Course Syllabus: The Masters Colloquium Year 2

**Academic year:** 2010-11

**Dates:** August, 2010 - April, 2011

**Course numbers:**

- PMAS 6101  Masters Colloquium III  2 cr. hrs
- PMAS 6102  Masters Colloquium IV  2 cr. hrs

**Course Director:**

- Kathryn McMahon, PhD (Room 2240B; 783-1700 ext. 243, kathryn.mcmahon@ttuhsc.edu)

**Course Coordinator:**

- Diane Galvan, BCH (Room 3315; 783-1710 ext 228; diane.galvan@ttushc.edu)
Course Description:

The Masters Colloquium is a weekly two-hour seminar presented every Tuesday morning to medical students in Year 2. The colloquia are conducted in a discussion or workshop format, and cover the complex, multidisciplinary aspects of professional development.

Domains that will be covered during the colloquia include critical thinking and critique, medical decision-making, learning skills and the structures of knowledge, scientific literacy and the appraisal of evidence, the development of professionalism, leadership skills and citizenship in the medical community, and exploration of controversies in the socioeconomics of health care.

Grading is on a pass-fail basis. Assessment will be based on students’ satisfactory preparation for sessions, participation in discussions, completion of oral or written coursework assigned periodically throughout the course, and a sufficient number of correct answers on the summative examination at the end of each unit.

Course Goal and Objectives:

The Goal of the Masters Colloquium is to promote:
- critical thinking and reflective mindfulness in discourse and decision making
- respectfulness
- empathy
- reflective community service
- integrity in relations with others
- engaged, responsible citizenship in the community.

Objectives of the Masters Colloquium: Specific learning objectives and assigned learning materials will be provided prior to or during the individual learning activities. Masters Colloquium is designed to meet the following Institutional Learning Goals of the Paul L. Foster School of Medicine (a complete list of the Institutional Learning Goals can be found in the Student Handbook).

MEDICAL KNOWLEDGE

- Describe analytic methods (particularly quantitative methods and Evidence-Based medicine principles) and apply them in patient care
- Apply scientific methods for the acquisition of new knowledge, for the critical appraisal of published knowledge, and to problem solving in the laboratory and patient care

INTERPERSONAL COMMUNICATION SKILLS

- Communicate clearly, respectfully and compassionately with patients, families, colleagues, and members of the health care team
- Communicate knowledge, interpretation and recommendations orally and/or in writing to a wide range of professional or lay audiences in culturally appropriate ways

PROFESSIONALISM

- Display compassion in interactions with all patients regardless of race, gender, ethnicity, sexual orientation, socioeconomic status and disability
- Apply the highest ethical principles in all professional activities
- Demonstrate respect for the beliefs, opinions and privacy of patients, families, and members of the health care team
- Demonstrate scrupulous honesty in all professional matters
- Provide compassionate and culturally appropriate care in all stages of the life cycle
- Preserve patient’s dignity in all interactions
- Demonstrate advocacy for the interests and needs of the patient

PRACTICE-BASED LEARNING

- Use epidemiological and biostatistical methods to analyze and solve clinical problems
- Identify the need to employ self-initiated learning strategies (problem definition, resource identification, critical appraisal) when approaching new challenges, problems, or unfamiliar situations
• Recognize when to take responsibility and when to seek assistance based on one's position, training and experience

• Demonstrate sophistication in the use of digital resources for patient care, self-education, and the education of patients and their families

• Demonstrate self-awareness and skills necessary for life-long learning

SYSTEMS-BASED LEARNING

• Describe the components of social structure (e.g., family, neighborhood, community) and the role each plays in health behavior, disease prevention, and the treatment of illness

• Describe the components of the national health system and its funding and how this system affects individual and community health

Instructional Methods:

• Preparatory reading assignments.

• Writing assignments and creative composition.

• Didactic presentations to introduce or review important concepts relevant to each colloquium, and to orient students to the activities of the session.

• Facilitated discussion to engage topics, construct conceptual frameworks, gain multiple perspectives, and explore options.

• Small-group breakout sessions to review previously prepared material, exchange ideas, complete work assignments, craft potential solutions, and prepare presentations.

• Workshop activities including group problem-solving activities, writing assignments, case discussions, analysis and critique of creative compositions, literature searches, and journal club discussions.

Contact hours:

PMAS 6101 Masters Colloquium III 2 cr. Hrs

• Professionalism – 3 weeks

• Socio-economics of the US healthcare system (also compared with other healthcare systems) – 6 weeks

• Current sociopolitical issues in medicine - 4 weeks

• Hot/alternative topics in medicine - 4 weeks
PMAS 6102      Masters Colloquium IV  2 cr. Hrs

• Transitioning to 3rd year and the wards
• Medicine as a lifelong career of learning
• Cadaver memorial – farewell to the ‘great teacher’; the living patient teacher

Course Policies and Procedures:
• Attendance at the Masters Colloquia is expected. Students will notify their College Master in advance if they are unable to attend a Colloquium session.

• All colleges will follow the same Colloquium schedule but activities of the specific Colloquium session will vary. Comparable work and preparation will be expected of students from all colleges but assignments may differ between the colleges. Students from a specific college are responsible for the activities and preparation defined by the College Masters within the specific college.

• Individual graded writings will be announced with specific instructions, the grading rubric, and the definition of satisfactory completion of the work to be used provided at least ten days in advance of the due date.

Assessment and Grading Policies:

The Masters Colloquium will be graded on a pass-fail basis. Grades will be assigned by the College Masters, based upon satisfactory completion of coursework that is assigned periodically throughout the course

Required Texts
No required textbook; Individual session readings will be announced and provided at least ten days in advance of the session.
Faculty roster:

**Blue College**
- Kathryn McMahon (783-1700 ext. 243; kathryn.mcmahon@ttuhsc.edu)
- Gordon Woods (783-1700 ext. 247; gordon.woods@ttuhsc.edu)

**Red College**
- Quentin Eichbaum (783-1700 ext. 250; quentin.eichbaum@ttuhsc.edu)
- Gary Simpson (783-1700 ext. 249; gary.simpson@ttuhsc.edu)

Professionalism, Plagiarism, and Copyright Policies

In Masters Colloquium, as with all other courses in the Paul L. Foster School of Medicine we expect students to adhere to the Student Honor Code as well as the plagiarism and copyright policies as they appear in the Student Handbook. Students who do not do so are subject to disciplinary action.