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 2024 - 2025

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Contact Information

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Course Hours:
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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, critical thinking, 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 include reflective writing assignments, ethical analyses, and self-directed learning assignments. Grading is Pass / Fail. Assessment is based on satisfactory completion of written and self-directed learning assignments, participation and overall professionalism evaluation in Colloquium. Professionalism assessments will be completed at the end of each year.

The Office of Admissions assigns students to the different 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 collaboratively during the clerkship years (and beyond); and convey empathy and compassion toward patients. The goal of this course is to foster students' development as honest, empathic, compassionate, and accountable future 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 required reflective writing exercises and/or ethical analysis exercises per semester. A self reflective essay will be due in the middle of the first semester and an ethical wtiting at the end of the semester. Both will have a narrative assessment. In addition, students will be required to complete a self-directed learning activity each 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:

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.	• Participation (Facilitated discussion) • Narrative Assessment (Self-Directed Learning Assignment Rubric; ILP Reflection Rubric)
Interpersonal and Communication Skills		
Educational Program Objectives		**Outcome Measures**
ICS-4.2	Communicate effectively with colleagues and other health care professionals.	• Participation (Facilitated discussion)
ICS-4.3	Communicate with sensitivity, honesty, compassion and empathy.	• Participation (Facilitated discussion)
Professionalism		
Educational Program Objectives		**Outcome Measures**
PRO-5.1	Demonstrate sensitivity, compassion and respect for all people.	• Participation (Facilitated discussion)
PRO-5.2	Demonstrate knowledge of and appropriately apply ethical principles pertaining to patient privacy, autonomy and informed consent.	• Participation (Facilitated discussion)
PRO-5.3	Demonstrate accountability to patients and fellow members of the health care team.	• Participation (Facilitated discussion)
PRO-5.4	Demonstrate and apply knowledge of ethical principles pertaining to the provision or withholding of care.	• Participation (Facilitated discussion)
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.	• 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.	• Participation (Facilitated discussion) • Narrative Assessment (Professionalism assessment rubric)
PRO-5.7	Meet professional and academic commitments and obligations.	• 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.	• Participation (Facilitated discussion)
SBP-6.3	Incorporate considerations of benefits, risks and costs in patient and/or population care.	• Participation (Facilitated discussion)

Interprofessional Collaboration		
Educational Program Objectives		**Outcome Measures**
IPC-7.1	Describe the roles and responsibilities of health care professionals.	• 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.	• Participation (Facilitated discussion)
IPC-7.4	Recognize and respond appropriately to circumstances involving conflict with peers, other health care professionals and team members.	• 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.	• Participation (Facilitated discussion)
PPD-8.2	Demonstrate healthy coping mechanisms in response to stress and professional responsibilities.	• Participation (Facilitated discussion) • Narrative Assessment (Assessment rubric for critical reflection writing assignment)
PPD-8.3	Demonstrate flexibility in adjusting to change and difficult situations.	• Participation (Facilitated discussion)

		• Narrative Assessment (Assessment rubric for self reflection essay)
PPD-8.4	Utilize appropriate resources and coping mechanisms when confronted with uncertainty and ambiguous situations.	• Participation (Facilitated discussion) • Narrative Assessment (Assessment rubric for self reflection essay)

Course Policies and Procedures

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 59.05) policy and PLFSOM 'Grading, Promotion, and Academic Standing' (GPAS) policy.

Grading for all College Colloquium Courses is Pass / Fail. Assessment is based on students' satisfactory completion of written and self-directed learning assignments, participation and overall professionalism evaluation in Colloquium. College Mentors will provide formative feedback to students regarding their written assignments and professionalism assessments.

Attendance and Participation

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). Formative ethics questions will be available to the students at the end of each course.

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 1000-1500 words). The student needs to submit a make-up assignment of adequate quality before the end of the semester. 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

Reflective/Ethical Analyses

Grades are assigned by College Mentors, based upon satisfactory completion of written assignments, participation and overall professionalism evaluation in Colloquium. There are 2 required reflective writing exercises and/or ethical analysis exercises per semester. Formative feedback to students regarding their written assignments will be provided for the first reflective and ethical analysis assignments. 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 1000 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).

Self-Directed Learning (SDL)

With today's rapidly expanding biomedical knowledge, advancing technology, and evolving healthcare delivery systems, practicing physicians will need to acquire new knowledge and skill sets throughout their careers. Self-directed, life-long learning is therefore a skill that is central to competent health professionals. The Liaison Committee on Medical Education definces self-directed learning as a stepwise process that occurs over a unified sequence:

1. A medical student's self assesssessment of their learning needs
2. Independent identification, analysis, and synthesis of relevant information
3. Appraisal of the credibility of information sources
4. Feedback on these skills from faculty

Other key components of self-directed learning (SDL) are:

- auto-formation: the learner will set specific and measurable learning objectives to pursue self-diagnosed learning needs.
- strategic learning approach: the learner will identify and assemble critically appraised resources required to achieve the learning objectives they set out to achieve.
- evidence: the learner will prospectively specify how they will demonstrate achievement of the learning objectives.
- validation: the learner will devise and arrange a plan to solicit external appraisal of the level of achievement of the learning that they will have demonstrated by the evidence.
- time-bound: the learner will demonstrate appreciation of a realistically achievable schedule to execute the self-directed learning by a specified end date.

The overarching theme of every student's SDL plan will be "Knowledge , Skills and Attitudes (KSA's)". Refining study skills for success in the pre-clerkship curriculum is a task common and relevant to all medical students in the pre-clerkship phase. Each learner will undertake an independent self-exploration to inventory their current repertoire of KSAs then formulate specific and measurable objectives aimed to address self-identified learning

needs. The rubric will provide structure to illustrate how a self-directed learning plan will encompass all five key components of increasingly independent development of self-directed learning plans.

The gaps in medical knowledge and skills will be identified in the first semester of College Colloquium 1 and a SDL plan will be generated each semester of each Colloquium year. In the first year the students could identify a learning need by self-reflection, SPM formative and/or summative assessment performance, and/or performance and feedback in the Medical Skills and SCI courses. In the second year the students will identify learning needs based on CBSE results. Upon identifying the gaps the student will formulate a SDL plan, identify a faculty preceptor, discuss the plan with the preceptor and meet regularly with the preceptor for follow ups in progress. Identifying a preceptor who can provide guidance and support in achieveing these goals is essential. The student will then set up objective measures, such as a PowerPoint presentation, an oral presentation to the preceptor, or a self-authored assessment tool/quiz, to assess overall completion of the self-directed learning plan and fulfillment of the learning need. Examples of the SDL plan template and SDL rubric are included in the Appendix.

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.

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

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.

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.

Office of Accessibility Services (OAS)
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 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/

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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:

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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:

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Appendix 3

Professionalism Assessment Rubric Mentors Colloquium – End of Year

(Please check the appropriate boxes and include comments)

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

Comments: _____

_____

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SDL Plan Template

Name:

Date:

College:

1) <u>Self-assessment</u>: Reflecting on your current growth as a medical student:
   a. What specific area(s) have you identified for improvement (knowledge, skills, attitudes)?

   b. Why have you chosen these areas?

2) <u>Self-Directed Learning Plan:</u> Outline your SMART learning objectives. Include associated PLFSOM educational program goals/objectives (PGOs), learning resources and strategies, success measures, and target completion dates. The following SDL template can provide a useful framework for outlining your SDL plan:

Learning objectives (use the SMART framework)	Strategies/Resources/Tools (How will you learn it, usually multiple strategies involved)	Target Date for Completion	Evidence of Accomplishment of Objectives (How will you evaluate your progress)	Criteria and Means for Validation (How will someone else know you learned it)
1.				
2.				
3.				
4.				

Adapted from Knowles, Malcolm S. The Adult Learner: A Neglected Species. 4th Ed.

Self-Directed Learning (SDL) Plan Rubric

Student Name:
Date:
College:
Faculty Preceptor:

	Acceptable	Needs Improvement	Comments
Self-assessment summary	❑ Student has written a detailed reflective summary ❑ Identifies one or more areas for focused improvement ❑ Is substantiated by evidence (assessment data, feedback, etc.)	❑ Student has not written a detailed self-assessment summary ❑ Does not identify one or more areas for focused improvement ❑ Supporting evidence is lacking or unclear	
Learning Goals	❑ Student has clearly articulated learning objectives that are derived from their self-assessment ❑ Objectives are appropriately mapped to one or more PLFSOM educational PGOs	❑ Learning objectives are unclear, difficult to measure, or incongruent with self-assessment ❑ Objectives are not appropriately mapped to one or more PLFSOM educational PGOs	
Learning Strategies	❑ Student has identified appropriate strategies to achieve these objectives	❑ Strategies are unclear or misaligned with objectives	
Resources	❑ Student has identified appropriate credible resources to support objectives	❑ Resources not identified or are of questionable credibility	
Overall evaluation of self-directed learning skills	❑ Developed	❑ Still developing	

Overall comments:

ASSESSMENT RUBRIC FOR PERSONAL REFLECTION/PERSONAL STATEMENT WRITING ASSIGNMENT

Level • needs improvement • satisfactory • exceptional	Performance criteria for a personal reflection on success of independent learning plan to improve study skills and habits
	learner's ability to independently assess their own current study acumen that fits their learning style, and improvement need to achieve success in pre-clerkship courses
	the learner created learning objectives that were **S**pecific, **M**easurable, **A**chievable, **R**ealistic, **T**ime-bound, **E**valuated, **R**evised/**R**efined [S.M.A.R.T.E.R.] improve study skills and habits to ensure greatest success in pre-clerkship courses
	learner highlights what defines their unique learning style and preference, and relates to how that might shape their plan to improve study skills and habits to ensure greatest success in pre-clerkship courses
	learner charts a forward looking logical progression in their plans to achieve greatest success in pre-clerkship courses
	anticipates due dates in the context of all other demands, and thus managed time effectively to accomplish your independent learning plan to achieve stated objectives
	attention to writing style and readability, limitations of one-page (approximately 1,000 to 1,500 words)
{_____} is the learner's estimation of overall progress toward achievement of learning objectives	
Learner comments or suggestions for continuing improvement:	
College Mentor narrative assessment:	