TEXAS TECH UNIVERSITY
HEALTH SCIENCES CENTER™
EL PASO
Paul L. Foster School *of* Medicine

Syllabus

Society, Community, and the Individual (SCI)
Second Year

SCI III, Fall MS2 (PSCI 6211)

SCI IV, Spring MS2 (PSCI 6212)

Academic Year 2026-2027

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Course Hours:
Mondays 11 am -12 pm and 1 pm – 2 pm.
CHE visits are on Wednesday or Thursday mornings, 8:00 am to 12:00 pm or a Friday afternoon 1:00 pm-5:00 pm. CHE visit hours are different for each student and will get 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 second year of medical school is delivered across two semesters. SCI III introduces Medical Biostatistics and Appraisal Skills. SCI IV focuses on Health System Sciences and the Social Foundations of Medicine. Within these 2 semesters, several core content areas are addressed, which are: 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 III/IV course are:

1) Health System Sciences and Social Foundations of Medicine

2) Introduction to Medical Biostatistics and Appraisal Skills

3) Community Health Experiences (CHE) including clinical and non-clinical experiences

1. 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. While this component was present in first year, these topics will also be explored more deeply throughout the second year. The schedule of topics and their session level objectives will be found on the Department of Medical Education's learning platforms along with the times and locations of the sessions. Learning activities are integrated, when appropriate, with College Colloquium, Scientific Principles of Medicine (SPM), and Medical Skills. Through interactive learning activities, case discussions, small-group exercise, and interdisciplinary sessions, students will examine how physicians improve the health of individuals and populations by understanding health systems, prevention, public health, healthcare policy, and the social factors that influence health. Student learning is assessed through a combination of written assignments, formative multiple-choice questions, and class participation.

Attendance is required in all SCI Health System Sciences/Social Foundations of Medicine sessions in Year 2.

2. Introduction to Medical Biostatistics and Appraisal Skills

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 the course introduces students to the principles of medical biostatistics, critical appraisal, and evidence-based medicine. Students will develop the skills needed to critically evaluate medical literature, interpret research findings, and apply evidence to clinical decision-making. These foundational skills will prepare students to navigate the uncertainties inherent in medical practice and support lifelong learning and evidence-informed patient care.

Students will complete a 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 critical appraisal problem set in SCI III.

All Introduction to Medical Biostatistics and Appraisal Skills sessions are required unless otherwise noted at the start of the semester in the Learning Platform (Elentra).

3. 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.

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 III and IV are on Wednesday or Thursday mornings, 8:00 am to 12:00 pm or Friday afternoon 1:00 pm-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 7 for prompt and rubric)

4. 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. Students engaged in service learning provide community service in response to community-identified concerns and learn about the context in which the service is provided, the connection between their service and their academic coursework, and their roles as citizens and professionals.

Students are encouraged, but not required, to participate in 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.

A **Service-Learning Symposium** is held annually, usually in the spring. Abstract submission is due during the first weeks of the calendar year. In this symposium, students have the opportunity to share their service-learning activities with faculty, students, and members of the community. Participation in this symposium as a presenter can be included in applications for residency programs.

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 III (Introduction to Medical Biostatistics and Appraisal Skills) 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.**

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

Competencies, Program Goals and Objectives, and Outcome Measures

The Paul L. Foster School of Medicine 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 qualitative 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 occupation 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)

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 System Sciences 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) in order to better understand Physician's 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 III to IV, in the table below.

PLFSOM Programmatic Goals and Assessment Methods during SCI III to IV.

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.	• Self-Assessment • Narrative Assessment	• SCI IV CHE reflection as Complete/Incomplete [C/I] • CHE preceptor visit student evaluation form (See rubric in Appendix).
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.	• Research or Project Assessment • Exam – Institutionally Developed Written/Computer-based • Narrative assessment	• Problem Set SCI III. See Rubric in Appendix. • TBL iRATs/tRATs (SCI III) • SCI III Final Exam • The CHE preceptor visit student evaluation form (See rubric in Appendix).
PC-1.6	Counsel and educate patients and their families to empower them to participate in their care and enable shared decision-making.	• Self-Assessment • Narrative Assessment	• SCI IV CHE reflection [C/I] • CHE preceptor visit student evaluation form (See rubric in Appendix).
PC-1.7	Provide preventative health care services and promote health in patients, families and communities.	• Self-Assessment • Narrative Assessment	• SCI IV CHE reflection [C/I] • CHE preceptor visit student evaluation form (See rubric in Appendix).
Knowledge for Practice			

Educational Program Objectives		Assessment Methods	Details
KP-2.3	Apply evidence-based principles of clinical sciences to diagnostic and therapeutic decision-making and clinical problem solving.	• Self-Assessment • Research or Project Assessment • Exam – Institutionally Developed, Written/Computer-based	• SCI IV CHE reflection [C/I] • Problem Set SCI III. See Rubric in Appendix. • TBL iRATs/tRATs (SCI III) • SCI III Final Exam
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.	• Research or Project Assessment • Exam – Institutionally Developed, Written/Computer-based	• Problem Set SCI III. See Rubric in Appendix. • TBL iRATs/tRATs (SCI III) • SCI III Final Exam
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.	• Self-Assessment • Narrative Assessment	• SCI IV CHE reflection [C/I] • CHE preceptor visit student evaluation form (See rubric in Appendix).
KP-2.6	Demonstrate an understanding of and engagement in the creation, dissemination and application of new health care knowledge.	• Research or Project Assessment	• Problem Set SCI III. See Rubric in Appendix.
Practice-Based Learning and Improvement			
Educational Program Objectives		Assessment Methods	Details
PBL-3.1	Identify gaps in one's knowledge, skills, and/or attitudes, and perform learning activities to address them.	• Research or Project Assessment	• Problem Set SCI III. See Rubric in Appendix.
PBL-3.4	Locate, appraise and assimilate evidence from scientific studies related to patients' health problems.	• Research or Project Assessment • Exam – Institutionally Developed, Written/Computer-based	• Problem Set SCI III. See Rubric in Appendix. • TBL iRATs/tRATs (SCI III) • SCI III Final Exam
PBL-3.5	Obtain and utilize information about individual patients, populations or communities to improve care.	• Self-Assessment • Narrative Assessment	• SCI IV CHE reflection [C/I]

			• CHE preceptor visit student evaluation form (See rubric in Appendix).
Interpersonal and Communication Skills			
Educational Program Objectives		Assessment Methods	Details
ICS-4.1	Communicate effectively with patients and families across a broad range of socioeconomic and cultural backgrounds.	• Self-Assessment • Narrative assessment	• SCI IV CHE reflection [C/I] • The CHE preceptor visit student evaluation form (See rubric in Appendix).
ICS-4.2	Communicate effectively with colleagues and other health care professionals.	• Self-Assessment • Peer Assessment	• SCI IV CHE reflection [C/I] • CHE preceptor visit student evaluation form (See rubric in Appendix). • Peer Assessment in the middle and/or at the end of SCI III. See SCI peer assessment rubric in appendix.
ICS-4.3	Communicate with sensitivity, honesty, compassion and empathy.	• Self-Assessment • Peer Assessment • Narrative Assessment	• SCI IV CHE reflection [C/I] • Peer Assessment in the middle and/or at the end SCI III. See SCI Peer Assessment Rubric in appendix). • CHE preceptor visit student evaluation form (See rubric in Appendix).
Professionalism			
Educational Program Objectives		Assessment Methods	Details
PRO-5.1	Demonstrate sensitivity, compassion and respect for all people.	• Self-Assessment • Narrative Assessment	• SCI IV CHE reflection [C/I] • CHE preceptor visit student evaluation form (See rubric in Appendix).
Systems-Based Practice			
Educational Program Objectives		Assessment Methods	Details
SBP-6.1	Describe the health system and its components, how the system is funded and how it affects individual and community health.	• Self-Assessment • Exam – Institutionally Developed, Written/Computer-based	• SCI IV CHE reflection [C/I] • SCI IV Final Exams
SBP-6.2	Demonstrate the ability to identify patient access to public, private, commercial and/or community-based	• Self-Assessment • Preceptor assessment	• SCI IV CHE reflection [C/I] • The CHE preceptor visit student evaluation form (See rubric in Appendix).

	resources relevant to patient health and care.		
SBP-6.3	Incorporate considerations of benefits, risks and costs in patient and/or population care.	• Self-Assessment	• SCI IV CHE reflection [C/I]
SBP-6.4	Describe appropriate processes for referral of patients and for maintaining continuity of care throughout transitions between providers and settings.	• Self-Assessment	• SCI IV CHE reflection [C/I]
Interprofessional Collaboration			
Educational Program Objectives		Assessment Methods	Details
IPC-7.1	Describe the roles and responsibilities of health care professionals.	• Self-Assessment	• SCI IV CHE reflection [C/I]
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.	• Self-Assessment	• SCI IV CHE reflection [C/I]
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.	• Self-Assessment	• SCI IV CHE reflection [C/I]
IPC-7.4	Recognize and respond appropriately to circumstances involving conflict with peers, other health care professionals and team members.	• Peer Assessment • Narrative Assessment	• CHE preceptor visit student evaluation form (See rubric in Appendix). • Peer Assessment in the middle and/or at the end of SCI III. See SCI peer assessment rubric in appendix.
Personal and Professional Development			
Educational Program Objectives		Assessment Methods	Details
PPD-8.4	Utilize appropriate resources and coping mechanisms when confronted with uncertainty and ambiguous situations.	• Peer Assessment • Narrative Assessment • Self-Assessment	• SCI IV CHE reflection [C/I] • CHE preceptor visit student evaluation form (See rubric in Appendix). • Peer Assessment in the middle and/or at the end of SCI III. See

			SCI peer assessment rubric in appendix.

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

SCI III 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 III remediation process described below.

SCI IV

SCI IV 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 IV components will receive a grade of Deferred (DE) and must complete remediation appropriate to the deficient component(s), as determined 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.

2. 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 7 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 here and are governed by the 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 and
- ✓ GPAS-Grading_Promotion_and_Academic_Standing_Policy_

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

SCI III Course Grading – Fall (MS2)

SCI III Assessment Components	
In class Team-based activity *The grade of each session is equally divided between the iRAT and the tRAT.*	Up to 5 bonus points toward final grade
Final Exam Nine sessions of Biostatistics	60% of final grade
Individual Problem Set Critical Appraisal of the Medical Literature	40% of final grade
Community Health Experiences	Reported as Complete or Incomplete

Example for how the SCI III grade will be calculated:

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 ≥ 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 ≥ 65% and Completion of CHE requirements
In Progress (PR)	Cumulative score ≥ 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 ≥ 65% or failure to complete required CHE remediation in the expected time frame.

CHE: Community Health Experience

SCI III 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 III 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 ≥ 65%
- Successful completion of all CHE visit remediation requirements (if applicable)

Failing to achieve a recalculated cumulative weighted course score of ≥ 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).

SCI IV Course Grading – Spring (MS2)

SCI IV Assessment Components	
Attendance to all SCI IV sessions	Reported as Complete or Incomplete
CHE Reflection	Meets Expectations/ Needs Improvement

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

Pass (PA)	Successful completion of all required SCI I 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.

Important Dates

Please refer to Elentra for potential changes.
See the Appendices for the Session List for SCI III and SCI IV

Examinations

Date*	MS2 Assessment Name	Student Sign-up Deadline*
November 13, 2026	SCI III Final Exam	-
January 4, 2027	SCI Remediation Round 1	December 25, 2026

* *Dates are subject to change. Please plan accordingly for the remediation rounds.*

Problem Sets

Problem set due dates will be posted in Elentra. Anticipated Problem Set due dates are below. Problem sets will be given out at least one month before the deadline.

Semester	Assignment or Problem Sets	Due Date*
SCI III	Critical Appraisal of Medical Literature	Dec 7, 2026
SCI IV	CHE Reflection	March 5, 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 III and IV 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 Experiences) 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 use 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 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://elpaso.ttuhsc.edu/studentservices/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 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 or 915.215.4398.
TTUHSC Title IX Coordinator and Pregnant and Parenting Student Liaison, Leslie Bean, at 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://elpaso-ttuhsc.libguides.com/PLFSOMtextbooks.

Recommended/References for Biostatistics:

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

https://elpaso-ttuhsc.libguides.com/PLFSOMtextbooks/biostats

The textbooks that will be used more commonly are:
Basic & Clinical Biostatistics: Fifth Edition by Susan White
Biostatistics and Epidemiology by Sylvia Wassertheil-Smoller; Jordan Smolle
Biostatistics for Medical and Biomedical Practitioners by Julien I. E. Hoffman

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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Institute of Medicine (U.S.) Patients charting the course: citizen engagement and the learning health system : workshop summary Institute of Medicine (U.S.) Roundtable on Value & Science-Driven Health Care, Corporate Author; Olsen, LeighAnne.; Saunders, Robert S.; McGinnis, J. Michael. 2011

Levine, R. Case Studies in Global Health.

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Sobti R, et al. Delineating Health and Health System: Mechanistic Insights into Covid 19 Complications. 2021

Turnock BJ. Public health: what it is and how it works. Available at: http://libraryaccess.elpaso.ttuhsc.edu/login?url=http://ebookcentral.proquest.com/lib/ttuhsc-elpaso/detail.action?docID=4441402.

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 III Sessions

Appendix 2: SCI IV Sessions

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Appendix 4: Critical Appraisal Assignment Rubric (Semester 3)

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Appendix 7: Community Health Experience (CHE) Prompt and Rubric

Appendix 1: SCI III Sessions

MS2 Biostatistics Sessions Fall 2026

Session Names and Dates Subject to Change

	Monday	11 AM and 1 PM	Assessment
1	August 10	Introduction to Biostatistics and Basic Probability	MCQ exam in semester 3
2	August 17	Data and Descriptive Statistics, Measures of Central Tendency, Measures of Variability, Regression to the Mean, Distribution of Data, Normal Distribution, Nominal and Categorical Variables, Tables and Graphs	
3	August 24	Hypothesis Testing and Exploring the Role of Chance: P-Values, Confidence Intervals, Type I and II errors, Statistical vs Clinical Significance, Validity, Reliability	
4	August 31	Parametric Comparison tests	
	September 7	*NO CLASS* *Labor Day*	
5	September 14	Chi Square and Fisher's Exact Test	
6	September 21	Correlation and Linear Regression	
	September 28	*NO CLASS* *CSS Exam Week*	
7	October 5	Multivariate, Logistic, Poisson Regression	
8	October 12	Diagnostic vs Screening Tests; Sensitivity, Specificity, Predictive Values., Likelihood Ratios, Posttest and Pretest Probability; ROC Curves; Screening Test Criteria; Lead-Time Bias, Length Bias.	
9	October 19	Natural History of Disease and Survival Analysis	
10	October 26	Critical Appraisal of Scientific Clinical Literature 1 (Case Series, Cross-Sectional, Case-Control Studies)	The individual problem set
	November 2	*NO CLASS* *H &P Med Skills Workshop, END Exam week*	
11	November 9	Critical Appraisal of Scientific Clinical Literature 2 (Cohorts, Clinical Trials) Interpretation and Use of Evidence-Based Data and Recommendations	
	November 13	**SCI III Final Exam**	
12	November 16	Critical Appraisal of Scientific Clinical Literature 3 (Systematic Reviews) Interpretation and Use of Evidence-Based Data and Recommendations	
	November 23	*NO CLASS* *Thanksgiving break*	
	November 30	*NO CLASS*	
	December 3	Obstetrics and Gynecology Panel	
	December 7	*NO CLASS*	

Appendix 2: SCI IV Sessions

MS2 SCI IV Session – Spring 2027
Mondays 11 am and 1 pm

Session Names and Dates Subject to Change

Session #	Mondays unless otherwise noted (*)	Topic
1	January 11, 2027 All students 1 PM	Health Status Indicators and Causation
3	Wednesday* January 20, 2027 8:00 am- NOON Date TBC	NAMI Panel & Impacting Health with Policy Workshop (CHE and a Class Session)
4	January 25, 2027	Occupational Medicine
5	February 1, 2027	Substance Use Disorder- A Health Systems Approach
6	February 8, 2027	Violence, Trauma, and Trauma-Informed Care
7	February 15, 2027	Health Maintenance and Prevention Across the Continuum of Care
		No Class

Appendix 3: 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				
Demonstrates a good balance of active listening & participation				
Asks useful or probing questions				
Shares information and personal understanding				
Is well prepared for team activities				
Shows appropriate depth of knowledge				
Identifies limits of personal knowledge				
Is clear when explaining things to others				
Gives useful feedback to others				
Accepts useful feedback from others				
Is able to listen and understand what others are saying				
Shows respect for the opinions and feelings of others				

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 4: Critical Appraisal Assignment Rubric (Semester 3)

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

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

See details about the grades that were deducted in the comments boxes beside your answers in the graded assignment.

Appendix 5: 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.**

Texas Tech Health EL PASO

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	☐	☐	☐	☐
Clinical Skills	☐	☐	☐	☐
Patient Communication	☐	☐	☐	☐
Professionalism	☐	☐	☐	☐
Responsiveness to Feedback	☐	☐	☐	☐
Punctuality	☐	☐	☐	☐

General Comments (optional but encouraged; feel free to use the back of this page):
Click or tap here to enter text.

Appendix 6: 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. **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.

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.

Student Name:
Faculty/Staff/Student Name:
Date:
Course (Circle One**): MSPM MSK COL SCI OSCE Other**

Description of Event:
Did this demonstrate exceptional professionalism? (Circle One**)** **Yes** **No**
Did this demonstrate a lapse in professionalism? (Circle One**)** **Yes** **No**
Suggestions for improvement?

Appendix 7: 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
Understanding of the Health System	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.
Access to Care & Community Resources	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.
Value & Patient-Centered Care	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.
Care Coordination & Continuity	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.
Reflection & Professional Insight	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.
Professionalism	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.