6-24, 2026, as posted in Elentra.  
During the semester, classes will be on Thursday 11 am - 12 pm, and 1 pm – 2 pm.  
CHE visits are on Tuesday, Wednesday, or Friday afternoons. CHE visit hours are different for each student and will be posted in Elentra.

## **Course Description**

The Society, Community, and the Individual (SCI) course is a longitudinal course designed to prepare students to understand a population perspective on health and illness. Through community engagement, Health Systems Science, and evidence-based medicine, students examine the social, cultural, economic, structural, and environmental forces that influence the health of patients and communities while developing the knowledge and skills needed to deliver patient-centered, equitable, and high-quality care.

The SCI course in the first year of medical school is delivered across two semesters. SCI I (which includes Immersion) introduces Health Systems Science and the Social Foundations of Medicine. SCI II focuses on Introduction to Research Methods and Epidemiology. Throughout the year, students also participate in Community Health Experiences (CHEs) that reinforce course concepts through clinical and community-based learning.

The major components of the SCI course are:

- 1) Community Health Immersion
- 2) Health System Sciences and Social Foundations of Medicine
- 3) Evidence-Based Medicine and Introduction to Clinical Research Methods
- 4) Community Health Experiences (CHE), including clinical and non-clinical experiences

## 1. Community Immersion

Immersion, held in July before the start of the academic year, is the first component of the SCI course. Through community engagement and experiential learning, Immersion provides the foundation for the Health Systems Science and Social Foundations of Medicine curriculum that follows during the first semester. Immersion fosters professional identity formation, teamwork, and peer connections before the start of the academic year.

- Students will participate in field-based and service-learning to learn about the individuals, families, and communities they will serve while they are in medical school.
- Students will complete a community assessment and develop a proposed community health intervention using a logic model format.
- Students will receive accelerated conversational Spanish instruction to support communication with Spanish-speaking patients.
- Students will participate in orientation and professional development activities, including clinical communication skills, the student oath, and an introduction to the pre-clerkship curriculum.

There are several core themes in Immersion that are supported by a mix of learning activities and assessments. These are:

| Themes                                                                        | Learning Objectives                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|-------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Non-Medical Drivers of Health<br/>(AKA* Social Determinants of Health)</b> | <ul style="list-style-type: none"><li>• Describe and discuss Social Determinants of Health and illness as an integral component of patient-centered care.</li><li>• Examine the importance of addressing social determinants of health in improving the health of individuals and communities.</li></ul>                                                                                                                                                                                                           |
| <b>Community vs Individual Health</b>                                         | <ul style="list-style-type: none"><li>• Differentiate between individual versus community health and understand the roles of physicians and dentists to enhance both.</li><li>• Conduct a community assessment and use existing data to form a community-based intervention.</li></ul>                                                                                                                                                                                                                             |
| <b>Community-Centered Healthcare<br/>(Culturally competent care)</b>          | <ul style="list-style-type: none"><li>• Understand how culture-based discrimination, stereotyping, and mistrust affect patient-provider communication and reflect negatively on health outcomes.</li><li>• Apply cultural competency knowledge to enhance essential skills needed to effectively provide culturally appropriate care to the culturally diverse population.</li><li>• Apply the principles of culturally competent communications and patient-centered care during clinical interviewing.</li></ul> |

|                                                   |                                                                                                                                                                                                                                                                                                                                                                      |
|---------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Clinician Professionalism &amp; Well-Being</b> | <ul style="list-style-type: none"> <li>• Develop an oath that describes the ways you will demonstrate professionalism during your career.</li> <li>• Collaborate in interprofessional teams.</li> <li>• Develop a personal wellness strategy and collaborative approach to mutual support.</li> </ul>                                                                |
| <b>Experiential Service Learning</b>              | <ul style="list-style-type: none"> <li>• Provide service in the Paso del Norte Region</li> <li>• Reflect on how service and experiential learning contribute to student learning about the communities they serve</li> <li>• Examine the role of other sectors of the health and human services field that contribute to promoting health and well-being.</li> </ul> |
| <b>Conversational Spanish</b>                     | <ul style="list-style-type: none"> <li>• Develop culturally appropriate conversational skills according to the students' level of competency in the Spanish language.</li> </ul>                                                                                                                                                                                     |

*\*AKA: also known as*

### **Community Immersion's Community Assessment Project:**

The Community Assessment Project is the cornerstone of the Immersion experience. Through both Team-Based and Individual activities, students begin developing teamwork, communication, and the professional accountability expected of physicians while applying principles of community and public health. Students analyze data from multiple sources, including their own Windshield Survey, Key Informant Interviews, Community Member Surveys, and existing reports and data to develop a comprehensive understanding of their assigned community. They synthesize these findings through creation of a community fact sheet and reflection, both individually and then as a team. As a culmination of the Community Assessment Project, teams propose a public health intervention informed by their observations and study of their assigned community.

A central objective of Immersion is to help students recognize the parallels between community assessment and clinical reasoning. Just as physicians integrate observation, patient histories, physical examination findings, diagnostic tests, and the medical literature to develop patient-centered management plans, students learn to integrate diverse sources of community data to design appropriate community-centered interventions.

This community-centered approach reinforces the importance of understanding the contexts in which patients, live, work, and ideally thrive, laying the foundation for patient-centered care.

#### **Important Information about Immersion:**

- Students complete a Spanish language placement exam and are assigned to beginner, intermediate, or advanced conversational Spanish classes. Students will build on this foundation through Medical Spanish instruction in the academic year.

- Unless otherwise specified, attendance is required at all SCI immersion activities.
- Although Immersion topics will not be assessed on written exams, assignments including the team-based Community Assessment Project and the individual Community and Service Reflection Worksheet contribute to the SCI I final grade. (See **Error! Reference source not found.** [Determinations](#))
- Immersion is conducted as an interprofessional learning experience with students from the Hunt School of Dental Medicine, providing opportunities to develop collaborative skills essential for team-based patient care.

## **2. Health Systems Science and Social Foundations of Medicine**

The Health Systems Science and Social Foundations of Medicine component of SCI provides students with the introductory knowledge needed to understand how health care is delivered within the broader context of patients, communities, and health systems. Building on experiences in Immersion, students explore the social, cultural, economic, structural, and environmental forces that influence health outcomes while developing a systems perspective on patient care.

The schedule of topics and their session-level objectives will be found on the Department of Medical Education learning platform, Elentra, along with the times and locations of the sessions. Through interactive learning activities, case discussions, small-group exercise, and interdisciplinary sessions, students will examine topics such as social and structural drivers of health, health equity, quality improvement, teamwork, and behavior change. Student learning is assessed through a combination of written assignments, formative multiple-choice questions, and class participation. Learning activities are integrated, when appropriate, with College Colloquium, Scientific Principles of Medicine (SPM), and Medical Skills.

**Attendance is required in all SCI Health System Sciences/Social Foundations of Medicine sessions in Year 1.**

## **3. Evidence-Based Medicine and Introduction to Clinical Research**

Practicing physicians need the ability to find, select, critically assess, and extract useful information from the medical literature so they can provide optimal, evidence-based care to their patients. This component of SCI will help students develop these important skills through five steps: Asking, Acquiring, Appraising, Applying, and Assessing. These skills establish the foundation for lifelong and evidence-informed medical practice.

SCI II includes an introduction to epidemiology, qualitative and quantitative research methods, and evidence-based medicine. Students will develop the ability to interpret, critically evaluate, and apply the medical literature to support patient care, clinical reasoning, and future scholarly and research activities.

Students will complete graded problem sets in this segment of the course. While students are encouraged to work with and thus learn from one another, each is expected to solve or attempt to solve the Problem Set independently before engaging in group discussion. Students will receive one or two Research Methods problem sets in year one (semester 2).

**All Evidence-Based Medicine/Introduction to Clinical Research Methods sessions in SCI II are required unless otherwise noted at the start of the semester in the Learning Platform (Elentra).**

#### **4. Community Health Experiences (CHE)**

Community Health Experiences (CHE) provide students with opportunities to connect classroom learning with clinical and community-based experiences throughout the pre-clerkship curriculum. These experiences reinforce concepts introduced in the Scientific Principles of Medicine, Medical Skills, College Colloquium, and SCI course while fostering a deeper understanding of patient-centered care, community health, and the health care system.

CHEs include both clinical and non-clinical learning activities. Clinical preceptor experiences allow students to apply concepts learned in the classroom to authentic clinical settings. Non-clinical community and patient-centered activities (e.g. patient panels) and other approved experiential learning activities broaden understanding of health, illness, and the health care system while supporting the objectives of the SCI curriculum. During the second semester, attendance at the Service-Learning Symposium fulfills one of the CHE requirements.

Following each CHE, students complete a Self-Directed Learning (SDL) activity based on a clinical question or learning need identified during the experience. Students develop the Self-Directed Learning plan, independently investigate their learning objective using credible evidence, and present their findings during College Colloquium. This process develops lifelong learning skills and reinforces evidence-based clinical reasoning. More detail regarding the CHE SDL activity can be found in the Colloquium Syllabus.

Visit dates and times in SCI I and II are primarily on Tuesdays and Wednesdays 1:00-5:00 pm; other days and times may be used with advance notice. Detailed expectations, schedules, and procedures are provided in the CHE Guidebook and on Elentra.

The SCI CHE Guidebook for preceptors and students should be consulted for review of protocols and visit tips. This guidebook will be given to preceptors electronically with confirmation emails

or during the Director of Community-Based Clinical Education's visit to the preceptors' office, and to students at the August orientation.

- Given the complexity of multiple schedules and limited preceptor time, students need to abide by the schedule unless the student is granted an excused absence.
- If you miss a scheduled Community Health Experience (CHE) including a Preceptor visit, due to an unexcused absence, this will be managed according to the [Pre-clerkship phase attendance policy](#) for an unexcused absence and a make-up activity will be required.
- If you miss a scheduled Community Health Experience (CHE) including a Preceptor visit, due to an absence that has been excused, a Make-Up activity will be required.
- Requests for excused absences can be submitted through the PLFSOM online absence/leave request system [here](#). See the PLFSOM [Pre-clerkship phase attendance policy](#) for guidelines on excused absences.
- Notify SCI Director and Coordinators about a missed CHE within 5 days.
- Students should not negotiate alternative clinic times with their clinic preceptors.

**Attendance, punctuality, and professionalism are required for all community health experiences along with required associated course requirements.** Students must:

- Record attendance via EZcheckME, enabling your location
- Upload a signed feedback form completed by their clinical preceptor to Elentra
- Wear professional attire, including a white coat, for all off-campus clinical experiences and on-campus clinical experiences where required.
- Bring required clinical equipment (e.g. stethoscope, penlight, reflex hammer) to applicable clinical experiences.
- Complete all required health and immunization requirements
- Complete reflection assignment for a selected visit or panel if specified in the event posting (see appendix 9 for prompt and rubric)

## **5. Service-Learning**

Service-learning is an experiential learning approach that combines community service with structured preparation and reflection to enhance student learning, professional development, and civic responsibility.

Within SCI, required service-learning experiences occur during Immersion, where students participate in community service at the EL Paso Food Bank and in smaller groups on community assessment day. These hours will be applied toward the 100-hour club.

Students are encouraged, but not required, to participate in additional service-learning activities throughout medical school. A service-learning site is available through campus

learning platforms and Elentra where students document and submit service-learning hours and reflection forms. Students who contribute more than 100 hours of service-learning will be eligible for the 100-Hour Club and be recognized at both the annual Service-Learning Symposium and graduation.

SCI requires 2 hours of attendance in the Service-Learning Symposium (in the keynote, podium presentations, or posters) for first year students. Abstract requests come out in late November and are due in early January. The Symposium is usually held in late February or early March. This requirement serves as a Spring MS1 Community Health Experience.

Dr. Lee Rosenthal serves as the faculty lead for service-learning at PLFSOM. Questions regarding service-learning activities, documentation, the 100-Hour Club, or the Service-Learning Symposium should be directed to Dr. Rosenthal.

### **Strategies to Reinforce Learning**

SCI incorporates evidence-informed instructional strategies to help foster long-term learning and the application of knowledge. Throughout the course, faculty employ active learning, spaced learning, interleaving, collaborative learning, and other desired difficulties to help students develop understanding and transferable skills. Course sessions are designed to promote active participation, discussion, and application of concepts.

Sessions include a combination of brief interactive presentations, small-group discussions, case-based learning, application exercises, and reflective exercises.

SCI I (Health Systems Science and Social Foundations of Medicine) in the first semester emphasizes formative learning through interactive classroom activities, application exercises, written assignments, and authentic assessment in CHEs. There is no comprehensive final examination for SCI I.

SCI II (Evidence-Based Medicine and Introduction to Clinical and Research Methods) includes graded problem sets, team-based learning (TBL) activities, including individual- and team-readiness assurance tests (iRATs/tRATS), and a comprehensive final examination which all contribute toward the final semester grade. See **Error! Reference source not found..**

## Competencies, Outcomes Measures, and Program Goals and Objectives

The Paul L. Foster School of Medicine (PLFSOM) education program goals and objectives are outcome-based statements that guide instruction and assessment as students 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 that can be found at [PLFSOM PGOs](#).

**SCI Course Learning Objectives** include the following. Institutional goals are indicated in parentheses. Upon graduation, students will be able to:

1. Articulate how political, social, community, organizational, and family systems affect and are affected by the health of individual patients. (KP-2.5, PBL-3.5, SBP-6.1, SBP-6.2, SBP-6.3)
2. Identify community assets and needs, and have the opportunity to engage in service-learning projects to build on those assets and work to address identified needs. (PBL-3.5, SBP-6.2)
3. Identify, use, and assess quantitative and qualitative findings to critically evaluate the medical literature and practice evidence-based medicine. (KP-2.3, KP-2.6, PBL-3.1, PBL-3.4, SBP-6.3, PPD-8.4, PC-1.2)
4. Use epidemiological principles to assess and evaluate the distribution and determinants of disease. (KP-2.4)
5. Describe how culturally-based beliefs, attitudes, and values affect the health and illness behaviors of individuals, groups, and communities and identify strategies to effectively work with patients and co-workers who have different cultural backgrounds. (PC 1.6, ICS-4.1, ICS-4.2, ICS-4.3, PRO 5.1, IPC-7.4)
6. Describe the concepts of family, community, and systems within communities that impact health-seeking behaviors and responses to treatment interventions. (KP-2.5, PBL-3.5, SBP-6.1, SBP-6.2)
7. Describe and recognize the impact of environmental and occupational factors on the health of individuals and populations. (PC-1.7, KP-2.4, PBL-3.1, PBL-3.5)
8. Identify and apply effective strategies for promoting health and reducing illness at the level of both the individual and the community. (PC-1.7, KP-2.4, PBL-3.1, PBL-3.5)
9. Participate in and/or analyze barriers and facilitators to the successful delivery and quality improvement of health care by community physicians and other health care providers. (PC-1.1, PBL 3.2, ICS-4.2, IPC 7.3)
10. Articulate the role of other health care providers in enhancing the health of their patients and work effectively with them in a collaborative manner. (ICS-4.2, SBP-6.4, IPC-7.1, IPC-7.2, IPC-7.3, IPC-7.4)

11. Investigate Health Systems Science to examine how health system organization impacts health and access to care for varied populations. (PBL 3.5, SBP 6.1, SPB 6.4)
12. Participate in Interprofessional Education (IPE) to better understand physicians' roles and opportunities for collaboration to promote health and wellbeing for providers and those they serve. (ICS 4.2, IPC 7.3)

See the PLFSOM Programmatic Goals and Assessment Methods during SCI I to II, in the table below.

### PLFSOM Programmatic Goals and Assessment Methods during SCI I to II.

| Patient Care                   |                                                                                                                                                                                  |                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                       |
|--------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Educational Program Objectives |                                                                                                                                                                                  | Assessment Methods                                                                                                                                                              | Outcome Measures                                                                                                                                                                                                                                                                      |
| PC-1.1                         | Gather essential information about patients and their conditions through history taking, physical examination, and the use of laboratory data, imaging studies, and other tests. | <ul style="list-style-type: none"> <li>Narrative Assessment</li> </ul>                                                                                                          | <ul style="list-style-type: none"> <li>Immersion Activities (See Rubrics in Appendix.)</li> <li>CHE preceptor visit student evaluation form (See rubric in Appendix).</li> </ul>                                                                                                      |
| PC-1.2                         | Make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment.      | <ul style="list-style-type: none"> <li>Research or Project Assessment</li> <li>Exam – Institutionally Developed Written/Computer-based</li> <li>Preceptor assessment</li> </ul> | <ul style="list-style-type: none"> <li>Problem Set SCI II. (See Rubric in Appendix.)</li> <li>TBL iRATs/tRATs (SCI II)</li> <li>SCI II Final Exams</li> <li>CHE preceptor visit student evaluation form (See rubric in Appendix).</li> </ul>                                          |
| PC-1.6                         | Counsel and educate patients and their families to empower them to participate in their care and enable shared decision-making.                                                  | <ul style="list-style-type: none"> <li>Narrative Assessment</li> </ul>                                                                                                          | <ul style="list-style-type: none"> <li>Immersion Activities and Projects (Team-based projects, patient-centered interviewing skills, cross-cultural vignettes) See Rubrics in the Appendix.</li> <li>CHE preceptor visit student evaluation form (See rubric in Appendix).</li> </ul> |
| PC-1.7                         | Provide preventive health care services and promote health among patients, families, and communities.                                                                            | <ul style="list-style-type: none"> <li>Narrative Assessment</li> <li>Self-Assessment</li> </ul>                                                                                 | <ul style="list-style-type: none"> <li>Immersion Activities and Projects (Team-based projects, patient-centered interviewing skills, cross-cultural vignettes) See Rubrics in the Appendix.</li> <li>CHE preceptor visit student evaluation form (See rubric in Appendix).</li> </ul> |
| Knowledge for Practice         |                                                                                                                                                                                  |                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                       |
| Educational Program Objectives |                                                                                                                                                                                  | Assessment Methods                                                                                                                                                              | Details                                                                                                                                                                                                                                                                               |
| KP-2.3                         | Apply evidence-based principles of clinical sciences to diagnostic and therapeutic                                                                                               | <ul style="list-style-type: none"> <li>Narrative Assessment</li> <li>Self-Assessment</li> </ul>                                                                                 | <ul style="list-style-type: none"> <li>Immersion Activities and Projects (Team-based projects, patient-centered interviewing</li> </ul>                                                                                                                                               |

|                                                |                                                                                                                                                                                                                         |                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                             |
|------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                | decision-making and clinical problem solving.                                                                                                                                                                           | <ul style="list-style-type: none"> <li>Research or Project Assessment</li> <li>Exam – Institutionally Developed, Written/Computer-based</li> </ul>                               | <p>skills, cross-cultural vignettes)<br/>See Rubrics in Appendix.</p> <ul style="list-style-type: none"> <li>Community health experience reflection.</li> <li>Problem Set SCI II. See Rubric in Appendix.</li> <li>TBL iRATs/tRATs (SCI II)</li> <li>SCI II Final Exam</li> </ul>           |
| KP-2.4                                         | Apply principles of epidemiological sciences to the identification of health problems, risk factors, treatment strategies, resources, and disease prevention/health promotion efforts for patients and populations.     | <ul style="list-style-type: none"> <li>Narrative Assessment</li> <li>Research or Project Assessment</li> <li>Exam – Institutionally Developed, Written/Computer-based</li> </ul> | <ul style="list-style-type: none"> <li>Immersion Activities and Projects (Team-based projects, patient-centered interviewing skills). See Rubrics in Appendix.</li> <li>Problem Set SCI II. See Rubric in Appendix.</li> <li>TBL iRATs/tRATs (SCI II)</li> <li>SCI II Final Exam</li> </ul> |
| KP-2.5                                         | Apply principles of social-behavioral sciences to patient care including assessment of the impact of psychosocial, cultural, and societal influences on health, disease, care seeking, adherence, and barriers to care. | <ul style="list-style-type: none"> <li>Narrative Assessment</li> <li>Exam – Institutionally Developed, Written/Computer-based</li> </ul>                                         | <ul style="list-style-type: none"> <li>Immersion Activities and Projects (Team-based projects, patient-centered interviewing skills, cross-cultural vignettes)<br/>See Rubrics in Appendix.</li> <li>Community health experience reflection</li> <li>SCI I Formative Exam</li> </ul>        |
| KP-2.6                                         | Demonstrate an understanding of and engagement in the creation, dissemination, and application of new health care knowledge.                                                                                            | <ul style="list-style-type: none"> <li>Narrative Assessment</li> <li>Research or Project Assessment</li> </ul>                                                                   | <ul style="list-style-type: none"> <li>Immersion Activities and Projects (Team-based projects)<br/>See Rubrics in Appendix.</li> <li>Problem Set SCI II. See Rubric in Appendix.</li> </ul>                                                                                                 |
| <b>Practice-Based Learning and Improvement</b> |                                                                                                                                                                                                                         |                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                             |
| <b>Educational Program Objectives</b>          |                                                                                                                                                                                                                         | <b>Assessment Methods</b>                                                                                                                                                        | <b>Details</b>                                                                                                                                                                                                                                                                              |
| PBL-3.1                                        | Identify gaps in one's knowledge, skills, and/or attitudes, and perform learning activities to address them.                                                                                                            | <ul style="list-style-type: none"> <li>Research or Project Assessment</li> <li>Exam – Institutionally Developed, Written/Computer-based</li> </ul>                               | <ul style="list-style-type: none"> <li>Problem Set SCI II. See Rubric in Appendix.</li> <li>SCI I Formative Exam</li> <li>CHE Self-Directed Learning Activity</li> </ul>                                                                                                                    |
| PBL-3.2                                        | Demonstrate an understanding of quality improvement principles and their application to analyzing and solving problems in patient and/or population-based care.                                                         | <ul style="list-style-type: none"> <li>Exam – Institutionally Developed, Written/Computer-based</li> </ul>                                                                       | <ul style="list-style-type: none"> <li>SCI I Formative Exam</li> </ul>                                                                                                                                                                                                                      |
| PBL-3.4                                        | Locate, appraise, and assimilate evidence from scientific studies related to patients' health problems.                                                                                                                 | <ul style="list-style-type: none"> <li>Research or Project Assessment</li> <li>Exam – Institutionally Developed, Written/Computer-based</li> </ul>                               | <ul style="list-style-type: none"> <li>Problem Set SCI II. See Rubric in Appendix.</li> <li>TBL iRATs/tRATs (SCI II)</li> <li>SCI II Final Exams</li> </ul>                                                                                                                                 |

|                                               |                                                                                                                    |                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                          |
|-----------------------------------------------|--------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| PBL-3.5                                       | Obtain and utilize information about individual patients, populations, or communities to improve care.             | <ul style="list-style-type: none"> <li>Narrative Assessment</li> <li>Exam – Institutionally Developed, Written/Computer-based</li> </ul> | <ul style="list-style-type: none"> <li>Immersion Activities and Projects (Team-based projects, patient-centered interviewing skills, cross-cultural vignettes) See Rubrics in the Appendix.</li> <li>Community health experience reflection.</li> <li>SCI I Formative Exam</li> </ul>                                                                                    |
| <b>Interpersonal and Communication Skills</b> |                                                                                                                    |                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Educational Program Objectives</b>         |                                                                                                                    | <b>Assessment Methods</b>                                                                                                                | <b>Details</b>                                                                                                                                                                                                                                                                                                                                                           |
| ICS-4.1                                       | Communicate effectively with patients and families across a broad range of socioeconomic and cultural backgrounds. | <ul style="list-style-type: none"> <li>Narrative Assessment</li> </ul>                                                                   | <ul style="list-style-type: none"> <li>Immersion Activities and Projects (Patient-Centered Interviewing, cross-cultural vignettes) See Rubrics in the Appendix.</li> <li>The CHE preceptor visit student evaluation form (See rubric in Appendix).</li> </ul>                                                                                                            |
| ICS-4.2                                       | Communicate effectively with colleagues and other health care professionals.                                       | <ul style="list-style-type: none"> <li>Narrative Assessment</li> <li>Peer Assessment</li> </ul>                                          | <ul style="list-style-type: none"> <li>The CHE preceptor visit student evaluation form (See rubric in Appendix).</li> <li>Peer Assessment in the middle and/or at the end of SCI II ( See SCI peer assessment rubric in appendix).</li> </ul>                                                                                                                            |
| ICS-4.3                                       | Communicate with sensitivity, honesty, compassion, and empathy.                                                    | <ul style="list-style-type: none"> <li>Narrative Assessment</li> <li>Peer Assessment</li> </ul>                                          | <ul style="list-style-type: none"> <li>Immersion Activities and Projects (Community health experience, small-group discussion). See Rubrics in Appendix.</li> <li>The CHE preceptor visit student evaluation form (See rubric in Appendix).</li> <li>Peer Assessment in the middle and/or at the end SCI II (See the SCI Peer Assessment Rubric in Appendix).</li> </ul> |
| <b>Professionalism</b>                        |                                                                                                                    |                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Educational Program Objectives</b>         |                                                                                                                    | <b>Assessment Methods</b>                                                                                                                | <b>Details</b>                                                                                                                                                                                                                                                                                                                                                           |
| PRO-5.1                                       | Demonstrate sensitivity, compassion and respect for all people.                                                    | <ul style="list-style-type: none"> <li>Narrative Assessment</li> <li>Peer Assessment</li> </ul>                                          | <ul style="list-style-type: none"> <li>Immersion Activities and Projects (Team-based projects, patient-centered interviewing skills, cross-cultural vignettes) See Rubrics in Appendix.</li> <li>The CHE preceptor visit student evaluation form (See rubric in Appendix).</li> <li>Peer Assessment in the middle and/or at the end SCI II (See the</li> </ul>           |

|                                        |                                                                                                                                                                                                                         |                                                                                                                                                                                                           |                                                                                                                                                                                                                                                             |
|----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                        |                                                                                                                                                                                                                         |                                                                                                                                                                                                           | SCI Peer Assessment Rubric in Appendix).                                                                                                                                                                                                                    |
| <b>Systems-Based Practice</b>          |                                                                                                                                                                                                                         |                                                                                                                                                                                                           |                                                                                                                                                                                                                                                             |
| <b>Educational Program Objectives</b>  |                                                                                                                                                                                                                         | <b>Assessment Methods</b>                                                                                                                                                                                 | <b>Details</b>                                                                                                                                                                                                                                              |
| SBP-6.1                                | Describe the health system and its components, how the system is funded, and how it affects individual and community health.                                                                                            | <ul style="list-style-type: none"> <li>Self-Assessment</li> <li>Exam – Institutionally Developed, Written/Computer-based</li> </ul>                                                                       | <ul style="list-style-type: none"> <li>Community health experience reflection</li> <li>SCI I Formative Exam</li> </ul>                                                                                                                                      |
| SBP-6.2                                | Demonstrate the ability to identify patient access to public, private, commercial and/or community-based resources relevant to patient health and care.                                                                 | <ul style="list-style-type: none"> <li>Research or Project Assessment</li> <li>Self-Assessment</li> <li>Narrative assessment</li> <li>Exam – Institutionally Developed, Written/Computer-based</li> </ul> | <ul style="list-style-type: none"> <li>Problem Set SCI I. See Rubric in Appendix.</li> <li>Community health experience reflection.</li> <li>The CHE preceptor visit student evaluation form (See rubric in Appendix).</li> <li>SCI I Final Exams</li> </ul> |
| SBP-6.3                                | Incorporate considerations of benefits, risks, and costs in patient and/or population care.                                                                                                                             | <ul style="list-style-type: none"> <li>Exam – Institutionally Developed, Written/Computer-based</li> </ul>                                                                                                | <ul style="list-style-type: none"> <li>SCI I Formative Exam</li> <li>CHE Reflection</li> </ul>                                                                                                                                                              |
| SBP-6.4                                | Describe appropriate processes for referral of patients and for maintaining continuity of care throughout transitions between providers and settings.                                                                   | <ul style="list-style-type: none"> <li>Exam – Institutionally Developed, Written/Computer-based</li> </ul>                                                                                                | <ul style="list-style-type: none"> <li>SCI I Formative Exam</li> <li>CHE Reflection</li> </ul>                                                                                                                                                              |
| <b>Interprofessional Collaboration</b> |                                                                                                                                                                                                                         |                                                                                                                                                                                                           |                                                                                                                                                                                                                                                             |
| <b>Educational Program Objectives</b>  |                                                                                                                                                                                                                         | <b>Assessment Methods</b>                                                                                                                                                                                 | <b>Details</b>                                                                                                                                                                                                                                              |
| IPC-7.1                                | Describe the roles and responsibilities of health care professionals.                                                                                                                                                   | <ul style="list-style-type: none"> <li>Narrative Assessment</li> <li>Exam – Institutionally Developed, Written/Computer-based</li> </ul>                                                                  | <ul style="list-style-type: none"> <li>Community health experience reflection</li> <li>TeamSTEPPS and related IPE activities</li> <li>SCI I Formative Exam</li> </ul>                                                                                       |
| IPC-7.2                                | Use knowledge of one's own role and the roles of other health care professionals to work together in providing safe and effective care.                                                                                 | <ul style="list-style-type: none"> <li>Narrative Assessment</li> <li>Exam – Institutionally Developed, Written/Computer-based</li> </ul>                                                                  | <ul style="list-style-type: none"> <li>Community health experience reflection</li> <li>TeamSTEPPS and related IPE activities</li> <li>SCI I Formative Exam</li> </ul>                                                                                       |
| 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. | <ul style="list-style-type: none"> <li>Narrative Assessment</li> </ul>                                                                                                                                    | <ul style="list-style-type: none"> <li>TeamSTEPPS and related IPE activities</li> </ul>                                                                                                                                                                     |

|                                              |                                                                                                                                       |                                                                                                                                         |                                                                                                                                                                                                               |
|----------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| IPC-7.4                                      | Recognize and respond appropriately to circumstances involving conflict with peers, other health care professionals and team members. | <ul style="list-style-type: none"> <li>• Exam – Institutionally Developed, Written/Computer-based</li> <li>• Peer Assessment</li> </ul> | <ul style="list-style-type: none"> <li>• TeamSTEPPS and related IPE activities</li> <li>• Peer Assessment in the middle and/or at the end SCI II (See the SCI Peer Assessment Rubric in Appendix).</li> </ul> |
| <b>Personal and Professional Development</b> |                                                                                                                                       |                                                                                                                                         |                                                                                                                                                                                                               |
| <b>Educational Program Objectives</b>        |                                                                                                                                       | <b>Assessment Methods</b>                                                                                                               | <b>Details</b>                                                                                                                                                                                                |
| PPD-8.4                                      | Utilize appropriate resources and coping mechanisms when confronted with uncertainty and ambiguous situations.                        | <ul style="list-style-type: none"> <li>• Narrative Assessment</li> </ul>                                                                | <ul style="list-style-type: none"> <li>• Immersion Activities and Projects (Patient-centered interviewing skills) See Rubrics in the Appendix.</li> <li>• Community health experience reflection</li> </ul>   |

**Abbreviations in the table:**

SCI: Society, Community, and the Individual Course

CHE: Community Health Experience

IPE: Interprofessional Education

C/I: Complete/Incomplete

CA: Community Assessment

TBL: Team Based Learning

iRAT: Individual Readiness Assurance Test

tRAT: Team Readiness Assurance Test

## Grading System

SCI in the first year of medical school consists of two semester-long courses, **SCI I** and **SCI II**, each with its own assessment strategy designed to align with the educational goals of that semester. SCI I emphasizes competency-based completion of authentic learning activities, while SCI II evaluates students through graded assessments that measure their application of evidence-based medicine and research principles. Detailed grading criteria for each semester are provided in the SCI I and SCI II grading sections below.

### General Assessment Principles

Students are expected to attend all required SCI sessions and complete all required assignments by the designated deadlines. Attendance at required learning activities and examinations is governed by the PLFSOM [Pre-clerkship phase attendance Policy](#). Students are responsible for reviewing all course requirements and deadlines posted on Elentra.

Community Health Experience (CHE) requirements are evaluated separately from other graded course components and must be successfully completed to pass each semester.

### SCI I

SCI I is assessed using a competency-based Pass/Fail model designed to emphasize application of knowledge, reflection, and successful completion of learning activities rather than performance on a comprehensive final examination. Required assignments, projects, activities, and Community Health Experience requirements are evaluated on a Complete/Incomplete basis.

Students who do not successfully complete one or more required SCI I components will receive a grade of Deferred (DE) and must complete remediation appropriate to the deficient component(s), as determined by the Course Director.

### SCI II

SCI II uses a weighted grading system consisting of graded problem sets, team-based learning activities, and a comprehensive final examination. Students must achieve a cumulative weighted score of 65% or greater and successfully complete all Community Health Experience requirements to pass the course.

Students whose cumulative score is below 65% will receive a grade of Deferred (DE) and must complete the SCI II remediation process described below.

## **Assignment Policies**

Students with an approved excused absence from a graded SCI II activity will be permitted to complete a make-up assessment within the timeframe established by the Course Director. Students are responsible for coordinating make-up assessments with the course coordinator. Failure to complete the make-up assessment within the designated timeframe may result in a grade of zero for that assessment.

Late submission of graded SCI II assignments, including Research Methods Problem Sets, will incur a 25% deduction for each 24-hour period after the deadline. Assignments submitted more than four days late will receive a score of zero unless otherwise approved by the Course Director.

## **Formative Assessment**

SCI incorporates frequent formative assessment to promote continuous learning, self-assessment, and preparation for summative assessments. Formative activities may include quizzes, application exercises, polling activities, written reflections, and other learning activities. These assessments are designed to provide timely feedback and identify areas for improvement.

Students who demonstrate persistent academic difficulty may be referred to their College Mentor or other academic support resources to develop an individualized learning plan.

Peer evaluation is a required component of selected team-based learning activities and may be conducted during the middle and/or end of the semester.

## **Community Health Experiences (CHE)**

Successful completion of the Community Health Experience (CHE) component requires students to fulfill all assigned CHE requirements and demonstrate professional participation throughout the course.

To complete the CHE component, students must:

- Attend all assigned Community Health Experiences, including clinical preceptor experiences, patient or community panels, and other required experiential learning activities.
- Complete all required CHE documentation, including:
  - Attendance verification through EZCheckME;
  - Submission of the required signed attendance verification form completed by the preceptor or activity facilitator (see appendix 7); and
  - Any additional documentation or assignments specified for the activity (see appendix 9 for reflection prompt and rubric).

- Complete all required Self-Directed Learning (SDL) assignments associated with CHE experiences as described in the SCI and College Colloquium syllabi.
- Demonstrate professionalism, punctuality, and appropriate professional attire, including a white coat and required clinical equipment when applicable.

Failure to attend a required CHE activity without an approved excused absence, failure to submit required attendance documentation, falsification of attendance records, or failure to complete required CHE assignments may result in failure of the CHE component and/or SCI course, consistent with the PLFSOM attendance and professionalism policies.

Requests for excused absences must be submitted through the PLFSOM absence request system and are governed by the PLFSOM [Pre-clerkship phase attendance policy](#). Missed CHE activities due to excused absences must be completed via make-up session and/or written assignment. Missed CHE visits due to unexcused absences will be addressed according to the Pre-clerkship phase attendance policy and may result in referral to the GPC.

Students are responsible for reviewing the CHE Guidebook, which provides detailed information regarding scheduling, attendance procedures, documentation requirements, professionalism expectations, dress code, required equipment, and other operational policies.

In the event of unexcused absences, professionalism concerns will be sent to the student's college mentors and documented in the student's record according to the [Pre-clerkship phase attendance policy](#).

### **SCI Semester Grade Determinations**

Detailed information regarding institutional and school-level grading procedures and transcript notations at TTUHSC-EP, can be found at:

- ✓ [Grade Changes and Transcript Notations \(subsidiary to HSCEP OP 59.05\) policy](#)
- ✓ [Grade-Appeal-and-Complaint-Policy.pdf](#)
- ✓ [GPAS-Grading Promotion and Academic Standing Policy](#)

The overall semester course grades for SCI I and SCI II are comprised of the following weighted components:

### SCI I Course Grading – Immersion and Fall (MS1)

| SCI I Assessment Components (Immersion and Fall)                                       |                                      |
|----------------------------------------------------------------------------------------|--------------------------------------|
| Immersion: Team-based Immersion Community Assessment Project Presentation              | Meets Expectations/Needs Improvement |
| Immersion: Individual Community and Service Reflection Worksheet                       | Meets Expectations/Needs Improvement |
| Required Health Systems Science/Social Foundations assignments and in-class activities | Meets Expectations/Needs Improvement |
| Community Health Experiences and Associated Assignments and Documentation              | Meets Expectations/Needs Improvement |
| In-Class Health Systems Science Formative Exam                                         | Meets Expectations/Needs Improvement |

Students must satisfactorily complete all required SCI I course components and Community Health Experience (CHE) requirements to receive a passing grade. The grading system is summarized below:

|                  |                                                                                                                                                                                                                                    |
|------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Pass (PA)        | Successful completion of all required SCI I assessments, assignments, participation activities, and CHE requirements.                                                                                                              |
| In Progress (PR) | All SCI I coursework completed, but CHE requirements remain incomplete due to an approved excused absence or pending remediation.                                                                                                  |
| Deferred (DE)    | One or more required SCI I course components are incomplete or unsatisfactory, or CHE requirements are incomplete due to an unexcused absence.                                                                                     |
| Fail (FA)        | Failure to successfully complete required SCI I remediation, failure to complete required CHE remediation within the designated timeframe, or serious professionalism violations as outlined in course and institutional policies. |

### SCI I Remediation

Students receiving a grade of DE will be required to complete remediation appropriate to the deficient course component(s). Remediation may include completion or revision of required assignments, additional coursework, or other educational activities as determined by the Course Director. Successful completion of all remediation requirements converts the grade to Pass (PA). Failure to complete remediation within the designated timeframe results in a grade of Fail (FA) and referral to the Grading and Promotions Committee (GPC), as appropriate.

## SCI II Course Grading – Spring (MS1)

| SCI II Assessment Components                                                                                                                          |                                             |
|-------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|
| Problem Set: Research Methods                                                                                                                         | 40% of final grade                          |
| In-Class Team-Based Activity<br><i>The grade of each session is equally divided between the iRAT, tRAT, and EBM module (A total of 10 activities)</i> | Up to 5 bonus points toward the final exam. |
| Final Exam                                                                                                                                            | 60% of final grade                          |
| Community Health Experiences                                                                                                                          | Reported as Complete or Incomplete          |

Example for how the SCI II grade will be calculated:

SCI II includes nine Team-Based Learning (TBL) sessions and one Evidence-Based Medicine (EBM) module that provide opportunities to earn bonus points toward the final SCI II course grade. Students may earn up to one (0.5) bonus point for each TBL session and up to one (0.5) bonus point for the EBM module, for a maximum of ten (5) bonus points. Bonus points are awarded in proportion to the student's score on each activity (e.g., a score of 50% on the individual activity earns 0.25 bonus points, while a score of 100% earns 0.5 bonus point). Bonus points are added to the student's final cumulative SCI II course grade.

If a student scores **70**/100 on the final, **80**/100 from the Problem Set, and **50**/100 from class activity (resulting in 2.5 bonus points), the grade will be 76.5 and because it is  $\geq 65$ , the student will pass. We look at the cumulative grade.

$$(0.60 \times 70) + (0.40 \times 80) + 2.5 = 76.5$$

Students must obtain a 65% or greater cumulative weighted score and satisfactorily complete the Community Health Experiences (CHE) requirements to receive a passing grade. The grading system is summarized below:

|                  |                                                                                                                                                                    |
|------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Pass (PA)        | Cumulative score $\geq 65\%$ and Completion of CHE requirements                                                                                                    |
| In Progress (PR) | Cumulative score $\geq 65\%$ and Incomplete CHE requirements due to an unscheduled or excused absence.                                                             |
| Deferred (DE)    | Cumulative score $< 65\%$ or Incomplete CHE requirements due to an unexcused absence.                                                                              |
| Fail (FA)        | Failure to successfully complete remediation to achieve a cumulative score $\geq 65\%$ or failure to complete required CHE remediation in the expected time frame. |

*CHE: Community Health Experience*

## SCI II Remediation

Students with a cumulative weighted score below 65% will receive a grade of DE and must take one written remediation exam.

This remediation exam replaces the original final examination score. The student's final SCI II semester grade will then be recalculated using the remediation examination score together with the original scores earned on all graded course components, according to the established course weighting.

Successful remediation requires the following and converts the grade of DE or PR to a Pass (PA):

- A recalculated cumulative weighted course score of  $\geq 65\%$
- Successful completion of all CHE visit remediation requirements (if applicable)

Failing to achieve a recalculated cumulative weighted course score of  $\geq 65\%$  or failing to complete all CHE remediation (or makeup) requirements in the designated time frame converts the grade of DE or PR to Fail (FA) and results in a referral to the Grading and Promotions Committee (GPC).

## Important Dates

**Please refer to Elentra for potential changes.**

See the Appendices for the Session List for SCI I and SCI II.

## Examinations

| Exam Date*    | Exams                   | Sign Up Deadline*, if any |
|---------------|-------------------------|---------------------------|
| May 3, 2027   | SCI Final II            | -                         |
| June 3, 2027  | SCI Remediation Round 2 | May 28, 2027              |
| June 4, 2027  | SCI Remediation Round 3 | May 28, 2027              |
| June 10, 2027 | SCI Remediation Round 4 | June 4, 2027              |
| June 11, 2027 | SCI Remediation Round 5 | June 4, 2027              |
| June 17, 2027 | SCI Remediation Round 6 | June 11, 2027             |
| June 18, 2027 | SCI Remediation Round 7 | June 11, 2027             |

\* Dates are subject to change.

## Individual and Team-Based Assignment Due Dates

Assignment due dates will be posted in Elentra. Anticipated assignment and Problem Set due dates are below. Problem sets will be given out at least one month before the deadline, except in the case of Immersion.

| Semester  | Individual and Team-Based Assignments                                                                                                                                                                    | Due Date*                     |
|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Immersion | Team-based Immersion Community Assessment Project<br>• <i>Note: In addition to turning in the assignment, starting at Noon 7-23-25, please return all completed survey instruments in the designated</i> | Wed July 22, 2026<br>11:59 pm |

|           |                                                                                 |                                                 |
|-----------|---------------------------------------------------------------------------------|-------------------------------------------------|
|           | <i>location as per Elentra. These documents have to get stored or shredded.</i> |                                                 |
| Immersion | Individual Community and Service Reflection Worksheet                           | July 22, 2026<br>11:59 pm                       |
| SCI I     | Individual CHE and Health System Sciences Reflection                            | 7 days after the<br>last semester<br>unit exams |
|           |                                                                                 |                                                 |
| SCI II    | Problem Set: Research Methods                                                   | April 27, 2027                                  |

\* *Dates are subject to change.*

## Attendance Policies

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 Grading and Promotions Committee (GPC) for professionalism concerns. For both excused and unexcused absences, students are responsible for learning the educational material and completing necessary assignments offered during their absence. Students may also be assigned alternative activities to make up for their absence from classroom participation.

Students who have an unexcused absence will need to remediate missed content. Students who fail to adequately remediate will fail SCI and be referred to the GPC. An unexcused absence from a graded assessment will result in a score of "0" for that assessment. Absences can be excused only through the PLFSOM absence management system [here](#).

Attendance at SCI I-II classes and CHE sessions is required unless otherwise posted at the start of the semester. SCI follows PLFSOM absence and tardiness policies; see the Student Handbook for details.

## Course Policies and Procedures

### Professional Attire

During the CHE (Community Health Experience) visits as well as when working with standardized patients, and community members, students need to dress in a modest and understated manner, commensurate with proper decorum for clinical work as required for Medical Skills. Please see their syllabus for any updates; SCI will abide by the most recent version from Medical Skills. Briefly,

- Men are required to wear business casual attire. This includes slacks, a collared dress shirt, dress shoes, and optionally a necktie. Inappropriate attire includes polo shirts, running shoes, blue jeans, cargo pants, shorts, or T-shirts.
- Women are required to wear business casual attire. This includes slacks, dresses, or a skirt with blouse and dress shoes. Inappropriate attire includes low-cut necklines, see-through blouses, bare midriffs, and short skirts or dresses that reveal the thigh above the knee.
- Closed-toe shoes are required in all clinical settings. Heels should be modest (3" or less). Sandals and shoes with open toes are prohibited in clinical areas by OSHA regulations because of the hazards posed by spills, needles, and sharp instruments.
- Grooming should be hygienic. Students must shower, use deodorant, and practice daily oral hygiene. Long hair must be tied back so that it does not contact the standardized patient or interfere with the physical examination. Facial hair such as beards and sideburns must be neat, clean, and well-trimmed. Fingernails should be clean, and the length of nails

should not be so long as to interfere with the proper performance of the physical examination.

- As noted earlier in the Syllabus, students will wear their short White Coats during Community Health Experiences unless specifically advised otherwise by their preceptor.

## Professionalism

Professionalism is a core competency in Medicine. Students are expected to adhere to the Standards of Professional Conduct outlined in the PLFSOM student handbook. In particular, students should not attempt to copy, post, share, or distribute SCI exam questions. Students should not submit false claims of attendance at their community clinic or alter documents. Depending on the nature of the problem and as determined by the course director, failure to act professionally may result in a grade of Fail for SCI, regardless of the student's performance in other aspects of the course, and the student will be referred to the GPC. Violations of professionalism could result in expulsion from the PLFSOM.

## Office of Accessibility Services

TTUHSC El Paso is committed to providing equitable access to learning opportunities for all students with documented learning 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.ttuhsce.edu/student services/accessibility/default.aspx>

## Student Mistreatment Policy

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 the Course Director or Co-Director or use the QR code to submit a report.



## Statement of Accommodation for Pregnant or 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 may contact the Manager of Accessibility and Student Advocacy to discuss available support and resources. Additionally, the Title IX Coordinator and Parenting and Pregnancy Liaison is available to work with students and others, as needed, to ensure equal access to the University's education programs or activities. For more information regarding supportive measures, please visit the TTUHSC El Paso [Pregnant and Parenting Students website](#). Students may submit a [Pregnancy and Parenting Support Form](#) to request assistance or contact:

Manager of Accessibility and Student Advocacy, Norma Fuentes at [norma.fuentes@ttuhsc.edu](mailto:norma.fuentes@ttuhsc.edu) or 915.215.4398.

TTUHSC Title IX Coordinator and Pregnant and Parenting Student Liaison, Leslie Bean, at [leslie.bean@ttuhsc.edu](mailto:leslie.bean@ttuhsc.edu) or 806.743.9861.

## Recommended Texts

Recommended texts are available electronically or on reserve in printed form in the library. A curated list of relevant electronic textbooks is also available through the TTUHSC-EP Library at:

<https://el Paso-ttuhsc.libguides.com/PLFSOMtextbooks>.

### Recommended/References for Introduction to Clinical Research Methods

A collection of Epidemiology books for PLFSOM students can be found here:

<https://el Paso-ttuhsc.libguides.com/PLFSOMtextbooks/biostats>

The main textbook for Research Methods is:

Gordis Epidemiology by David D. Celentano and Moyses Szklo.

### Recommended/References for Social Foundations of Medicine

Skochelak S, et al. AMA Education Consortium. Health Systems Science. Elsevier Publications, 2021, Second Edition. [Health systems science - Texas Tech University Health Sciences Center at El Paso](#)

Beaufort B Longest, Jr, Darr K. Managing health services organizations and systems. Available at:

<http://libraryaccess.elpaso.ttuhsc.edu/login?url=http://ebookcentral.proquest.com/lib/ttuhsc-elpaso/detail.action?docID=4816402>.

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Katz R. Essentials of public health preparedness. Available at:

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Wilensky SE, Teitelbaum JB. Essentials of Health Policy and Law. 2020. Available at:

<http://libraryaccess.elpaso.ttuhsc.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&scope=site&db=nlebk&db=nlabk&AN=2029553>

## **Appendices**

**Appendix 1: SCI I Sessions**

**Appendix 2: SCI II Sessions**

**Appendix 3: Immersion Assignment Forms (2 Forms)**

**Appendix 4: Immersion Community Assessments Project Rubrics (3 Rubrics)**

**Appendix 5: SCI Peer Assessment Rubric**

**Appendix 6: Rubrics of the Research Methods Assignment (the Comprehensive Component)**

**Appendix 7: Preceptor Visit Student Evaluation Form**

**Appendix 8: Professionalism Concern Card**

**Appendix 9: Community Health Experience (CHE) Prompt and Rubric**

## Appendix 1: SCI I Sessions

**MS1 SCI I Session - Fall 2026**  
**Thursdays 11 am and 1 pm**

**Session Names and Dates are Subject to Change**

| Session No. | Date         | Topics                                                                                                                 |
|-------------|--------------|------------------------------------------------------------------------------------------------------------------------|
| 1           | July 30      | Why Health Systems Science (HSS) Matters: The Third Science of Medicine<br><i>Course Introduction</i>                  |
| 2           | August 6     | Systems Thinking: Looking Beyond the Disease                                                                           |
| 3           | August 13    | Social and Structural Drivers of Health: Delivering Equitable, Person-Centered Care                                    |
| 4           | August 20    | Helping Patients Change: Behavior Change and Motivational Interviewing Principles                                      |
|             | August 27    | No Class                                                                                                               |
|             | September 3  | No Class – Exam Week                                                                                                   |
| 5           | September 10 | Patient Safety and Quality Improvement                                                                                 |
| 6           | September 17 | Roles and Responsibilities<br>IPE Session                                                                              |
| 7           | September 24 | Clinical Informatics: Using Data and Technology to Improve Patient Care                                                |
| 8           | October 1    | Value in Health Care: Delivering High-Quality, Cost-Conscious Care                                                     |
|             | October 8    | No Class                                                                                                               |
|             | October 15   | No Class – Exam Week                                                                                                   |
| 9           | October 22   | Panel: Non-Clinical Community Partnerships and Addressing Patients' Social Needs<br>IPE Session                        |
| 10          | October 28   | Panel: Patients as Teachers—Living with Chronic Illness<br>CHE (Wednesday)                                             |
| 11          | October 29   | Understanding the U.S. Health Care System: Access, Insurance, and Payment                                              |
| 12          | November 5   | Navigating the US Health Care System:<br>A Patient-Centered Approach-Referral and Navigation Simulation<br>IPE Session |
| 13          | November 12  | Debriefing of Navigation Simulation<br>IPE Session                                                                     |
| 14          | November 19  | Global Health Systems: What Can We Learn?                                                                              |
| 15          | December 1   | In Class HSS Questions & Review                                                                                        |

## Appendix 2: SCI II Sessions

### MS1 SCI II Session - Spring 2027

Thursdays 11 am and 1 pm

**Session Names and Dates are Subject to Change**

| Session No. | Date     | Topics                                                  |
|-------------|----------|---------------------------------------------------------|
| 1           | Jan 7    | Intro to Epidemiology and Measures of Disease Frequency |
| 2           | Jan 14   | TeamSTEPPS tools 1                                      |
| 3           | Jan 21   | TeamSTEPPS Tools 2                                      |
| 4           | Jan 28   | TeamSTEPPS Simulation Day                               |
|             | Feb 4    | Exams                                                   |
| 5           | Feb 11   | TeamSTEPPS Debrief                                      |
| 6           | Feb 18   | Qualitative Research                                    |
| 7           | Feb 25   | Cross-Sectional Studies                                 |
| 8           | March 4  | Case Control Studies                                    |
| 9           | March 11 | Cohort Studies                                          |
| 10          | March 18 | Randomized Controlled Trials (RCTs)                     |
| 11          | March 25 | Sampling Techniques                                     |
|             | April 1  | Exams                                                   |
| 12          | April 8  | Bias, Confounding, and Effect Modification              |
| 13          | April 15 | Systematic Reviews and Meta Analysis                    |
|             | April 16 | The IPE ethics event                                    |
|             | April 22 | No Class                                                |
|             | April 29 | No Class                                                |
|             | May 3    | SCI II Final Exam                                       |

### Appendix 3: Immersion Assignment Forms (2 Forms)

## Patient-Centered Interviewing Assessment Form

1. Was the student respectful of others in class?

☐ Yes    ☐ No    ☐ N/A

2. Did the student respond well to feedback?

☐ Yes    ☐ No    ☐ N/A

3. Did the student work well with others in the group?

☐ Yes    ☐ No    ☐ N/A

4. Was the student tolerant of different ideas?

☐ Yes    ☐ No    ☐ N/A

5. Was the student able to self-assess and gain new insights?

☐ Yes    ☐ No    ☐ N/A

6. Please comment on any student behavior that demonstrates either a good or bad example of professionalism.

|  |
|--|
|  |
|--|

## Worlds Apart Assessment Form

1. Was the student respectful of others in class?

☐ Yes    ☐ No    ☐ N/A

2. Did the student respond well to feedback?

☐ Yes    ☐ No    ☐ N/A

3. Did the student work well with others in the group?

☐ Yes    ☐ No    ☐ N/A

4. Was the student tolerant of different ideas?

☐ Yes    ☐ No    ☐ N/A

5. Was the student able to self-assess and gain new insights?

☐ Yes    ☐ No    ☐ N/A

6. Please comment on any student behavior that demonstrates either a good or bad example of professionalism.

## Appendix 4: Immersion Community Assessments Project Rubrics (2 Rubrics)

### Community Assessment Individual Observation Worksheet Rubric

MS1–D1 Interprofessional Community Assessment Project / Total Possible Score: 100 Points

Student Name:

Evaluator:

| Criteria                                                               | Exemplary                                                                                                                                                                                                                  | Proficient                                                                                                                                                                                                | Developing                                                                                                                                                                      | Needs Improvement                                                                                                                                         | Score   |
|------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| <b>Community Observations &amp; Environmental Assessment</b><br>25 pts | <b>23–25 pts:</b> Observations are comprehensive, specific, and demonstrate exceptional engagement with the community experience. Community assets, challenges, and environmental conditions are clearly documented.       | <b>19–22 pts:</b> Observations are complete, relevant, and demonstrate strong engagement with the community experience. Community assets, challenges, and environmental conditions are clearly described. | <b>13–18 pts:</b> Observations are adequate and demonstrate some engagement with the community experience, though detail, specificity, or completeness may be limited.          | <b>0–12 pts:</b> Observations are incomplete, lack specificity, and demonstrate limited engagement with the community experience.                         | ____/25 |
| <b>Non-Medical Drivers of Health Analysis</b><br>25 pts                | <b>23–25 pts:</b> Analysis demonstrates comprehensive understanding of non-medical drivers of health and clearly connects observations to health and well-being. Multiple social determinants are thoughtfully considered. | <b>19–22 pts:</b> Analysis demonstrates strong understanding of non-medical drivers of health and appropriately connects observations to health outcomes. Relevant social determinants are considered.    | <b>13–18 pts:</b> Analysis demonstrates basic understanding of non-medical drivers of health, though connections to health outcomes may be limited or inconsistently developed. | <b>0–12 pts:</b> Analysis demonstrates limited understanding of non-medical drivers of health and provides few meaningful connections to health outcomes. | ____/25 |
| <b>Community Insights &amp; Critical Thinking</b><br>20 pts            | <b>18–20 pts:</b> Responses are thoughtful, analytical, and demonstrate strong critical thinking. Community strengths, challenges, unanswered                                                                              | <b>15–17 pts:</b> Responses are reflective and demonstrate good critical thinking. Community strengths, challenges, and                                                                                   | <b>10–14 pts:</b> Responses address the prompts and demonstrate some critical thinking, though analysis,                                                                        | <b>0–9 pts:</b> Responses are superficial, incomplete, or demonstrate limited critical thinking and reflection.                                           | ____/20 |



### Community Assessment Presentation Rubric

M51–D1 Interprofessional Community Assessment Project | Total Score: 100 Points

Community Name/Number:

Evaluator/Judge:

| Criteria (Weight)                                       | Exemplary                                                                                                                                      | Proficient                                                                                                                  | Developing                                                                                                                       | Beginning                                                                                                    | Needs Improvement                                                                   | Score |
|---------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------|
| <b>Community Overview (10 pts)</b>                      | <b>9–10:</b> Comprehensive context; demographic/geographic information is accurate and community characteristics clearly frame the assessment. | <b>7–8:</b> Clear context with appropriate demographic/geographic information and relevant community characteristics.       | <b>5–6:</b> Adequate context but lacks depth, detail, or relevance in some areas.                                                | <b>3–4:</b> Limited or incomplete context; important characteristics are underdeveloped.                     | <b>0–2:</b> Context is unclear, inaccurate, or absent.                              |       |
| <b>Key Findings &amp; Data Interpretation (20 pts)</b>  | <b>18–20:</b> Findings are comprehensive, integrated across assessment activities, and interpreted insightfully.                               | <b>15–17:</b> Findings are clear, supported by assessment activities, and appropriately interpreted.                        | <b>11–14:</b> Findings are presented and generally supported, but interpretation or integration lacks depth.                     | <b>6–10:</b> Findings are limited, inconsistently interpreted, or weakly connected to assessment activities. | <b>0–5:</b> Findings are incomplete, inaccurate, unsupported, or absent.            |       |
| <b>Identified Needs &amp; Community Voice (15 pts)</b>  | <b>14–15:</b> Needs are clearly defined, supported by data and community perspectives, and linked to health determinants.                      | <b>11–13:</b> Needs are supported by assessment findings and community input with clear connections to health determinants. | <b>8–10:</b> Needs are identified, but support from data, community voice, or health determinants is limited.                    | <b>4–7:</b> Needs are unclear, weakly supported, or minimally informed by community perspectives.            | <b>0–3:</b> Needs are absent or unsupported.                                        |       |
| <b>Proposed Intervention &amp; Logic Model (20 pts)</b> | <b>18–20:</b> Intervention is feasible, aligned with needs, responsive to community priorities, and supported by a strong logic model.         | <b>15–17:</b> Intervention is appropriate, aligned with needs, and supported by a clear logic model.                        | <b>11–14:</b> Intervention addresses needs but lacks clarity, feasibility, or alignment in some areas. Logic model is not clear. | <b>6–10:</b> Intervention is underdeveloped or weakly connected to findings. Logic model is deficient.       | <b>0–5:</b> Intervention is absent, unclear, or unsupported. Logic model is absent. |       |

|                                                       |                                                                                                                                     |                                                                                                                      |                                                                                          |                                                                           |                                                                       |             |
|-------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|-----------------------------------------------------------------------|-------------|
| <b>Digital Recuerdo (10 pts)</b>                      | <b>9–10:</b> Meaningful, thoughtfully presented, and strongly connected to community strengths, challenges, culture, or priorities. | <b>7–8:</b> Meaningful and clearly connected to the community experience in general.                                 | <b>5–6:</b> Presented and connected to the community, but significance lacks depth.      | <b>3–4:</b> Included but significance or community connection is unclear. | <b>0–2:</b> Absent or minimally addressed.                            |             |
| <b>Team Reflection (10 pts)</b>                       | <b>9–10:</b> Demonstrates deep insight into community engagement, IPE collaboration, and professional growth.                       | <b>7–8:</b> Demonstrates strong reflection on learning, collaboration, and growth but could benefit from more depth. | <b>5–6:</b> Identifies lessons learned but lacks depth or connection to future practice. | <b>3–4:</b> Limited discussion of learning, collaboration, or growth.     | <b>0–2:</b> Minimal, unclear, or absent reflection.                   |             |
| <b>References &amp; Citations (5 pts)</b>             | <b>5:</b> Sources consistently cited; references complete, accurate, and credible.                                                  | <b>4:</b> Minor citation or formatting inconsistencies.                                                              | <b>3:</b> Citations present but inconsistently applied or incomplete.                    | <b>2:</b> Limited citations or incomplete references.                     | <b>0–1:</b> Citations largely absent.                                 |             |
| <b>Team Collaboration &amp; Participation (5 pts)</b> | <b>5:</b> All members contribute meaningfully; strong interprofessional collaboration and shared responsibilities.                  | <b>4:</b> All members participate with some imbalance.                                                               | <b>3:</b> Most members participate; collaboration is somewhat uneven.                    | <b>2:</b> Limited participation or inconsistent collaboration.            | <b>0–1:</b> Little evidence of collaboration or shared participation. |             |
| <b>Presentation Quality (5 pts)</b>                   | <b>5:</b> Professional, organized, visually engaging, and easy to follow.                                                           | <b>4:</b> Organized and professional with minor design or delivery issues.                                           | <b>3:</b> Understandable but noticeable issues with flow, design, or delivery.           | <b>2:</b> Lacks organization, clarity, or effective visual support.       | <b>0–1:</b> Difficult to follow and does not meet expectations.       |             |
| <b>Comments:</b>                                      |                                                                                                                                     |                                                                                                                      |                                                                                          |                                                                           |                                                                       | <b>/100</b> |

**Time Limit Policy:**

- 10–12 minutes presentation + 3 minutes Q&A.
- Recommended penalty: -2 points per minute over 12 minutes.

## Appendix 5: SCI Peer Assessment Rubric

### Pre-clerkship TBL

#### This form is for Team-Based Learning Peer Assessment

| Pre-clerkship TBL                                                         |                       |                       |                       |                       |
|---------------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| These are items specific for Pre-clerkship Team-Based Learning Assessment |                       |                       |                       |                       |
|                                                                           | Never                 | Sometimes             | Often                 | Always                |
| The peer arrives on time and remains with team during activities          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Demonstrates a good balance of active listening & participation           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Asks useful or probing questions                                          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Shares information and personal understanding                             | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Is well prepared for team activities                                      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Shows appropriate depth of knowledge                                      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Identifies limits of personal knowledge                                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Is clear when explaining things to others                                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Gives useful feedback to others                                           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Accepts useful feedback from others                                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Is able to listen and understand what others are saying                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Shows respect for the opinions and feelings of others                     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

What is the single most valuable contribution this peer makes to your team? (Please make sure your feedback is useful by describing specific behaviors clearly, and using constructive content and tone)

What is the single most important way this peer could alter their behavior to more effectively help your team? (Please make sure your feedback is useful by describing specific behaviors clearly, and using constructive content and tone)

## Appendix 6: Rubrics of the Research Methods Assignment (tFhe Comprehensive Component)

General Rubric for SCI-II-III-IV Problem Sets

| Question                                      | Correct | Mostly correct | Half Correct | Less than half correct | Completely wrong |
|-----------------------------------------------|---------|----------------|--------------|------------------------|------------------|
| Grade of each Question (Q)<br>= Total grade/n | 100 %   | 75 %           | 50 %         | 25 %                   | 0 %              |
| Q1                                            |         |                |              |                        |                  |
| Q2                                            |         |                |              |                        |                  |
| Q3                                            |         |                |              |                        |                  |
| Q4                                            |         |                |              |                        |                  |
| Q5                                            |         |                |              |                        |                  |
| Q6                                            |         |                |              |                        |                  |
| Q7                                            |         |                |              |                        |                  |
| Q8                                            |         |                |              |                        |                  |
| Q9                                            |         |                |              |                        |                  |
| Q10                                           |         |                |              |                        |                  |
| ...                                           |         |                |              |                        |                  |
| Qn                                            |         |                |              |                        |                  |

See details about the grades that were deducted in the comments.

## Appendix 7: Preceptor Visit Student Evaluation Form

Please upload this feedback form to Elentra within 48 hours of your visit.

- Scan the completed form and upload it to the designated submission area in Elentra. The submission link should appear on your Elentra calendar on the last day of class.
- For questions or concerns, please contact Nicolás Acedo-Aguilar, SCI Coordinator, at 915-215-4712 or [Nicolas.Acedo-Aguilar@ttuhsc.edu](mailto:Nicolas.Acedo-Aguilar@ttuhsc.edu).



### Foster School of Medicine Pre-Clerkship Community Health Experience Medical Student – Preceptor Formative Feedback Form

Thank you for serving as a preceptor for our medical students. Your support, mentorship, and feedback are essential to their learning and development!

✦ Please evaluate each student *individually*.

Student Name: \_\_\_\_\_

Year, check one box: MS1 ☐ MS2 ☐

Preceptor Name: \_\_\_\_\_

Preceptor Signature: \_\_\_\_\_

Visit Date: \_\_\_\_\_ Feedback Date: \_\_\_\_\_

| Criteria                   | Exceeds Expectations     | Meets Expectations       | Needs Improvement        | N/A                      |
|----------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Medical Knowledge          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Clinical Skills            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Patient Communication      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Professionalism            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Responsiveness to Feedback | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Punctuality                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

General Comments (optional but encouraged; feel free to use the back of this page):

Click or tap here to enter text.

## Appendix 8: Professionalism Concern Card

When a student fails to meet any of the above listed learning goals and objectives of the SCI curriculum, a professionalism card will be filled out by the observing faculty or staff member. This card will contain the student's name, the date of the incident, the reporter's name, the associated institutional learning goal(s) and objective(s) related to the incident, and a brief description of the issue.

|                                                                       |                           |                            |
|-----------------------------------------------------------------------|---------------------------|----------------------------|
| <b>Student Name:</b>                                                  |                           |                            |
| <b>Faculty/Staff/Student Name:</b>                                    |                           |                            |
| <b>Date:</b>                                                          |                           |                            |
| <b>Course (Circle One):</b>                                           | <b>MSPM</b><br><b>SCI</b> | <b>MSK</b><br><b>OSCE</b>  |
|                                                                       |                           | <b>COL</b><br><b>Other</b> |
| <b>Description of Event:</b>                                          |                           |                            |
| <b>Did this demonstrate exceptional professionalism? (Circle One)</b> |                           | <b>Yes   No</b>            |
| <b>Did this demonstrate a lapse in professionalism? (Circle One)</b>  |                           | <b>Yes   No</b>            |
| <b>Suggestions for improvement:</b>                                   |                           |                            |

## **Appendix 9: Community Health Experience (CHE) Reflection Prompt and Rubric**

### **Purpose**

The purpose of this reflection is to help you connect your Community Health Experience to the Health Systems Science curriculum by examining how health care systems, community resources, and social factors influence patient care. This assignment is intended to strengthen your ability to recognize how clinical care extends beyond the individual patient encounter and requires coordination across the health care system and community.

### **Reflection Prompt**

Following a Community Health Experience, submit a **500–750 word reflection** addressing each of the questions below. Use specific examples from your experience whenever possible.

#### **1. Understanding the Health System**

Describe the health care setting or organization you observed. What role does it play within the health care system? Who does it serve, and how does it contribute to the health of individual patients and the community?

#### **2. Access to Care and Community Resources**

Identify barriers and facilitators to accessing care that you observed. What public, private, commercial, or community-based resources were available to help meet patients' health or social needs?

#### **3. Value and Patient-Centered Care**

Reflect on how benefits, risks, costs, or resource limitations influenced patient care or health system decisions. How did the organization work to provide high-value, patient-centered care?

#### **4. Care Coordination and Continuity**

Describe how patients transition between providers, services, or care settings. What processes supported referrals, communication, or continuity of care? What opportunities for improvement did you observe?

#### **5. Personal Reflection**

Describe one important insight you gained about the relationship between patients, communities, and the health care system. Explain how this experience will influence your future practice as a physician.

### Community Health Experience (CHE) Reflection Rubric

| Criterion                                       | Pass                                                                                                                                        | Needs Revision                                                                                                 |
|-------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|
| <b>Understanding of the Health System</b>       | Accurately describes the health care setting and demonstrates an understanding of its role within the health system.                        | Description is incomplete, inaccurate, or demonstrates limited understanding of the organization's role.       |
| <b>Access to Care &amp; Community Resources</b> | Identifies relevant barriers, facilitators, and community resources using examples from the experience.                                     | Provides few or no examples or demonstrates limited understanding of patient access or available resources.    |
| <b>Value &amp; Patient-Centered Care</b>        | Reflects thoughtfully on how costs, benefits, risks, or resource considerations influenced care.                                            | Discussion is superficial or does not address value-based or patient-centered care.                            |
| <b>Care Coordination &amp; Continuity</b>       | Describes referral processes or transitions of care and reflects on continuity of care.                                                     | Does not address care coordination or demonstrates limited understanding of transitions between care settings. |
| <b>Reflection &amp; Professional Insight</b>    | Demonstrates thoughtful reflection, connects the experience to future physician practice, and supports observations with specific examples. | Reflection is superficial, lacks specific examples, or does not demonstrate meaningful engagement.             |
| <b>Professionalism</b>                          | Submitted on time, meets length requirements, addresses all prompt questions, and is professionally written.                                | Missing required sections, substantially incomplete, or submitted late without approval.                       |

#### Overall Grade

##### Pass

- All rubric criteria are satisfactorily addressed.

##### Needs Revision

- One or more rubric criteria are not satisfactorily addressed. Students may revise and resubmit after receiving faculty feedback.