



TEXAS TECH UNIVERSITY
HEALTH SCIENCES CENTER
EL PASO

Paul L. Foster School of Medicine

Course Syllabus:

College Colloquium (CC)

PMAS 5101 (College Colloquium I)

PMAS 5112 (College Colloquium II)

Academic Year 2023 - 2024

Table of Contents

| | |
|--|----|
| College Colloquium (CC) | 1 |
| Contact Information | 3 |
| Course Description | 4 |
| Overview | 4 |
| Instructional Methods | 4 |
| Competencies, Program Goals and Objectives, and Outcomes Measures | 5 |
| Grading System | 9 |
| Overview | 9 |
| Written Assignments | 9 |
| Professionalism Development | 9 |
| Course Policies and Procedures | 10 |
| Overview | 10 |
| Attendance and Participation | 10 |
| Written Assignments | 10 |
| Electronic Devices | 10 |
| Student Governance | 10 |
| Professionalism, Plagiarism, and Copyright Policies | 10 |
| Schedule | 11 |
| Required Text | 11 |
| Disability Support Services | 11 |
| Faculty Roster | 12 |
| Prickly Pear (Gold) College | 12 |
| Ocotillo (Green) College | 12 |
| Chaparral (Blue) College | 12 |
| Agave (Red) College | 12 |
| Desert Sage (Purple) College | 12 |
| Appendix 1 | 13 |
| Appendix 2 | 14 |
| Appendix 3 | 15 |

Contact Information

Course Directors:

Houriya Ayoubieh, M.D.

Office: MEB 2251C

Phone: 915-215-5117

Houriya.ayoubieh@ttuhsc.edu

Curt Pfarr, PhD.

Office: MEB 2250C

Phone: 915-215-4344

curt.pfarr@ttuhsc.edu

Program Coordinator

Claudia Cortez

Office: MEB 2200

Phone: 915-215-6337

Claudia.I.Cortez@ttuhsc.edu

Course Hours:

Fridays (8:00 AM-10:00 AM or 10:00AM – 12:00PM)

Course Description

Overview

College Colloquium is a series of weekly 2-hour discussion-based sessions that occur on Friday mornings for medical students in Year 1. Sessions include student-led and small group discussions to address issues related to the following topics: ethics, controversies in medicine, evidence-based medicine, critical thinking, safety and quality improvement, communication, humanism, empathy, wellness, life-long learning, bias, leadership, professionalism and social justice. Four courses (College Colloquium I - IV) span the pre-clinical years. In addition to participation in class discussions, the courses includes reflective writing and ethical analysis essay assignments. Grading is pass / fail. Assessment is based on satisfactory completion of written assignments, participation and overall professionalism evaluation in Colloquium. Professionalism assessments will be completed at the end of each year (Appendix 3). The Office of Admissions assigns students to the 4 Colleges to maximize diversity in each college. They attempt to evenly distribute students by gender and based on cultural and geographic backgrounds. The College Colloquium Course is designed to encourage students to examine their own beliefs and thinking, and to learn about and respect the opinions of students with different cultural, socioeconomic, political and gender identity backgrounds. There is an expectation of civil discourse, even when there are disagreements in opinions. Developing better communications skills in this course will help prepare students to work better together during the clerkship years (and beyond); furthermore, it should help inculcate empathy and compassion toward patients. Our goal is that this this course will help our students develop into honest, empathic, compassionate, and accountable physicians who understand medical ethics 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 incorporated to enhance sessions. There are 2-3 required reflective writing exercises and/or ethical analysis exercises per semester.

Competencies, Program Goals and Objectives, and Outcomes 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 College Colloquium is designed to teach and assess the following PLFSOM education program goals and objectives:

| Patient Care | | |
|--|--|--|
| Educational Program Objectives | | 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"> • Participation (Facilitated discussion) |
| 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"> • Participation (Facilitated discussion) |
| 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"> • Participation (Facilitated discussion) |
| PC-1.7 | Provide preventative health care services and promote health in patients, families and communities. | <ul style="list-style-type: none"> • Participation (Facilitated discussion) |
| Knowledge for Practice | | |
| Educational Program Objectives | | Outcome Measures |
| KP-2.3 | Apply evidence-based principles of clinical sciences to diagnostic and therapeutic decision-making and clinical problem solving. | <ul style="list-style-type: none"> • Participation (Facilitated discussion) |
| 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"> • Participation (Facilitated discussion) |
| Practice-Based Learning and Improvement | | |
| Educational Program Objectives | | Outcome Measures |
| PBL-3.1 | Identify gaps in one's knowledge, skills, and/or attitudes, and perform learning activities to address them. | <ul style="list-style-type: none"> • Participation (Facilitated discussion) • Narrative Assessment (Assessment rubric for ethical analysis writing assignment; Assessment rubric for critical reflection writing assignment) |

| Interpersonal and Communication Skills | | |
|--|---|---|
| Educational Program Objectives | | Outcome Measures |
| ICS-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) |
| ICS-4.2 | Communicate effectively with colleagues and other health care professionals. | <ul style="list-style-type: none"> • Participation (Facilitated discussion) |
| ICS-4.3 | Communicate with sensitivity, honesty, compassion and empathy. | <ul style="list-style-type: none"> • Participation (Facilitated discussion) |
| Professionalism | | |
| Educational Program Objectives | | Outcome Measures |
| PRO-5.1 | Demonstrate sensitivity, compassion and respect for all people. | <ul style="list-style-type: none"> • Participation (Facilitated discussion) • Narrative Assessment (Assessment rubric for ethical analysis writing assignment; Professionalism assessment rubric) |
| PRO-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) |
| PRO-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) |
| PRO-5.4 | Demonstrate and apply knowledge of ethical principles pertaining to the provision or withholding of care. | <ul style="list-style-type: none"> • Participation (Facilitated discussion) • Narrative Assessment (Assessment rubric for ethical analysis writing assignment; Professionalism assessment rubric) |
| PRO-5.5 | Demonstrate and apply knowledge of ethical principles pertaining to health care related business practices and health care administration, including compliance with relevant laws, policies, regulations and the avoidance of conflicts of interest. | <ul style="list-style-type: none"> • Participation (Facilitated discussion) • Narrative Assessment (Assessment rubric for ethical analysis writing assignment; Professionalism assessment rubric) |

| | | |
|--|---|---|
| PRO-5.6 | Demonstrate honesty and integrity in all professional and academic interactions. | <ul style="list-style-type: none"> • Participation (Facilitated discussion) • Narrative Assessment (Professionalism assessment rubric) |
| PRO-5.7 | Meet professional and academic commitments and obligations. | <ul style="list-style-type: none"> • Participation (Facilitated discussion) • Narrative Assessment (Professionalism assessment rubric) |
| Systems-Based Practice | | |
| Educational Program Objectives | | Outcome Measures |
| SBP-6.1 | Describe the health system and its components, how the system is funded and how it affects individual and community health. | <ul style="list-style-type: none"> • Participation (Facilitated discussion) |
| 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"> • Participation (Facilitated discussion) |
| SBP-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 |
| IPC-7.1 | Describe the roles and responsibilities of health care professionals. | <ul style="list-style-type: none"> • Participation (Facilitated discussion) |
| 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"> • Participation (Facilitated discussion) |
| IPC-7.3 | Participate in different team roles to establish, develop, and continuously enhance interprofessional teams to provide patient- and population-centered care that is safe, timely, efficient, effective, and equitable. | <ul style="list-style-type: none"> • Participation (Facilitated discussion) |
| 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"> • Participation (Facilitated discussion) |
| Personal and Professional Development | | |
| Educational Program Objectives | | Outcome Measures |
| PPD-8.1 | Recognize when to take responsibility and when to seek assistance. | <ul style="list-style-type: none"> • Participation (Facilitated discussion) |
| PPD-8.2 | Demonstrate healthy coping mechanisms in response to stress and professional responsibilities. | <ul style="list-style-type: none"> • Participation (Facilitated discussion) • Narrative Assessment (Assessment rubric for critical reflection writing assignment) |

| | | |
|---------|--|--|
| PPD-8.3 | Demonstrate flexibility in adjusting to change and difficult situations. | <ul style="list-style-type: none">• Participation (Facilitated discussion)• Narrative Assessment (Assessment rubric for critical reflection writing assignment) |
| PPD-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) |

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' \(HSCOP OP 59.05\) policy](#) and PLFSOM '[Grading, Promotion, and Academic Standing' \(GPAS\) policy](#).

Grading for all College Colloquium Courses is pass / fail. College Mentors will also provide formative feedback to students regarding their written assignments and professionalism assessments.

Written Assignments

Grades are assigned by College Mentors, based upon satisfactory completion of written assignments, participation and overall professionalism evaluation in Colloquium. There are 2-3 required reflective writing exercises and/or ethical analysis exercises per semester.

Topics, instructions, and grading rubrics will be provided 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). The assigned paper needs to be at least 1500 words in length.

For any absence, excused or unexcused, or if a student is tardy, the student needs to submit a make-up assignment of adequate quality before the end of the semester. If a score of 1 or 2 points is received on a written assignment, or the student fails to submit their written assignment, the student will need to meet with their respective College Mentors to discuss remediation. Failure to remediate absences, essays that score (1-2), or missed essays may result in referral to the Grading and Promotion Committee. Unprofessional behavior will result in referral to the Grading and Promotion Committee. (See Course Policies and Procedures).

Professionalism Development

A statement describing professionalism development will be placed in each student's e-portfolio at the end of the academic year. This consists of a mandatory statement that reflects the College Mentors' 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 Mentors.

Course Policies and Procedures

Overview

Grading is pass/fail. Assessment is based on students' satisfactory completion of written assignments, participation and overall professionalism evaluation in Colloquium. 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 a professionalism assessment completed at the end of the academic year that will evaluate attitude, participation and attendance (Appendix 3).

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 College Colloquium are required. Attendance will be taken at each session by 'badging' in with a course coordinator prior to the session. Tardiness beyond 10 minutes will be considered an absence. An absence (excused or unexcused) will be remediated by writing an essay on the topic covered in the missed session (minimum 500 words). 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. Absence requests must be made through the [PLFSOM absence management system](#).

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 (Appendices 1 and 2).

Electronic Devices

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

Student Governance

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

Professionalism, Plagiarism, and Copyright Policies

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

Schedule

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

Required Text

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

Disability Support Services

TTUHSC El Paso 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 Academic Success and Accessibility Office (ASAO), 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 the ASAO as soon as possible. Please note: faculty are not allowed to provide classroom accommodations to a student until appropriate verification from ASOA has been provided to the school and disseminated to the appropriate faculty member(s). For additional information, please visit the ASAO website: <https://el Paso.ttuhs c.edu/student services/office-of-academic-and-disability-support-services/default.aspx>.

Faculty Roster

Prickly Pear (Gold) College - MEB 2220

Mariela Lane, MD

Tel.: 915-215-4126

marielan@ttuhsc.edu

Ocotillo (Green) College - MEB 2230

Ellen Dudrey, MD

Tel.: 915-215-4350

ellen.dudrey@ttuhsc.edu

Namrata Singh, MD

Tel.: 915-215-5726

namrata.singh@ttuhsc.edu

Chaparral (Blue) College - MEB 2240

Dale Quest, PhD

Tel.: 915-215-4346

dale.quest@ttuhsc.edu

Agave (Red) College - MEB 2250

Curt Pfarr, PhD

Tel.: 915-215-4344

curt.pfarr@ttuhsc.edu

Desert Sage (Purple) College – MEB 2140

Houriya Ayoubieh, M.D.

Phone: 915-215-5117

houiya.ayoubieh@ttuhsc.edu

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

Professionalism Assessment Rubric Mentors Colloquium – End of Year

(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: _____

