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

Syllabus

Medical Skills Course (MSC)

PMSK 6311 (MSC III)

PMSK 6302 (MSC IV)

Academic Year 2025-2026

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Course Description

In the end we retain from our studies only that which we practically apply.

Johann Wolfgang von Goethe

Overview

The Medical Skills Courses III and IV are the last two semesters of a two-year series of courses that are designed to teach each medical student the basic clinical skills needed for medical practice. These skills include effective communication, scheme-based history taking and physical examination, development of clinical reasoning, formation of an initial diagnostic plan, interpretation of basic diagnostic studies, performance of selected procedures, provision of counseling and feedback, and articulation of a clinical case presentation.

The Medical Skills Courses are closely coordinated with the Scientific Principles of Medicine course so that each Medical Skills session applies SPM content from the corresponding week. Through this integration, the two courses reinforce each other and deepen student learning.

Learning is accomplished through pre-session review of preparatory material, readiness assurance quizzes, standardized patient interactions, group debriefing following standardized patient encounters, demonstration and guided practice with feedback on performance of simulated clinical procedures, team-based simulated problem-solving scenarios, field trips to outlying facilities, and other modalities. Formative feedback on each student's performance is provided through faculty-guided review of performance in the standardized patient encounters, peer assessment using predetermined criteria, periodic review with a faculty member of recorded SP encounters, and mid-unit feedback on readiness quiz performance.

Students are assessed through their performance in simulated settings with standardized patients, including through Objective Structured Clinical Examinations (OSCEs), readiness assurance quizzes, and evaluation of encounter note content. Assessments are administered at the end of each academic unit.

Integration with the Medical School Curriculum

The Clinical Presentation-based Curriculum creates an invaluable opportunity for integration and application of topics in Medical Skills with content covered in Scientific Principles of Medicine. Matching the standardized patient cases and skill-building activities with the content of the basic sciences curriculum creates reinforcement between these two courses that deepens and strengthens the learning in both. In addition, the skills developed in the Medical Skills Course are also practiced during clinical experiences in the Society, Community and the Individual course. Eventually, the clinical schemes covered during the first two years of medical school will be carried on into the clinical clerkships in the third and fourth year of medical school.

Educational Methods and Learning Experiences

Medical Skills Courses III and IV will be presented as a series of weekly sessions throughout the second year of medical school. Students will be divided into learning groups. Each group will rotate through the learning activities being presented that day.

Preparatory reading assignments: Prior to each session, students are **required** to study the preparatory material, which will include an Exam Room Guide related to the clinical scheme and a video recording corresponding to the Guide. Students may also have assignments from the course textbook, *Bates' Visual Guide to Physical Examination and History Taking 12th Edition*, or from SonoAnatomy online ultrasound modules.

A curated collection of Medical Skills Textbooks is available through the TTUHSC-EP electronic library at: https://elpaso-ttuhsc.libguides.com/PLFSOMtextbooks

SonoAnatomy online software is available at: http://courses.coreultrasound.com

Session instructions and preparatory materials are posted on Elentra. Students **are responsible for reading announcements posted on Elentra** regarding the course. Announcements will include important information about testing, sessions, Oral Presentations sign-ups, History and Physical assignments, etc. Students are required to check their Elentra account settings to have Elentra announcements and notifications sent to their email. **Remember to check email and announcements daily.**

Objective Structured Clinical Examination (OSCE): The OSCE is a structured learning and assessment tool in which the student interacts with a standardized patient who has been trained to portray a clinical scenario. Students will be required to demonstrate specific skills in communication, history taking, physical examination, and recording of clinical information.

Small-group activities: Demonstrations, facilitated practice with physical examination techniques, clinical procedures, and interview skills are principally carried out in small groups supervised by faculty.

Team-Based Learning Sessions (TBL): Some units may include Team-Based Learning sessions. TBL sessions consist of an individual readiness assurance test (iRAT), a group readiness assurance test (gRAT), and an application exercise.

Clinical simulations: The Training and Educational Center for Healthcare Simulation (TECHS) is capable of simulating numerous clinical procedures using manikins or high-fidelity task trainers and other equipment. Students will use TECHS to develop and refine their skills before performing procedures on actual patients.

Patient encounter log: During medical school, each medical student maintains a log of their patient encounters, including standardized patient encounters. The Online Patient Log (OP Log) instructions and access link can be found on the Elentra community page for the Medical Skills Course.

Hospital and Clinic Patient Interviews and Write-ups: Students will interview and examine one hospitalized patient with the purpose of documenting a comprehensive history and physical in the standard format. Students will submit their completed documentation to the course faculty for individualized review and feedback. Students may be asked to rewrite portions of the note or complete a second patient interview if the first write-up is not satisfactory.

ACLS (Advanced Cardiovascular Life Support) Course: ACLS training is expected to assist students in their preparation for work in the wards and clinics. The ACLS course will be offered by the Texas Tech University Health Sciences Center Training and Education Center for Healthcare Simulation facility. ACLS is designed to review, organize, and prioritize the skills and cognitive knowledge needed to handle a variety of cardiopulmonary emergencies, including resuscitation of patients in cardiac arrest and post-arrest situations. Certification is valid for 2 years, after which an individual must renew their certification (a half-day course). The ACLS Provider Manual is the required material which will be provided prior to the course start date. Please see Grading System heading below for ACLS course expectations and ACLS grade integration into Medical Skills Course IV. **All students are required to participate and complete this ACLS course, regardless of current active provider status.**

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.

The overall goal of the Medical Skills Course is for each medical student to achieve proficiency and competence in the fundamental skills of doctoring. Specifically, the Medical Skills Course is designed to promote student achievement of the following learning objectives (associated PLFSOM Education and Program Objective (PGO) IDs are given in parentheses and detailed in the subsequent table):

- Communicate effectively with patients, family members, faculty, staff, and peers in a respectful and diplomatic manner in both standardized patient encounters and clinical settings in alignment with year two course units (e.g. neurology, endocrinology, reproductive health, and mental health). (ICS-4.1, ICS-4.2, ICS-4.3)
- Communicate in clinical outpatient and inpatient environments using language that is clear, understandable, and appropriateto the individual patient and medical care team. (PC-1.6, KP-2.5, ICS 4.1, PRO-5.1)
- Maintain each patient's dignity and modesty during all clinical encounters in the medical skills course with both standardized patients and real patients. (PRO-5.2)
- Identify the chief reason for the clinical encounter and use questions effectively toelicit the most pertinent history needed for clinical decision-making. (PC-1.1, PC-1.5)
- Apply effective strategies to support patients in making behavioral changes that prevent disease and manage chronic conditions such as hypertension and diabetes, in alignment with second year pre-clerkship units. (PC-1.6, PC-1.7)

- Select and perform the most pertinent physical examination maneuvers to identify findings that support or refute likely diagnoses under consideration, (e.g. neurological exam, pelvic exam, and male genital exam in alignment with the pre-clerkship unit of study). (PC-1.1)
- Concisely, accurately, and legibly record the patient's history in the medical record from standardized patient encounters and real-world clinical visits. (ICS-4.4)
- Use the patient's history, physical examination, and diagnostic studies, including evaluation of blood glucose logs and obstetric or pelvic imaging, to generate alist of active medical problems. (PC-1.3, KP-2.3)
- Orally present a patient's history and physical examination in an organized and concise manner (ICS-4.2)
- List the appropriate indications, potential risks, and intended benefits ofcommon procedures. (PC-1.2, PC-1.8)
- Proficiently perform common clinical procedures according to the course unit, such as pap smear collection on simulation equipment. (PC-1.2, PC-1.8)
- Participate effectively and collaboratively with a healthcare team in an urgentsituation as demonstrated in simulated stroke, thyroid storm, and cardiac resuscitation (ACLS) activities. (PC 1.5, IPC-7.1, IPC-7.2, IPC-7.3, IPC-7.4)
- Maintain ongoing learning practices that promote the development of optimal medical skills, including careful preparation, active engagement, and reflection on formative feedback. (PBL-3.3)
- Through interactions with faculty, session instructors, standardized patients, and peers, students will incorporate weekly feedback received to improve performance in interactive sessions and workshop. (PBL 3.3, KP2.5, ICS 4.2, ICS 4.3, PC 1.8)

Outcome Measures

Students' evaluation includes assignments, Team-Based Learning, OSCEs, and other modalities. The Assessment Methods incorporated throughout the course include Formative and Summative Activities defined by AAMC MEDBiquitous Curriculum Inventory Standards.

Patient Care			
Educational Program Objectives		Outcome Measures	Activity
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.	• Clinical Performance Rating Checklist	• SP checklist criteria for SP learning encounter
		• Multisource Assessment	• Faculty debriefing following each SP encounter
		• Exam – Institutionally Developed, Clinical Performance	• End of Unit OSCE

		• Exam – Licensure, Clinical Performance	• ACLS Certification
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.	• Participation	• Procedure skill building activities with feedback
		• Exam – Licensure, Clinical Performance	• ACLS Certification
		• Exam – Institutionally Developed, Written\Computer-based	• End of Unit OSCE Quiz • Weekly Readiness Quiz
PC-1.3	For a given clinical presentation, use data derived from the history, physical examination, imaging and/or laboratory investigation to categorize the disease process and generate and prioritize a focused list of diagnostic considerations.	• Multisource Assessment	• Faculty debriefing following each SP encounter
		• Exam – Institutionally Developed, Clinical Performance	• End of Unit OSCE SP Case and SOAP note • End of Unit OSCE Physical Exam Skills Evaluation • End of Unit OSCE Quiz
		• Exam – Licensure, Clinical Performance	• ACLS Certification
		• Stimulated Recall	• Simulation Cases in Stroke, Thyroid storm, and Diabetic Ketoacidosis
		• Multisource Assessment	• Faculty debriefing following each SP encounter
PC-1.5	Recognize a patient requiring urgent or emergent care, and initiate evaluation and management.	• Clinical Performance Rating/Checklist	• SP checklist criteria – learning encounter
		• Multisource Assessment	• Weekly learning SP encounter debrief
		• Participation	• Simulation activities with feedback
		• Exam – Institutionally Developed, Clinical Performance	• End of Unit OSCE Physical Exam Skills Evaluation •
		• Exam – Licensure, Clinical Performance	• ACLS Certification
PC-1.6	Counsel and educate patients and their families to empower them to participate in their care and enable shared decision-making.	• Clinical Performance Rating/Checklist	• SP checklist criteria for SP learning encounter
PC-1.7	Provide preventative health care services and promote health in patients, families and communities.	• Clinical Performance Rating/Checklist	• SP checklist criteria for SP learning encounter
		• Clinical Documentation Review	• Weekly learning encounter SOAP note • End of Unit OSCE SP Case and SOAP note

		Outcome Measures	Activity
PC-1.8	Demonstrates and applies understanding of key issues in performing procedures and mitigating complications, and demonstrates reliable mechanical skills in performing the general procedures of a physician.	• Participation	• Procedure skill building activities with feedback

Knowledge for Practice			
Educational Program Objectives		**Outcome Measures**	**Activity**
KP-2.1	Compare and contrast normal variation and pathological states in the structure and function of the human body across the lifespan.	• Exam – Licensure, Clinical Performance	• ACLS Certification
KP-2.2	Apply established and emerging foundational/basic science principles to health care.	• Exam – Licensure, Clinical Performance	• ACLS Certification
		• Exam – Institutionally Developed, Clinical Performance	• End of Unit OSCE SP Case and SOAP note • End of Unit OSCE Physical Exam Skills Evaluation • End of Unit OSCE Quiz
KP-2.3	Apply evidence-based principles of clinical sciences to diagnostic and therapeutic decision-making and clinical problem solving.	• Multisource Assessment	• Faculty debriefing following each SP encounter
		• Exam – Institutionally Developed, Clinical Performance	• End of Unit OSCE SP Case and SOAP note • End of Unit OSCE Physical Exam Skills Evaluation • End of Unit OSCE Quiz
		• Exam – Licensure, Clinical Performance	• ACLS Certification
		• Exam – Institutionally Developed, Written\Computer-based	• End of Unit OSCE Quiz • Weekly Readiness Quiz
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.	• Clinical Performance Rating/Checklist	• SP checklist criteria for SP learning encounter
		• Clinical Documentation Review •	• History and Physical hospital visits

Practice-Based Learning and Improvement			
Educational Program Objectives		**Outcome Measures**	**Activity**
PBL-3.3	Incorporate feedback into practice.	• Participation	• Simulation activities with feedback
		• Clinical Performance Rating/Checklist	• SP checklist criteria for SP learning encounter

		• Multisource Assessment	• Faculty debriefing following each SP encounter

Interpersonal and Communication Skills			
Educational Program Objectives		Outcome Measures	Activity
ICS-4.1	Communicate effectively with patients and families across a broad range of socioeconomic and cultural backgrounds.	• Clinical Performance Rating/Checklist	• SP checklist criteria for SP learning encounter
		• Peer Assessment	• Peer feedback for SP learning encounter
		• Exam – Licensure, Clinical Performance	• ACLS Certification
ICS-4.2	Communicate effectively with colleagues and other health care professionals.	• Clinical Performance Rating/Checklist	• SP checklist criteria for SP learning encounter
		• Peer Assessment	• Peer feedback for SP learning encounter
		• Multisource Assessment	• Faculty debriefing following each SP encounter
		• Exam – Licensure, Clinical Performance	• ACLS Certification
ICS-4.3	Communicate with sensitivity, honesty, compassion and empathy.	• Clinical Performance Rating/Checklist	• SP checklist criteria for SP learning encounter
		• Peer Assessment	• Peer feedback for SP learning encounter
ICS-4.4	Maintain accurate, comprehensive and timely medical records.	• Clinical Documentation Review	• Weekly learning encounter SOAP note • End of Unit OSCE SP Case SOAP note • Hospital H&P)
		• Exam – Institutionally Developed, Clinical Performance	• End of Unit OSCE Physical Exam Skills Evaluation •

Professionalism			
Educational Program Objectives		Outcome Measures	Activity
PRO-5.1	Demonstrate sensitivity, compassion and respect for all people.	• Clinical Performance Rating/Checklist	• SP checklist criteria for SP learning encounter
PRO-5.2	Demonstrate knowledge of and appropriately apply ethical principles pertaining to patient privacy, autonomy and informed consent.	• Clinical Performance Rating/Checklist	• SP checklist criteria for SP learning encounter, include professionalism feedback

Interprofessional Collaboration			
Educational Program Objectives		Outcome Measures	Activity
IPC-7.1	Describe the roles and responsibilities of health care professionals.	• Participation	• Simulation activities with feedback
		• Exam – Licensure, Clinical Performance	• ACLS Certification

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.	• Participation	• Simulation activities with feedback
		• Exam – Licensure, Clinical Performance	• ACLS Certification
IPC-7.3	Participate in different team roles to establish, develop, and continuously enhance interprofessional teams to provide patient- and population-centered care that is safe, timely, efficient, effective, and equitable.	• Participation •	• Simulation activities with feedback
		• Exam – Licensure, Clinical Performance	• ACLS Certification
IPC-7.4	Recognize and respond appropriately to circumstances involving conflict with peers, other health care professionals and team members.	• Participation	• Simulation activities with feedback
		• Exam – Licensure, Clinical Performance	• ACLS Certification
Personal and Professional Development			
Educational Program Objectives		Outcome Measures	Activity
PPD-8.1	Recognize when to take responsibility and when to seek assistance.	• Exam – Licensure, Clinical Performance	• ACLS Certification

Grading System

Formative Assessment and Feedback

Formative feedback is provided to the students weekly through the following mechanisms: Standardized Patient checklist and feedback, peer observer feedback, group debriefing and note writing. One-on-one feedback is also provided to each student by faculty supervising the skill practice stations and oral presentation sessions.

Mid-Point Review

Every unit throughout the Medical Skills Course will offer a Mid-Point Review for each student based on the performance of the weekly Readiness Assurance Quizzes. Students will receive their grades and comments with feedback on performance, including encouragement and guidance to support improved study strategies and preparation. Mid-Point feedback is provided electronically in ePortfolio.

Narrative Feedback

Throughout the two-year Medical Skills Course, students receive Narrative Feedback each semester. In addition to the ongoing weekly verbal formative feedback, there are designated sessions that provide documented Narrative Feedback focused on students' note-writing and oral presentation skills. Narrative Feedback is intended to provide guidance and detailed comments on the documentation and clinical reasoning of the notes submitted.

There is a Narrative Feedback session each semester in the second year of Medical Skills. These sessions offer written comments on note content, organization, physical exam documentation, clinical reasoning, and development of an appropriate assessment and plan. For example, Narrative Feedback will be provided on the comprehensive history and physical exam workshop and the hospital note writing assignment. To ensure consistency, faculty use structured rubrics to provide feedback on clinical documentation and presentation skills. Handwritten Narrative Feedback is provided on paper rubrics and electronically in Canvas.

Summative Assessment and Grading

Detailed information regarding institutional and school-level grading procedures and transcript notations can be found in the TTUHSC-EP 'Grading Procedures and Academic Regulations' (HSCEP OP 59.05) policy and PLFSOM 'Grading, Promotion, and Academic Standing' (GPAS) policy. Based on a composite assessment, each student in the Medical Skills Course will receive a grade of 'PA' (Pass) or 'FA' (Fail) for each semester of the course. The components of the composite assessment are:

- **Attendance:** Attendance is required and will be recorded weekly. Fifteen percent of each student's grade for each unit is derived from the performance on weekly quizzes and completion of the Online Patient Log (OP Log)

    o **Performance on weekly quizzes:** A readiness assurance quiz is regularly included before each Medical Skills session. Students achieving a cumulative performance of 80% or more on these quizzes will earn 10 points towards their unit grade. Students achieving a cumulative performance of 50% to 79% on these quizzes will earn 5 points towards their unit grade. Students earning below a 50% will receive no points.

    o **Completion of the OP Log:** Students are required to record each standardized patient encounter in their Online Patient Log (OP Log). Students completing their OP Log with all of their standardized patient encounters by the end of the Unit will earn 5 percentage points towards their unit grade.

- **Performance on OSCE examinations:** Each Unit OSCE will have between 2-4 stations. One or more of these stations will be a Standardized Patient encounter (face-to-face SP encounter or SP encounter in quiz format). Assessment at each station will be based on demonstration of proficiency using predetermined criteria that assess history taking skills, physical examination technique, communication skills, clinical reasoning, documentation, and professional demeanor. Performance on the OSCE examinations will constitute 85% of the course grade for each Unit. A passing score on the Physical Exam Skill Evaluation must be achieved to pass the OSCE.

    o **Physical Exam Skill Evaluation**: Each Unit may require that students demonstrate competency in a physical examination skill set. Testing times will be arranged during each Unit. Performance criteria will be predetermined, and each student will be expected to perform all steps of the physical examination skill correctly. Students must correctly perform 90% of the predetermined criteria to receive a passing score.

Students will have 2 remediation opportunities to achieve a passing score on this activity. Participation in an early testing opportunity will count as one of the 3 total allowed attempts.

- o **OSCE Quiz**: Each unit OSCE has a quiz component of questions based on the preparation material for the unit, such as the Exam Room Guides.
- o **Standardized Patient Encounter**: The Standardized Patient encounter portion of the OSCE results in the SP checklist and evaluation of the encounter note, which comprise part of the OSCE grade.

- **Course Passing Score:** Students must demonstrate a cumulative score of at least 75% in the course to receive a grade of Pass for an academic Unit. Students must receive a grade of Pass in all constituent Units in order to receive a grade of 'PA' (Pass) for a semester of the Medical Skills Course.

- **Unprofessional behavior:** Students demonstrating unprofessional behavior may receive a grade of Fail for a Unit regardless of their cumulative score.

- **Remediation examinations:** Students who have attended the majority of sessions during the academic Unit and who achieve a cumulative course score of less than 75% will be offered an opportunity to take a make-up OSCE examination of the portion(s) with the lowest score(s). Remediation OSCE dates are pre-scheduled and included in the course calendar from the start of the semester. Those students who achieve a score of less than 75% on the remediation examination will receive a grade of 'Fail' for the Unit and corresponding semester course, and referred to the Grading and Promotions Committee (GPC). Pending approval by the GPC, those students will be offered an opportunity to take an End-of-Year 2 OSCE at the end of the academic year. If they successfully pass the End-of-Year 2 OSCE, the corresponding semester grade of 'FA' (Fail) will be changed to a grade of 'FA/PA' (Failed First Attempt/Passed Remediation)*.

- **Hospital Patient History and Physical Examinations:** During the second year, each student will interview and examine one patient for the purpose of documenting a comprehensive history and physical examination. Students will prepare a write-up in the standard history and physical exam format and submit the note to the faculty for feedback. Students may be asked to complete a second patient interview if the first write-up is not satisfactory or if the first patient case is not optimal. ***Students must complete this assignment at an appropriate level of quality and diligence for their semester grade to be reported.***

- **End-of-Year 2 OSCE:** Students meeting the following criteria are required to take the End-of-Year 2 OSCE.

  a. Failure of more than one End-of-Unit OSCE (on first attempt) OR

  b. Failure of any End-of-Unit OSCE in one unit (on first attempt) **and** unsatisfactory Hospital Patient History and Physical Examination write-up OR

c. Failure of a remediation examination of any End-of-Unit OSCE

- The End-of-Year 2 OSCE will have 3 standardized patient encounters. Assessment at each station will be based on demonstration of proficiency using predetermined criteria that assess history taking skills, physical examination technique, communication skills, clinical reasoning, documentation, and professional demeanor. Students must demonstrate a cumulative score of at least 75% to receive a grade of "Pass" for an End-of-Year 2 OSCE & "FA/PA" (Failed First Attempt/Passed Remediation) for the corresponding semester grade of the Medical Skills course. Students who fail the End-of-Year 2 OSCE will receive a grade of 'Fail' for the second semester of their   transcript.

- **ACLS:** To pass the ACLS course, a passing grade is required in each of the following components:

   a. ACLS Qualifying Pretest score with **passing score ≥ 80%** submitted before the deadline. Instructions will be announced and posted in advance.
   b. Participation
   c. Certification Exam with **passing score ≥ 84%**

   1. There is a prequalifying exam for ACLS training (administered asynchronously) that students will be required to pass and submit before the deadline. Students will have multiple attempts at passing the prequalifying exam prior to the deadline. On page ii of the ACLS Manual, you will find the ACLS student website, which contains the self-assessment and passcode that will allow you to log on to the site. From there, click on the Pre-course assessment and follow the instructions. You need to obtain a score of at least 80% to be eligible to participate in our ACLS course. Those not passing the prequalifying exam before the primary didactic session will not be permitted to attend and will be required to complete remediation independently. To facilitate entry, please make sure to print out your exam results and bring them to class.

   2. The primary didactic session begins after the MHD Unit. Please make sure to bring your ACLS Provider Manual with you to class, as it is required for this course. Students not in attendance for the entire didactic session will not be allowed to take part in the remainder of this course or be allowed to take the ACLS Written Exam. With such a large number of students, it is required that students **arrive 15 minutes** before the scheduled time frame, as students will need to sign in and provide their ACLS Pre-Test results. **Those arriving 15 minutes after the scheduled time frame will not be allowed entrance into the session.**

   3. The psychomotor components will be held at the Texas Tech Regional Simulation Center located on the 2nd floor of the Gayle Greve Hunt School of Nursing Building. We will begin each session in room 105, then divide into smaller groups for the skills practice and mega-code evaluations. Scrubs are required; no shorts, flip-flops, or tank tops will be allowed. Group assignments will be provided—please take note of when your group

is scheduled to attend the psychomotor portion of this program. Students must remain with their assigned group and may not switch groups or attend on a different day.

4. The final Review and Written Examination will be held in the MEB or MSB II buildings or a virtual classroom. Only those who attended both the Primary Didactic Session and passed their Mega-Code Testing segment will be allowed to sit for the Written Examination (note, normal test procedures apply). A minimum score of 84% is required by the American Heart Association (AHA) for certification. Any student who fails the test will be required to remediate the exam.

5. Remediation: Remediation will be scheduled for any students who failed the written exam. Any student needing to remediate the course for missing the required submission of the pretest or a session will need to remediate this element of the course at their own expense and provide the course directors with proof of completion prior to the MS3 enrollment date. If remediation results in a delay in starting the student's M3 year, a notation to that effect will be placed in the student's Medical Student Performance Evaluation (MSPE). A failure resulting from inadequate preparation or effort will result in a grade of Fail for the 2nd semester of the Medical Skills Course, and a referral will be made to the Grading and Promotions Committee.

- **Posting of grades:** Each student's Unit OSCE grade will be released within 30 days of the end of the Unit. If the student does not demonstrate competency of a required physical examination skill or any portion of an OSCE prior to the end of the semester, their grade will be listed as 'DE' (Deferred) until the physical examination skill is mastered.

Course Policies and Procedures

The Medical Skills Course adheres to all applicable policies and procedures of the Office of Student Affairs of the Texas Tech University Health Sciences Center Paul L. Foster School of Medicine. In addition, the Medical Skills Course has established additional course-specific policies designed to maintain an optimal learning environment, promote professional conduct with standardized patients, faculty, staff and peers, and protect the resources of the Training and Educational Center for Healthcare Simulation (TECHS).

Schedule
- Medical Skills sessions for MS2 students are generally held once a week on Monday. Students are typically assigned to attend for 2 hours – with asynchronous online readiness quiz available before the medical skills session. Each student will be assigned a time to attend their session. **The time of the assigned session may rotate each semester.**
- Timing may vary for specific activities, such as visits to the newborn nursery during the Mind and Human Development Unit. The calendar will be posted well in advance of the session.
- Hospital H&P visits are scheduled separately. Sign-up opportunities will be provided, and at least one hospital-based H&P is required.

- Please review the ACLS course location & schedules in Canvas (Medical Skills IV) and Elentra.

Attendance Policy

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 at Medical Skills Course activities is required. Students are required to arrive on time and participate in course activities until excused by the supervising faculty member.

Students arriving late may receive an unexcused absence for the session from the Course Director/Co-Director. In accordance with the Department of Medical Education policy updates, any unexcused absence or unexcused tardy will result in an event card.

Absences: Students must notify the Course Coordinator in advance of an anticipated absence, preferably at least two working days prior to the MSC session (so that adjustments can be made in the number of standardized patients). In the event of an emergency that results in a full or partial absence from an MSC session, the student must email the Course Directors and Coordinators as soon as possible. These notifications are in addition to the notice provided to the online PLFSOM absence management system. Excused absences are granted through the PLFSOM absence link. Unexcused absences will result in an event card.

Make-up sessions: On a case-by-case basis, the Course Director, in coordination with the TECHS staff may schedule make-up sessions for students with excused absences from sessions. *It is the responsibility of the student to schedule a make-up session after an absence. Students must email Course Coordinators and Directors as soon as possible.*

Prior commitments: For conflicts due to events that are anticipated well in advance (such as religious holidays or weddings), the student must contact the Course Coordinator or Course Director/Co- Director and the PLFSOM absence management system. Refer to the PLFSOM 'Pre-clerkship phase attendance policy' for guidelines on requesting an excused absence for planned events.

Conduct
Deportment: Students are expected to be attentive to the activities and instruction in each session, and conduct themselves in a courteous and professional manner with peers, staff, faculty, and standardized patients.

I.   Purpose
All students have a legal and moral right to know the specific areas of prohibited conduct and to be judged as to charges of commission of such conduct by a fair and impartial

hearing.

II. Policy

Set forth below are school regulations prohibiting certain types of student conduct that constitute offenses against the school.

1. Academic dishonesty
   a. Giving or receiving information about standardized patient encounter cases, the content of quizzes, examinations, (including make-up exams), classroom, or lab work, or other assignments without instructor permission.
   b. Copying or using unauthorized information or materials on quizzes, examinations, or other assignments.
   c. Selling, buying, or otherwise obtaining a copy of a test, quiz, or examination without instructor approval.
   d. Collaborating with another person or persons during quizzes, examinations or other assignments except as authorized by instructor.
   e. Working with another person or persons during or prior to a make-up examination unless authorized by instructor.
   f. Substituting for another person during a quiz or examination or allowing a person to substitute for you during a quiz or examination.
   g. Buying or selling a report, term paper, manuscript, project, etc. to meet the requirements of an assignment.
   h. Plagiarism: using partially or totally the ideas or words of another person or persons in written assignments without crediting the source(s).
   i. Failing to follow assignments without crediting the source(s).
2. Stealing property, knowingly possessing, receiving, or selling stolen property of TECHS.
3. Behaving in an abusive, obscene, violent, excessively noisy, or drunken manner at TECHS.
4. Damaging or destroying TECHS property or property belonging to a member of the center.
5. Intentionally causing or attempting to cause physical injury to an employee, a student, or guest, or behaving in such a manner that could reasonably be interpreted as possibly leading to the physical injury of an employee, student, or guest.
6. Unauthorized entry into any office, laboratory, or storage space at TECHS.
7. Bringing or using firearms, fireworks, explosives, incendiaries, and all other type of weapons to TECHS.
8. Hazing or harassing any student, staff member, or guest of TECHS.
9. Possessing, using, transmitting, or being under the influence of any narcotic drug, hallucinogenic drug, amphetamine, marijuana, alcoholic beverage, or intoxicant of any kind in TECHS at any time. Using legally prescribed medications is not a violation.

Conversation: Students are expected to avoid side conversations in class or during simulation activities.

Other Activities: Learners may not work on other activities while in class. This includes homework for other courses or other personal activities.

Attitude: Learners are expected to maintain a civil attitude in class. Inappropriate or offensive commentary or body language regarding the course, the instructor, assignments, or fellow students, will not be tolerated.

Profanity and Offensive Language: Learners may not use profanity or offensive language in class.

Personal belongings: Students should bring only required equipment to each class session. Students are not allowed to bring backpacks, purses, or computers into TECHS. Failure to adhere to this policy may result in denied entry into TECHS until the student returns without the items listed above, which may result in an unexcused tardy or even absence. TECHS is not responsible for lost or stolen items. Items left behind or forgotten inside TECHS will be sent to the TTUHSC El Paso Police Department.

Internet: In sessions where computers are used, students may use the Internet only for purposes related to the medical skills class session.

Electronic devices: Students are expected to follow the TECHS policy on electronic communication devices. Personal electronic devices are to be used only for the support of education and provision of medical care. Personal and communication devices may not be used during testing scenarios. **No personal electronic devices** (e.g. cell phone, tablets, smart watches, Bluetooth headsets, headphones, earbuds, etc.) **are permitted during exam sessions**. Use of these items during End-of-Unit OSCE examinations will be considered a breach of the student honor code and grounds for disciplinary action.

Guests and Children: Students may not bring friends or children to TECHS during learning sessions. Individuals who violate this regulation are subject to disciplinary action.

Consumables: No food, chewing gum, drinks, seeds, or toothpicks are permitted in simulated patient care areas (Ex. Standardized patient examination rooms, immersive simulation rooms, near hospital style beds, or during any procedural activity). Water and coffee may be brought into classroom portions of TECHS, provided no real or simulated medical care activities are planned in that space.

Security: TECHS is a secure area. Unauthorized entry is not permitted.

Property: Removing equipment from TECHS is not permitted under any circumstance. Abuse and/or damage to the facilities or equipment may result in charges and/or loss of future privileges.

Confidentiality and HIPAA

To preserve the realism of the clinical scenarios used at TECHS and to provide an equitable and excellent learning experience for each learner, **all participants at TECHS are required to keep the simulation activities and case materials confidential**. Learners must treat standardized patients (SP), role play partner(s), simulator manikinsor partial task equipment like a real patient. All participants at TECHS are expected to uphold all requirements of the Health Insurance Portability and Accountability Act (HIPAA) and any other federal, state laws, and TTUHSC rules and regulations of confidentiality. Any violations must be reported to the center director, associate director, or course

director. Many activities at TECHS are video-recorded and/or photographed for learning, training or debriefing purposes. The videos are stored on the TECHS server; and students can view or request a copy of his or her performance. Requests for review should be submitted to TECHS director and the applicable course director. TECHS protects the confidentiality of its employees, faculty, learners, and standardized patients. Any use of the video outside of the learning purpose is strictly prohibited.

Professional Attire

Policies regarding appropriate attire are covered in the policies and procedures of the Office of Student Affairs of the Texas Tech University Health Science Center Paul L. Foster School of Medicine. In addition, policies specific to TECHS are outlined in the TECHS Policy for Students and Other Training Participants. Students can find a copy of the TECHS Policy posted on Elentra.

TECHS is considered to be a clinical area, and standardized patients are to be treated the same as actual patients. Because of the requirement that medical students examine standardized patients who are partially disrobed, it is required that students dress in a modest and understated manner, commensurate with proper decorum for clinical work.

1. **Identification Badge and White Coat**

All learners participating in sessions at TECHS are required to wear their white coats over their professional business attire each week. Identification badges will be visible and worn on the **chest area** on the outside of the white coat at all times while at TECHS. The photo ID badge will be helpful in identifying learners during sessions and in the event of an emergency.

2. **Clothing**

Clothing will be worn appropriate to the TECHS environment, which is considered a clinical environment. All clothing should be neat, clean, pressed, and fit properly. Fabrics should be traditionally acceptable for a standard clinical care setting. Articles of clothing that are considered inappropriate for the TECHS facility are those described below (this list is not all-inclusive):

a. Tight-fitting, revealing, overly loose-fitting, wrinkled, soiled, and casual clothing such as shorts, skirts, denim jeans/skirts/shirts of any color and clothing that may expose the midriff and torso.

b. Skirt lengths that are more than two (2) inches above the knee or with a dramatic/revealing slit.

c. Tank tops or blouses with racer backs or spaghetti straps.

d. Plunging neckline, V-neck, or blouse/shirts unbuttoned that reveal undergarments.

e. Stirrup pants, low rise pants, baggy pants, sweat pants or outfits, warm-ups, wind suits, and leggings.

f. Fabrics such as denim (any color), sheer, clinging, open weave knit, dressy metallic, sequins, and sweatshirts.

2. **Shoes**

Footwear should be worn at all times while at TECHS. All footwear worn should fit comfortably.

    a. For safety reasons shoes will be closed-toed, solid rubber sole, and low heeled to prevent slipping, falling or accidents.

3. **Scrubs**

    MSI or MSII students are not permitted to wear scrubs unless advance designation or approval of the TECHS Director(s) and Medical Skills Course Director. If advance approval is given, scrubs should be neat, clean, fit properly, and professional. V-neck scrubs should be worn with an undershirt if chest hair is visible.

4. **Jewelry**

    a. Jewelry, if worn, must reflect a professional image. Jewelry that could become a hazard, interfere with the care of a standardized patient, or cause an accident while in TECHS may not be worn.

    b. Earrings will be limited to earlobes only. Ear gauges must be flesh color when attending sessions.

    c. Multiple necklaces or bracelets that are distracting or pose a safety or hygiene hazard should not be worn.

    d. Other visible body (nose, eyebrow, chin, etc.) or tongue piercings are prohibited (unless approved by Student Affairs).

5. **Head Gear**

Hats, caps, and other head gear are not permitted in the TECHS Center or during Medical Skills sessions. Only head gear worn for religious purposes and approved in advance by the Office of Student Affairs is permissible.

6. **Face Masks & PPE**

Face coverings may be required for participation in some activities to minimize transmission risk to staff and other learners. If you bring your own face mask, it should be professional without profane or inappropriate images. When necessary, appropriate personal protective equipment (PPE) shall be worn (e.g., gloves, gown, and or mask) in accordance with standard clinical practice for the simulated case described. Since TECHS is considered a clinical environment, the same implemented masking rules that are in effect at campus clinics also apply.

7. **Tattoos**

Learners with visible tattoos on the legs or arms should be covered.

8. **Makeup**

The wearing of makeup shall be complementary to a learner's natural feature. Makeup should be modest and minimal to create a professional image.

9. **Cell Phone Policy**

Any and all use of electronic communications devices must be limited to those appropriate to the simulated clinical environment in which a learner is participating. TECHS acknowledges that current health care practice relies on the use of peripheral cognitive aids, such as prescription reference programs, clinical care applications, calculators, and access to outside articles and references. In order to enhance the realism and learning of the participants in sessions at TECHS, the possession and professional use of electronic communication devices is allowed, except when limited by the direction of a specific Course Director. Example: Students are not allowed to bring cell phones to TECHS during exams (OSCE). Learners are not allowed to take photos or videos using personal devices during simulation activities.

Outside of simulation activities, photographs or images may be requested for use in educational or departmental activities, but must be approved by any associated Course Director, and either the Director or an Associate Director of TECHS.

To enhance the learning and education of appropriate and professional use of communication devices in the clinical setting, any learner observed using their device may be asked by the session facilitator to share their device use and resources as part of the simulation discussion and debriefing.

ACLS Attire: Students are required to wear SCRUBS for the ACLS Mega-Code held at the TECHS Facility on the 3rd floor of Paul L Foster School of Medicine Medical Education Building and/or Texas Tech Regional Simulation Center located on the 2nd floor of the Gayle Greve Hunt School of Nursing Building.

Hygiene

1. Every participant in any training session at the TECHS Center shall follow infection control measures with regard to grooming and professional appearance.

2. Hair, including beards and mustaches, should be clean and groomed so that it presents an overall professional appearance. Hair longer than shoulder length must be confined so that it does not interfere with patient care or present a safety hazard.

3. Shaving of only a portion of hair and extreme hair color or hairstyles are prohibited.

4. Hand hygiene, including hand washing, is an essential part of infection control. Fingernails should be trimmed to an even length so standardized patients will not be scratched or hurt during a session. The same requirement applies to manikin simulators or simulations involving physical exam or skills procedures.

5. Nail polish is acceptable with moderation. Long artificial nails are prohibited.

6. Use of perfume and cologne should be in moderation.

At the discretion of the TECHS Center Director(s), Medical Skills Director, or Organizer of the session, learners and other training participants not complying with this policy may be asked to leave or the issue will be reported to their designated supervisor (ex. College mentors or dean).

Immunization Policy

In accordance with TTUHSC El Paso Operating Policy, students must be current on all immunizations prior to entering a patient clinic or hospital unit. To review the TTUHSC El Paso Health Surveillance Program, go to http://elpaso.ttuhsc.edu/opp/_documents/75/op7511a.pdf

Occupational Exposure Management

All students are expected to follow the policy regarding exposures to blood-borne pathogens and body fluids established by the TTUHSC El Paso Occupational Exposure Management Program.

Information regarding this policy can be found at:
http://elpaso.ttuhsc.edu/opp/_documents/75/op7511.pdf,
http://elpaso.ttuhsc.edu/occupationalhealth/BloodBodyFluidExposures.aspx

Professionalism

Students are expected to adhere to the Standards of Professional Conduct that are delineated in the Medical Student Handbook of the Paul L. Foster School of Medicine. Unprofessional conduct may result in a Unit grade of 'Fail' regardless of examination scores or attendance. Episodes of unprofessional behavior may be documented by a course faculty member or by a member of the staff on a professionalism event card. These cards will be handled according to policies established by the Department of Medical Education.

After an accumulation of 5 violations of the above policies, such as dress code violation, or missing equipment/badges/white coat, a professionalism event card will be submitted. The response to unprofessional behavior will be determined by the Course Director and faculty depending on severity of incident.

Textbooks

A curated list of relevant electronic textbooks is also available through the TTUHSC-EP Library at:
https://elpaso-ttuhsc.libguides.com/PLFSOMtextbooks.

The required textbook for the course is:

- Bickley, Lynn S, Bates' Guide to Physical Examination and History-Taking, 12th Edition. Lippincott Williams & Wilkins, 2016. ISBN- 9781469893419.
  (This book is available through the TTUHSC El Paso electronic library)
- ACLS Provider Manual (will be provided for each student prior to the ACLS course date)

Optional textbooks for the course include:
- Evidence-based Physical Diagnosis, 4th ed. (2018), by Steven McGee, Saunders Elsevier, St. Louis.
- Alastair Innes J, Dover A, Fairhurst K, eds. MACLEOD'S CLINICAL EXAMINATION, 14th edition. ELSEVIER HEALTH SCIENCES, 2018. ISBN: 9780702069932
- Symptoms to Diagnosis, An Evidence-Based Guide, 3rd ed. (2014), by Scott D. Stern, Adam S. Cifu, Diane Altkorn

- The Patient History, Evidence-Based Approach, (2012), by Mark Henderson
- Dan Longo, et al., Harrison's Principles of Internal Medicine; 20thth edition (2018), which is available online through the TTUHSC El Paso Library web site. Click on TTUHSC > Library > eBooks > AccessMedicine > Harrison's Online.
- PhD Rn, P. K. D., & Facs, M. T. P. J. (2017). *Mosby's Manual of Diagnostic and Laboratory Tests* (6th ed.). Mosby, which is available online through the TTUHSC El Paso Library web site. http://libraryaccess.elpaso.ttuhsc.edu/login?url=http://www.r2library.com/Resource/Title/0323446639

Electronic Resource:
- UpToDate which is available online through the TTUHSC El Paso Library website. http://www.uptodate.com/
- SonoAnatomy online software is available and specific modules will be assigned to correspond with Medical Skills Ultrasound Sessions. http://courses.coreultrasound.com

Required Equipment
1. A stethoscope
2. A 256 Hz tuning fork
3. A reflex hammer
4. A penlight
5. A white coat
6. Analog wristwatch with a second hand
7. Pen/pencil
8. Paper or tablet to write notes during SP encounter

Note: Each exam room in the TECHS Center is equipped with an otoscope and an ophthalmoscope. Sphygmomanometers will be provided as needed within the course.

Accessibility and Support Services

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

Counseling Assistance
TTUHSC EP is committed to the well-being of our students. Students may experience a range of academic, social, and personal stressors, which can be overwhelming. If you or someone you know needs comprehensive or crisis mental health support, on-campus mental health services are available Monday- Friday, 9 a.m. – 4 p.m., without an appointment. Appointments may be scheduled by calling 915-215-TALK (8255) or emailing support.elp@ttuhsc.edu. The offices are located in MSBII, Suite 2C201. Related information can be found at https://elpaso.ttuhsc.edu/studentservices/student-support-center/get-connected/
Additionally, the National Suicide Prevention Lifeline can be reached at 988.

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 Course Director(s) or use the QR code to submit a report.

Statement of Accommodation for Pregnant and Parenting Students

To support the academic success of pregnant and parenting students and students with pregnancy related conditions, Texas Tech University Health Sciences Center El Paso offers reasonable modifications based on the student's particular needs. Any student who is pregnant or parenting a child up to age 18 or has conditions related to pregnancy are encouraged to communicate their needs with their faculty and/or program for academic support. Students may also contact Norma Fuentes, the Manager of Accessibility and Student Advocacy, to discuss support options. She will work with the institution's designated Pregnancy and Parenting Liaison to ensure equal access to the University's education program or activity. Please email norma.fuentes@ttuhsc.edu or call 915.215.4398. Students may also submit a Pregnancy & Parenting Support form to request assistance.

For more information, please refer to Texas Tech University System Regulation 07.15 – Pregnancy and Parental Status.

Staff and Faculty Roster and Office Locations

Office hours vary throughout the year. Faculty will be available to meet with students by appointment in a virtual meeting room or in person.

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