



TEXAS TECH UNIVERSITY
HEALTH SCIENCES CENTER
EL PASO

Paul L. Foster School of Medicine

Course Syllabus:

Masters' Colloquium (MC)

PMAS 6111 (Masters' Colloquium III)

PMAS 6112 (Masters' Colloquium IV)

Academic Year 2019-2019

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Course Location:

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Course Hours:

Fall Semester: Red and Gold Colleges Tuesdays (8AM-10AM); Green and Blue Colleges Tuesdays (10:00AM – 12:00PM)
Spring Semester: Green and Blue Colleges Tuesdays (8AM-10AM); Gold and Red Colleges Tuesdays (10:00AM – 12:00PM)

Course Description

Overview

Masters' Colloquium is a series of weekly 2-hour sessions that occur on Tuesday mornings for medical students in Year 2. Sessions address issues related to ethics, controversies in medicine, evidence-based medicine, critical thinking, safety and quality improvement, communication, humanism, empathy, wellness, life-long learning, bias, leadership, and professionalism. Four courses (Masters' Colloquium I - IV) span the pre-clinical years. They employ a variety of learning modalities including ethical analysis and reflection essays, and various types of discussion-based formats, e.g. student led and small group discussions. Every effort is made to arrange session topics to align temporally with the clinical presentations covered in the Scientific Principles of Medicine Course and/or the students' sessions and experiences in the Society, Community, and Individual Course.

Grading is pass-fail. Assessment is based on satisfactory completion of oral and written assignments. Professionalism assessments will be completed at the end of each semester (Appendix 4). The admissions office carefully distributes students to maximize diversity in each college. They attempt to evenly distribute students by gender as well as by diverse cultural and geographic backgrounds to create a microcosm that reflects society as a whole. The Masters' Colloquium Course is a discussion-based course where students learn about and learn to respect the opinions of students with other gender identities, and other cultural and socioeconomic backgrounds. Efforts are made to promote civil discourse, even when there are disagreements in opinions. We feel this process helps to prepare our students to work together during the clerkship years (and beyond); furthermore, it helps inculcate sensitivity and compassion towards patients with diverse gender identities and backgrounds. Through this course, it is hoped that our students will develop into honest and compassionate physicians who understand ethical principles and can practice with integrity.

Instructional Methods

Short didactic presentations are used to introduce or review important concepts relevant to a session, and orient students to session activities. These are followed by facilitated discussion to engage topics, construct conceptual frameworks, gain multiple perspectives, and explore options. Video, film, art, music, poetry, and role play along with follow-up discussion, are occasionally incorporated to enhance sessions. Each student, as a part of a team, is expected to lead the discussion in one session during the fall semester. There is also 1 written assignment per semester, which will be either a reflection or an ethical analysis.

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 you develop the knowledge and abilities expected of a physician. All elements of the PLFSOM curriculum are derived from and contribute to the fulfillment of one or more of the medical education program's goals and objectives, which can be found at [PLFSOM PGOs](#). The Masters' Colloquium is specifically designed to teach and assess the following PLFSOM education program goals and objectives:

Patient Care		
Educational Program Objectives		Outcome Measures
1.4	Organize and prioritize responsibilities in order to provide care that is safe, efficient, and effective.	<ul style="list-style-type: none"> • Participation (Facilitated discussion)
1.6	Describe and propose treatments appropriate to the patient's condition and preferences.	<ul style="list-style-type: none"> • Participation (Facilitated discussion)
1.8	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"> • Participation (Facilitated discussion)
Knowledge for Practice		
Educational Program Objectives		Outcome Measures
2.3	Apply evidenced-based principles of clinical sciences to diagnostic and therapeutic decision-making and clinical problem solving.	<ul style="list-style-type: none"> • Participation (Facilitated discussion)
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"> • Participation (Facilitated discussion)
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"> • Participation (Facilitated discussion)
2.6	Demonstrate an understanding of and potential for engagement in the creation, dissemination and application of new health care knowledge.	<ul style="list-style-type: none"> • Participation (Facilitated discussion)
Practice-Based Learning and Improvement		
Educational Program Objectives		Outcome Measures
3.1	Identify and perform learning activities to address gaps in one's knowledge, skills and/or attitudes.	<ul style="list-style-type: none"> • Participation (Facilitated discussion) • Narrative Assessment (Assessment rubric for ethical analysis writing assignment; Student presentation assessment rubric)

3.5	Obtain and utilize information about individual patients, populations or communities to improve care.	<ul style="list-style-type: none"> • Participation (Facilitated discussion)
Interpersonal and Communication Skills		
Educational Program Objectives		Outcome Measures
4.1	Communicate effectively with patients and families across a broad range of socioeconomic and cultural backgrounds.	<ul style="list-style-type: none"> • Participation (Facilitated discussion)
4.2	Communicate effectively with colleagues and other health care professionals.	<ul style="list-style-type: none"> • Participation (Facilitated discussion) • Narrative Assessment (Student presentation assessment rubric)
4.3	Communicate with sensitivity, honesty, compassion and empathy.	<ul style="list-style-type: none"> • Participation (Facilitated discussion)
Professionalism		
Educational Program Objectives		Outcome Measures
5.1	Demonstrate sensitivity, compassion, integrity and respect for all people.	<ul style="list-style-type: none"> • Participation (Facilitated discussion) • Narrative Assessment (Assessment rubric for ethical analysis writing assignment; Student presentation assessment rubric; Professionalism assessment rubric)
5.2	Demonstrate knowledge of and appropriately apply ethical principles pertaining to patient privacy, autonomy and informed consent.	<ul style="list-style-type: none"> • Participation (Facilitated discussion) • Narrative Assessment (Assessment rubric for ethical analysis writing assignment; Professionalism assessment rubric)
5.3	Demonstrate accountability to patients and fellow members of the health care team.	<ul style="list-style-type: none"> • Participation (Facilitated discussion) • Narrative Assessment (Professionalism assessment rubric)
5.4	Demonstrate and apply knowledge of ethical principles pertaining to the provision or withholding of care.	<ul style="list-style-type: none"> • Narrative Assessment (Assessment rubric for ethical analysis writing assignment; Professionalism assessment rubric)
5.5	Demonstrate and apply knowledge of ethical principles pertaining to health care related business practices and health care administration, including compliance with	<ul style="list-style-type: none"> • Participation (Facilitated discussion) • Narrative Assessment

	relevant laws, policies, regulations and the avoidance of conflicts of interest.	(Assessment rubric for ethical analysis writing assignment; Professionalism assessment rubric)
5.6	Demonstrate honesty in all professional and academic interactions.	<ul style="list-style-type: none"> • Participation (Facilitated discussion) • Narrative Assessment (Professionalism assessment rubric)
5.7	Meet professional and academic commitments and obligations.	<ul style="list-style-type: none"> • Participation (Facilitated discussion) • Narrative Assessment (Student presentation assessment rubric; Professionalism assessment rubric)
Systems-Based Practice		
Educational Program Objectives		Outcome Measures
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"> • Participation (Facilitated discussion)
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"> • Participation (Facilitated discussion)
6.3	Incorporate considerations of benefits, risks and costs in patient and/or population care.	<ul style="list-style-type: none"> • Participation (Facilitated discussion)
Interprofessional Collaboration		
Educational Program Objectives		Outcome Measures
7.1	Describe the roles of health care professionals.	<ul style="list-style-type: none"> • Participation (Facilitated discussion)
7.3	Function effectively both as a team leader and team member.	<ul style="list-style-type: none"> • Narrative Assessment (Student presentation assessment rubric)
7.4	Recognize and respond appropriately to circumstances involving conflict with other health care professionals and team members.	<ul style="list-style-type: none"> • Narrative Assessment (Student presentation assessment rubric)
Personal and Professional Development		
Educational Program Objectives		Outcome Measures
8.1	Recognize when to take responsibility and when to seek assistance.	<ul style="list-style-type: none"> • Participation (Facilitated discussion)
8.2	Demonstrate healthy coping mechanisms in response to stress and professional responsibilities.	<ul style="list-style-type: none"> • Participation (Facilitated discussion)

		<ul style="list-style-type: none"> • Narrative Assessment (Assessment rubric for critical reflection writing assignment)
8.3	Demonstrate flexibility in adjusting to change and difficult situations.	<ul style="list-style-type: none"> • Narrative Assessment (Assessment rubric for critical reflection writing assignment)
8.4	Utilize appropriate resources and coping mechanisms when confronted with uncertainty and ambiguous situations.	<ul style="list-style-type: none"> • Participation (Facilitated discussion) • Narrative Assessment (Assessment rubric for critical reflection writing assignment)
8.5	Demonstrate the ability to employ self-initiated learning strategies (problem definition, identification of learning resources and critical appraisal of information) when approaching new challenges, problems or unfamiliar situations.	<p>Narrative Assessment (Assessment rubric for ethical analysis writing assignment; Assessment rubric for critical reflection writing assignment; Student presentation assessment rubric</p>

Grading System

Overview

Detailed information regarding institutional and school-level grading procedures and transcript notations can be found in the TTUHSC-EP '[Grading Procedures and Academic Regulations' \(HSCEP OP 77.19\) policy](#) and PLFSOM '[Grading, Promotion, and Academic Standing' \(GPAS\) policy](#). Grading for all Masters' Colloquium Courses is pass/fail. College Masters will also provide formative feedback to students regarding their oral or written assignments and a professionalism assessment.

Written Assignments

Grades are assigned by College Masters, based upon satisfactory completion of oral and written assignments. To pass the fall semester (Masters' Colloquium III), the student must pass **both** the written assignment and the team presentation. To pass the spring semester (Masters' Colloquium IV), the student must pass the written assignment. Topics and instructions will be provided to the students at least 10 days in advance of the due date for the assignment. Each written assignment must be of sufficient quality to receive a score of at least 3 out of 4 possible points on the appropriate grading rubric (Appendices 1 and 2). If a score of 1 or 2 points is received on a written assignment, remediation will consist of writing a paper on a topic chosen by the College Masters that must achieve a score of at least 3 points on the appropriate grading rubric (Appendices 1 and 2). If the student has an excused absence (illness) on the date that the written assignment is due, they will be given a 72 hour extension to submit their paper. Should a student fail to submit their written assignment and they do not have an excused absence; one point will be deducted from their score on that written assignment. If the student fails to submit their written assignment within 72 hours after the due date, then they will be expected to submit the originally assigned paper plus an additional paper on a topic selected by the college masters. The additional assigned paper would need to be at least 1500 words in length. Also, greater than 2 unexcused absences will result in additional written assignments (see Course Policies and Procedures).

To pass the presentation for the colloquium session lead by their team, the student must score an average of 2 points on the presentation grading rubric (Appendix 3). Should a student fail to receive an average of 2 points on their presentation, they must remediate by writing a paper on a topic chosen by the College Masters that must achieve a score of at least 3 points on the appropriate grading rubric (Appendices 1 and 2). If the student is unable to attend the session led by their assigned team, it is their responsibility to switch teams (date and topic) with another student and to notify their College Masters about this switch. Absence for their assigned team presentation and failure to switch teams must be remediated by completing a written assignment (at least 1500 words) on a topic chosen by the College Masters that must achieve a score of at least 3 points on the appropriate grading rubric (Appendix 1 or 2). If the student has an excused absence (illness), they will be expected to remediate the assignment by

writing at least a 1500 word paper on the topic that was originally assigned to their presentation group.

Professionalism Development

A statement describing professionalism development will be placed in each student's e-portfolio at the end of each semester. This consists of a mandatory statement that reflects the College Masters' impression of the student's attendance, participation, attitude, etc. This statement may also include free-form comments and suggestions for improvement, added at the discretion of the College Masters.

Course Policies and Procedures

Overview

Grading is pass-fail. Assessment is based on students' satisfactory completion of written assignments. Students are responsible for activities and preparation within their individual Colleges. All Colleges will complete the sessions and the corresponding objectives listed for each, but activities and schedules may vary between Colleges. There will be professionalism assessments completed at the end of each semester that will evaluate attitude, participation and attendance (Appendix 4). There will also be an end of year professionalism assessment prepared by the college masters on each student.

Attendance and Participation

As outlined in the PLFSOM ['Pre-clerkship phase attendance policy'](#), failure to meet the school's overall expectations for attendance and participation can lead to a number of consequences including failure of a course or referral to the GPC for professionalism concerns. Attendance and participation in Masters' Colloquium are required. Attendance will be taken at each session by 'badging' in with a course coordinator prior to the session. Tardiness beyond 10 minutes will be considered an absence. An absence (excused or unexcused) will be remediated by writing an essay on the topic covered in the missed session (minimum 500 words). The Office of Student Affairs will determine if an absence is excused or unexcused. All remediation assignments will be due within 7 calendar days after the missed session. Each of the remediation written assignments must be of sufficient quality to receive a grade of at least 3 points on the appropriate grading rubric (Appendices 1 and 2). Failure to meet this requirement will result in a failing grade for the course.

Written Assignments

Coursework includes written assignments (reflections or ethical analyses). Topics and instructions, will be provided at least ten days in advance of the due date for the assignment. Grading rubrics are included in the Appendix, Pages 15 – 16.

Electronic Devices

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

Student Governance

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

Professionalism, Plagiarism, and Copyright Policies

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

Colloquium Topics and Calendar:**PMAS-6111 (Fall Calendar, AY2019-2020)**

Session:	Date:
Leadership II	08-20-2019
Advocacy	08-27-2019
Cultural Competency	09-3-2019
Physicianship	09-10-2019
Drug Companies & Healthcare	09-17-2019
Emerging Topics	09-24-2019
ESSAY #1 DUE	10-04-2019
Counseling for Behavior Change in Patients	10-08-2019
Systemic Barriers to Effective Patient Care	10-15-2019
Global Health	10-22-2019
Medical Nemesis	10-29-2019
Emerging Topics	11-12-2019
Reproduction Ethics	11-19-2019
Movie: GATTACA	11-26-2019
ESSAY #2 DUE	12-06-2019
Emerging Topics	12-10-2019
Open Forum	12-17-2019

PMAS-6112 (Spring Calendar, AY 2019-2020)

Session:	Date:
Pediatric Ethical Decision Making	01-14-2020
Physician Errors	01-21-2020
Patient Safety	01-28-2020
ESSAY #3 DUE	01-31-2020
Orientation to Third Year / Panel Discussion	02-4-2020
Open Forum	02-11-2020

Required Text

There is no required text for the Masters' Colloquium Courses.

Disability Support Services

TTUHSC EP is committed to providing equal access to learning opportunities to students with documented disabilities. To ensure access to this course, and your program, please contact the [Office of Academic and Disability Support Services](#) 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 DSS as soon as possible.

Faculty Roster

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College Master (TBA)

Appendix 1

ASSESSMENT RUBRIC FOR CRITICAL REFLECTION WRITING ASSIGNMENTS

Level (points)	Reflection Performances	Examples
1	Describes without reflecting	"We took care of this patient, considered their needs, addressed their concerns and challenges, and did a good job"
2	Reflects but only gives personal opinions	"I felt more confident about my skills and I expect the patient will check her blood sugars more frequently and return for her appointments."
3	Reflects using external evidence as well as personal opinions and prior experiences. Includes evidence of lessons learned.	"In the past I have approached patients like this by providing them with monitoring sheet and not evaluating their literacy level. In this case I established that the patient and his family that he had limited English proficiency and used level-appropriate materials to inform him."
4	Integrates previous experience with current events and lessons learned to construct a plan for future action.	"I recall a patient 3 years ago who presented with similar symptoms and we treated him like 'X'. Although there are currently better treatments available the overall care is still relevant & we learned 'Y' which will be incorporated into the way we treat our patients in the future."

Comments or suggestions for improvement:

Adapted from: the Learning from your Experiences as a Professional (L.E.A.P.) model of writing reflections developed by Dr Louise Aronson at UCSF and from Lee Learman, MD PhD and Patricia O'Sullivan Edo University of California, San Francisco

Appendix 2

ASSESSMENT RUBRIC FOR ETHICAL ANALYSIS WRITING ASSIGNMENTS

Level (points)	Analysis Performance	Guidelines
1	Describes topic without analysis	Narrative description of topic but no evidence of analysis
2	Describes topic with limited analysis	Relies on minimal perspective of topic and/or uses poor sources for analysis
3	Describes topic and provides adequate analysis founded on the principles of medical ethics	Relies on multiple perspectives of topic that have peer-reviewed expertise for evaluation
4	Beyond describing the topic and providing adequate analysis, the student describes a learning plan to use this analysis as a spring board for future study on this topic	Identifies how this analysis will be used for future study with a specific plan

Comments or suggestions for improvement:

Appendix 3

MASTERS' COLLOQUIUM STUDENT PRESENTATION SCORING RUBRIC

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

Average Score _____

Comments: _____

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

Appendix 4

PROFESSIONALISM ASSESSMENT RUBRIC MASTERS' COLLOQUIUM – END OF SEMESTER

(Please check the appropriate boxes and include comments)

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

Comments: _____

