Course Syllabus: Society, Community, and the Individual III (PSCI 6201) & IV (PSCI 6202)

August 3rd, 2010 through May 17, 2011

Course Directors

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Course Description

The overall goal of Society, Community, and the Individual (SCI) is to expose students to a population perspective on health and illness and to provide students opportunities to learn about the social, cultural, economic, political, and environmental forces that affect the health of patients, families, and communities. SCI also provides students opportunities to observe and experience actual, practical applications of the scientific aspects of medicine introduced in the course entitled “Scientific Principles of Medicine” (SPM) which is based on commonly occurring clinical presentations (e.g., cough, sore throat, chest discomfort, etc); as well as the longitudinal “Medical Skills course that is closely integrated with SPM and provides instruction on communication skills, medical history taking, physical assessment, and common office based procedural skills (e.g., ECG reading and interpretation).

Seven conceptual threads are woven together in SCI. These are: Epidemiology (in year 1), Biostatistics (in year 2), family, community, culture, environmental and occupational health, and finally, Spanish. The topics comprising the various threads have been carefully selected by the members of a course committee who have expertise in these areas. All are necessary for the physician-in-training to achieve an understanding of the complexities of patient care in the US and border health care system.

Overall Course Goals

The overall course goals include the following:

- Students will acquire an understanding of biostatistical concepts required to critically evaluate the medical literature and practice evidence-based medicine;
• Students will understand modern epidemiological principles for assessing disease processes within populations and know how to apply this knowledge in practice;
• Students will appreciate the role of culturally based beliefs, attitudes, and values in affecting the health and illness behaviors of individuals, groups, and communities;
• Students will understand the concept of community and of systems within communities that impact health seeking behaviors and responses to treatment interventions;
• Students will recognize variations in family structures, organization, values, and expectations as these influence health and illness-related behaviors;
• Students will recognize the impact of environmental and occupation factors on the health of individuals and populations within communities and they will be able to identify and apply effective strategies for promoting health and reducing illness at the level of the individual and the community.
• Students will acquire (or expand upon existing) skills in conversational and medical Spanish.

Institutional Learning Objectives

More specific learning objectives and expectations will be made available prior to, or at the time of, each individual learning activity. SCI is designed to meet the following, “Institutional Learning Goals” of the Paul L. Foster School of Medicine (a complete listing of the Institutional Learning Goals can be found in the Student Handbook):

**MEDICAL KNOWLEDGE**

**Paul L. Foster SOM Institutional Learning Goals**

Apply scientific methods for the discovery and interpretation of knowledge and describe how to apply these methods to solve laboratory and clinical problems

Apply the scientific method for the acquisition of new knowledge, for the critical appraisal of published knowledge, and to problem solving in the laboratory and patient care

**PATIENT CARE**

**Paul L. Foster SOM Institutional Learning Goals**

Perform and accurately record findings and observations derived from physical examinations

Provide precise, timely and comprehensive patient care that is documented appropriately
Choose appropriate laboratory test and/or diagnostic procedures and accurately interpret results

Generate a comprehensive list of diagnostic considerations based on the integration of historical, physical and laboratory findings

**PROFESSIONALISM**

Paul L. Foster SOM Institutional Learning Goals

Recognize and avoid the conflicts of interest that can arise in medical practice

Display compassion in interactions with all patients regardless of race, gender, ethnicity, sexual orientation, socioeconomic status and disability

Apply the highest ethical standards in all professional activities

Employ the highest ethical principles in interpersonal relationships, patient care, and research

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 patients’ dignity in all interactions

Demonstrate advocacy for the interests and needs of patients over one’s own immediate needs

**INTERPERSONAL COMMUNICATION SKILLS**

Paul L. Foster SOM Institutional Learning Goals

Communicate knowledge, interpretation and recommendations orally and/or writing to a wide range of professional or lay audience in culturally appropriate ways

Communicate with monolingual Spanish/other foreign language speaking patients and their families by speaking the language or using translator services effectively
Collect and record pertinent elements of the clinical history in a concise and accurate manner

Communicate clearly, respectfully and compassionately with patients, families, colleagues, and member of the health care team

**PRACTICE-BASED LEARNING**

Paul L. Foster SOM Institutional Learning Goals

Use inductive and deductive reasoning as appropriate in the diagnosis and management of disease

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 the application of a scheme inductive approach to arrive at a focused differential diagnosis

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

**SYSTEMS-BASED PRACTICE**

Paul L. Foster SOM Institutional Learning Goals

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
Educational Methods and Learning Experiences

SCI employs a variety of educational methods including lecture, small group discussion, web-based instruction, and community based experiential learning. Each student will be assigned to a community based clinic in the greater El Paso area. These clinics have been selected because each is committed to “community oriented primary care.” That is, the practice is organized to provide patient care in the context of the patient’s family and community. These are settings in which the practice participates in health promotion, community outreach, and preventive medicine. Each student will spend one half day per month from August to April in the community clinic OR participating in other activities associated with the clinic. As part of their community clinic experience, students will:

Interview and examine patients to practice skills learned in their Medical Skills course;

Learn about the structure and organization of the practice to which they are assigned and learn about the roles of the various members of the team;

Spend time with pharmacists, social workers, and, where utilized, promotoras, who are lay community health workers who provide a link between the clinic and the community.

The requirements, expectations, and specific learning objectives and activities for the community clinic experience are described in detail in a separate Guide to the Community Clinic Experience. Each student will be provided with an individual schedule of when you are expected to be at the clinic. These will be on either Tuesday or Wednesday afternoon from 1:00 pm until 5:00 pm for MS1 and on Wednesday or Thursday morning from 8:00 am until 12:00 pm for MS2; or during time that is otherwise not stated. It is essential that you attend as scheduled. Attendance is required for this activity. If you are ill or have an emergency, please contact Erica Rivas by phone (915) 783-1710 Ext 227 or by e-mail erica.rivas@ttuhsc.edu or Tim Garcia (915) 783-1710 Ext 223 or by e-mail cuauhtemoc.garcia@ttuhsc.edu as soon as you know that you will not be able to attend this required clinic visit. Mrs. Erica Rivas or Mr. Tim Garcia will contact the clinic on your behalf and make arrangements for a make-up clinic session. Please do not “negotiate” alternative clinic times with your clinic preceptors! If you are absent from your clinic without a valid excuse, as determined by the Associate Dean for Student Affairs/course director, five percent (5%) will be deducted from your last or next SCI Unit grade. You will be required to complete a make-up session no later than two weeks after the absence. A second unexcused absence will result in an additional five percent (5%) points being deducted from your SCI Unit grade and an automatic failure of the Community Clinic Experience. Unexcused absences will be recorded in the student’s e-Portfolio for inclusion in the student’s academic record. Passing all components of the SCI is required to achieve a passing grade in the course. Students who do not pass will be required to complete an agreed upon remediation and will be referred to the Grading and Promotion Committee.

Grading for the Community Clinic activity is on a Satisfactory/Unsatisfactory basis. Clinical attendance and submission of the evaluation form into the student’s e-Portfolio are required for a passing grade.
Students will record patients evaluated in clinic into the patient encounter log and enter the checklist for every core activity into web surveyor. During mid semester, a reminder will be sent to students who have not completed this documentation to do so before the end of the semester. Students who do not complete this process by the end of the semester will receive an incomplete grade and a written warning from the course director. A copy of the warning will be forwarded to the student’s College Master. Documenting an evaluation electronically without attending clinic will be considered cheating and will result in automatic failure of the Community Clinic Experience. As stated above, students who do not pass or cheat will be required to complete and agree upon remediation and will be referred to the Grading and Promotion Committee. Please refer to the Community Clinic Experience course syllabus for details.

Course Policies and Procedures

Attendance is expected at all scheduled lectures and it will be monitored throughout the year. Students who attend less than 80% of scheduled SCI lectures throughout the semester will be referred to their College Masters in order to monitor learning progress of the SCI material and/or assess and address students’ concerns. This is not a disciplinary action. Attendance will be required for the Spanish course, interactive sessions and all small group activities where faculty members from the Department of Family and Community Medicine will be leading the sessions. Students will be informed in advance about when these sessions will occur. Unexcused absence(s) or tardy arrival for a required small group session (excluding Spanish course sessions) will result in the deduction of one percentage (1%) point from the student’s SCI Unit grade. For all absences students will be asked to send an e-mail to a designated e-mail address in the Office of Student Affairs notifying them he/she will not be present. The Associate Dean for Student Affairs will make judgment about the validity of the absence based on the existing handbook policy. The student may be required to complete the activity of the required session and discuss it with the assigned faculty member or course director. Similarly, students who miss any of the Spanish course sessions will be required to follow up with the Spanish course instructors and/or course director and will be required to remediate any missed assignments, quizzes and/or other evaluations. Please refer to the Spanish course syllabus for details.

Although attendance to all SCI lectures is not mandatory, missing any interactive lecture session, including but not limited to: small group activities, in-class exercises, Team Based Learning (TBL) will result in the deduction of one percentage (1%) point from the student’s SCI unit grade. Such interactive sessions will be announced in advance.

Professional dress, as described in the Student Handbook, it is expected for all aspects of the SCI course activities. Unless advised to do otherwise by the specific clinic to which you are assigned, you should wear your white coat whenever you are interacting.
Assessment and Grading

As with all other first and second year courses at the Paul L. Foster School of Medicine, SCI is a pass/fail course. In order to obtain a “Pass grade” for the course at the end of each semester, students should satisfactorily meet all of the following criteria:

- Obtain a 75% or above aggregated average for the SCI unit grades in each semester.
- Obtain a “Pass” grade for the Spanish course. Please refer to the Syllabus for details on the grading policies of the Spanish course.
- Complete and log 100% of the community clinic core activities in each semester.
- Complete and submit a report for the family visit (Class 2014) during the second year.

Failure to complete any of the criteria listed above will result in an “I” Incomplete grade for the SCI course. An Incomplete grade will be converted into a Pass grade upon successful completion of the activity as determined by the course director. A Fail grade in any of the above will result in a Fail grade for the entire SCI course. Students who do not pass will be required to complete and agree upon remediation and will be referred to the Grading and Promotion Committee.

Required Texts and Readings


Faculty Roster: Year 1 SCI Course “Thread Directors”

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<tr>
<th>Department</th>
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Professionalism, Plagiarism, Cheating and Copyright Policies

In Society, Community, and the Individual, as with all other courses at the Paul L. Foster School of Medicine we expect students to adhere to the Student Honor Code and to adhere to published policies related to plagiarism and copyright protection. Cheating in any form as described in the student’s handbook will not be tolerated. It may result in a failing grade for the SCI course. These policies are described in detail in the Student Handbook prepared by the Office of Student Affairs. Students who do not behave professionally in accordance with these policies are subject to disciplinary action.