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

Syllabus
Medical Skills Course (MSC)

PMSK 5301 (MSC I)
PMSK 5302 (MSC II)
Academic Year 2025-2026

Table of Contents

Contact Information

Course Director
Rebecca L Campos, MD, FAAFP, FAIHM
Office: MEB 4146
Tel: 915-215-4527
Rebecca.L.Campos@ttuhsc.edu

Course Co-Director
Mariela Lane, MD
Office: MEB 2200B
Tel: 915-215-4126
Marielan@ttuhsc.edu

Course Coordinators
Mayra Sandoval, MS
Office: MEB 3185
Tel.: 915-215-5951
Mayra.Sandoval@ttuhsc.edu

Sheila Torres
Office: MEB 3185
Tel: 915-215-5775
Sheitorr@ttuhsc.edu

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 I and II are the first 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 (SPM) course so that each Medical Skills session applies content from the Scientific Principles of Medicine Course of 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, and periodic review with a faculty member of videotaped 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 I and II will be presented as a series of weekly sessions throughout the first year of medical school. Students will be divided into learning groups, and 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 Exam Room Guide that has been prepared for the clinical scheme, and will **review the video recording** corresponding to the Guide. Students may also have assignments from 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, SPERRSA sign-up, 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): Both a learning and an assessment tool, the OSCE is a structured exercise 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 interview skills, physical examination techniques, and clinical procedures will be principally carried out in small groups supervised by clinical faculty.

Team-Based Learning Sessions: 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 case application exercises.

Clinical simulations: The Training and Educational Center for Healthcare Simulation (TECHS) is capable of simulating numerous clinical procedures using mannequins or high-fidelity task trainers and 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 link can be found on the Elentra community page for the Medical Skills Course.

SP Encounter Review and Reflective Self-Assessment: Once each semester of the first year of medical skills, every student is required to meet for a small group review of one of their recorded SP encounters and SOAP notes. Prior to the video review session, each student will view one of their recorded SP encounters and SOAP notes, complete a reflective SP Questionnaire, and identify goals for professional development. During the session, students view a sample of each other's recorded encounter and SOAP note, and identify opportunities for improvement in communication, documentation skills, interpersonal skills, and clinical reasoning.

Field Trip: Students will visit selected medical facilities (DaVita Dialysis Centers) where they will be oriented to the operations and healthcare procedures of the facility. Students will interview selected patients during the field trip and will prepare a structured write-up or report of the patient interaction.

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 while obtaining a pertinent medical history and providing information on findings and management plan with content appropriate to the course unit (e.g. Hematology, Cardiovascular and Pulmonary, or Gastroenterology. (ICS-4.1, ICS-4.2, ICS-4.3)
- Communicate in clinical outpatient and inpatient settings using language that is clear, understandable, and appropriate to the individual patient and medical care team. (PC-1.6, KP-2.5, ICS 4.1, PRO-5.2)
- Maintain each patient's dignity and modesty during clinical encounters when learning proper focused physical exam pertinent to the course unit. (PRO-5.2)
- Identify the chief reason for the clinical encounter and use questions effectively to elicit the most pertinent history needed for clinical decision-making. (PC-1.1, PC-1.3)
- Use effective approaches to help patients promote behavioral change for the purpose of

avoiding preventable diseases. (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. abdominal exam or cardiopulmonary exam in alignment with the pre-clerkship unit of study). (PC-1.1, PC-1.3)

- 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 radiographic imaging, pulmonary function testing, electrocardiogram and peripheral smear images, to generate a list 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 of common procedures such as venipuncture and bladder catheterization. (PC-1.2, PC-1.8)

- Proficiently perform common clinical procedures according to the course unit, such as wound debridement, splinting, suturing, and phlebotomy, on task trainers and other simulation equipment. (PC-1.2, PC-1.8)

- Maintain ongoing learning practices that promote the development of optimal medical skills, including careful preparation, active engagement, and reflection on formative feedback from small group interactive learning, simulation sessions, and debriefing of standardized patient encounters. (PBL-3.3)

- Participate effectively and collaboratively with a healthcare team in an urgent situation as demonstrated in simulated shock evaluation and TeamSTEPPS activities. (PC 1.5, IPC-7.1, IPC-7.2, IPC-7.3, IPC-7.4, PPD-8.3)

- Through interactions with faculty, session instructors, standardized patients, and peers, students will incorporate feedback received to improve performance in interactive sessions and workshops. (KP2.5, PBL 3.3, ICS 4.2, ICS 4.3)

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 (PGO)		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 Documentation Review	• OSCE SP visit note • Dialysis note
		• Clinical Performance Rating/Checklist	• SP checklist criteria for SP learning encounter
		• Multisource Assessment	• Faculty debriefing following each encounter
		• Stimulated recall	• Simulation sessions on shock: Sepsis and Hypovolemia • SPERRSA video review and discussion
		• Self-assessment	• SPERRSA video SOAP note review and discussion
		• Exam – Institutionally Developed, Clinical Performance	• End-of-Unit OSCE Physical Exam Skills Evaluation
		• Exam – Institutionally Developed, Written/Computer-based	• Weekly Readiness Quizzes
		• Narrative Feedback	• SOAP Note workshop • Dialysis Visit Patient Note
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 • Simulation Activities
		• Exam – Institutionally Developed, Written/computer-based	• OSCE Quiz • Weekly Readiness Quiz
		• Narrative Feedback	• SOAP Note workshop • Dialysis Visit Patient Note
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
		• Narrative Feedback	• SOAP Note workshop • Dialysis Visit Patient Note

PC-1.5	Recognize a patient requiring urgent or emergent care, and initiate evaluation and management.	• Clinical Performance Rating/Checklist	• SP checklist criteria for SP learning encounter
		• Multisource Assessment	• Faculty debriefing following each encounter
		• Stimulated recall	• Simulation sessions on shock: Sepsis and Hypovolemia
		• Self-assessment	• SPERRSA video SOAP note review and discussion
		• Participation	• Simulation activities with feedback
		• Exam – Institutionally Developed, Written/Computer-based	• End of Unit OSCE Quiz
		• Exam – Institutionally Developed, Clinical Performance	• End of Unit OSCE Physical Exam Skills Evaluation
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
		• Multisource Assessment	• TeamSTEPPS IPE scenario sessions – debriefing and feedback
		• Stimulated Recall	• TeamSTEPPS IPE scenario sessions – debriefing and feedback
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 • OSCE exam SOAP note • SPERRSA video SOAP note review and discussion
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 and workshops with feedback

Knowledge for Practice

	Educational Program Objectives	Outcome Measures	Activity
KP-2.3	Apply evidence-based principles of clinical sciences to diagnostic	• Multisource Assessment	• Faculty lead SP Encounter Debrief

		Outcome Measures	Activity
	and therapeutic decision-making and clinical problem solving.	• Exam – Institutionally Developed, Written/Computer-based	• End of Unit OSCE Quiz
KP 2.4	Apply principles of epidemiological sciences to identification of health problems, risk factors, treatment strategies, resources and disease prevention/health promotion efforts for patients and population.	• Clinical Performance Rating/Checklist	• End of Unit OSCE SP Encounter Checklist
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 • Clinical Documentation Review	• SP checklist criteria and verbal feedback – learning encounter), • Clinical Documentation Review

Practice-Based Learning and Improvement

Educational Program Objectives		Outcome Measures	Activity
PBL-3.3	Incorporate feedback into practice.	• Incorporate feedback into practice. • • Stimulated recall	• Mastery- based assessment of physical examination skills • SP encounter debrief • SPERRSA video review and discussion

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 – learning encounter
		• Exam – Institutionally Developed, Clinical Performance	• End of Unit OSCE SP Encounter Checklist
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 during learning encounter
		• Multisource Assessment	• Weekly learning encounter debrief
		• Narrative Feedback	• SOAP Note workshop • Dialysis Visit Patient Note
ICS-4.3	Communicate with sensitivity, honesty, compassion and empathy.	• Clinical Performance Rating/Checklist	• SP checklist criteria for SP learning encounter
		• Exam – Institutionally	• End-of-Unit OSCE SP

				Developed, Clinical Performance	Encounter Checklist
			• Peer Assessment	• Peer feedback per encounter
ICS-4.4	Maintain accurate, comprehensive and timely medical records.	• Clinical Documentation Review	• Weekly learning encounter SOAP note • OSCE exam SOAP note • SPERRSA video SOAP note review and discussion • Online Patient log
		• 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
		• Exam – Institutionally Developed, Clinical Performance	• End-of-Unit OSCE SP Encounter Checklist
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 from learning encounter

Interprofessional Collaboration			
Educational Program Objectives		**Outcome Measures**	**Activity**
IPC-7.1	Describe the roles and responsibilities of health care professionals.	• Participation	• TeamSTEPPS IPE simulation sessions – debriefing and feedback
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
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	• TeamSTEPPS IPE simulation sessions – debriefing and feedback • Simulation activities with feedback
IPC-7.4	Recognize and respond appropriately to circumstances involving conflict with peers, other health care professionals and team members.	• Participation	• TeamSTEPPS IPE simulation sessions – debriefing and feedback • Simulation activities with feedback

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 to each student is also provided by faculty supervising the skill practice stations. In addition, SPERRSA is designed to provide formative feedback.

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 Review feedback is provided electronically in ePortfolio.

Narrative Feedback

Throughout the two-year Medical Skills Course, students will 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/or oral presentation skills.

There is a Narrative Feedback session each semester in the first 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, during the dialysis visit note assignment, feedback emphasizes the inclusion of behavioral and psychosocial aspects of patient care. To ensure consistency, faculty utilize structured rubrics to provide feedback on clinical documentation and presentation skills. Narrative feedback is provided on paper rubrics in handwritten format and on Canvas in electronic format.

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 final 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 expected 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 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 and/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 final 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 these criteria will be available to the students. 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 for the unit.
    - 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 each 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 the Unit and the corresponding course semester, regardless of their cumulative score.

- **Team-based learning sessions:** One unit includes one or more TBL sessions. TBL sessions consist of an individual readiness assurance test (iRAT), a group readiness assurance test (gRAT), and an application exercise. All of these activities are graded. It is noted that a small contribution of this grade comes from group activities. Therefore, each student's individual Unit grade will reflect the performance of their peers. Student scores on the TBL activity will be included in the final score for the Unit as part of the OSCE exam 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 remediation 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 cumulative score of less than 75% after the remediation examination will receive a grade of Fail for the Unit and corresponding semester course, and will be referred to the Grading and Promotions Committee (GPC). Pending approval by the GPC, those students will be offered an opportunity to repeat the Unit examination at the end of the academic year. If they successfully remediate the failed Unit at the end of the academic year, the semester grade of 'FA' (Fail) will be changed to a grade of 'FA/PA' (Failed First Attempt/Passed Remediation)*.

- **End-of-Year 1 OSCE:** Students meeting the following criteria are required to take the End-of-Year 1 OSCE.

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

  b. Failure of a remediation examination of any End-Of-Unit OSCE

- The End-Of-Year 1 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% in order to receive a grade of 'Pass' for an End-Of-Year 1 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 1 OSCE will receive a grade of "Fail" for the second semester.

- **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 mastery of a required physical examination skill or any incomplete portion of OSCE prior to the end of the semester, their grade will be listed as 'DE' (Deferred) until the physical examination skill or any incomplete portion of OSCE 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 Science Center El Paso 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 MS1 students are generally held once a week on Thursday. Students are assigned to attend for 2 hours with an 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 will rotate each semester.**
- Timing may vary for special activities such as visits to the Dialysis Center and TBLs. The calendar will be posted in advance of the session.
- SPERRSA sessions are on predetermined dates for the semester. Attendance at one session per semester is required. Times and dates are announced and posted with instructions.

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 session that will be missed** (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 a 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. *It is the responsibility of the student to schedule a make-up session after an absence, and 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 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 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 the TECHS Center 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 patient (SP), role play partner(s), simulator manikin, or 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 El Paso Paul L. Foster School of Medicine. In addition, policies specific to the TECHS Center 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 in 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 exercise leggings.

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

3. 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.

4. Scrubs

MSI or MSII students are not permitted to wear scrubs unless advance designation or approval is granted by 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.

5. 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 hazard should not be worn.

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

6. 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.

7. 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.

8. Makeup

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

9. Tattoos

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

10. Cell Phone Policy

   a. 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 into TECHS **during OSCE exams.** Learners are not allowed to take photos or videos using personal devices during simulation activities.

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

   c. 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.

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 of an even length so standardized patients will not be scratched or hurt during a session. The same requirement applies to mannequin 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 (e.g. College mentors or dean).

Immunization Policy

In accordance to 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 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.

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 (This book is available through the TTUHSC El Paso electronic library)
- 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.
- 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 web site. 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 for each Session
1. A stethoscope
2. A 256 Hz tuning fork
3. A reflex hammer
4. A penlight (no halogen or blue tinted light)
5. A white coat
6. Analogue wristwatch with 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 or 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 may contact the Manager of Accessibility and Student Advocacy, to discuss available support and resources. Additionally, the Title IX Coordinator and Parenting and Pregnancy Liaison is available to work with students and others, as needed, to ensure equal access to the University's education programs or activities. For more information regarding supportive measures, please visit the TTUHSC El Paso Pregnant and Parenting Students website. Students may submit a Pregnancy and Parenting Support Form to request assistance or contact:
  ➢ Manager of Accessibility and Student Advocacy, Norma Fuentes at norma.fuentes@ttuhsc.edu or 915.215.4398
  ➢ TTUHSC Title IX Coordinator and Pregnant and Parenting Student Liaison, Leslie Bean, at leslie.bean@ttuhsc.edu or 806.743.9861.

Staff and Faculty Roster and Contact Information

Faculty will be available to meet with students by appointment in a virtual meeting room or in person.

Course Director
Rebecca L Campos, MD, FAAFP, FAIHM, ABIHM
Office: MEB 4146
Rebecca.L.Campos@ttuhsc.edu
915-215-4527

Course Co-Director
Mariela Lane, MD
Office: MEB 2220C
Tel: 915-215-4126
Marielan@ttuhsc.edu

Course Faculty

Namrata Singh, MD, FAAP
Office: MEB 2230C
Namrata.Singh@ttuhsc.edu
915-215- 5726

Biff Palmer, MD
Office: MEB 2140
Tel: 915-215-4779
bipalmer@ttuhsc.edu

Thwe Htay, MD
Office: MEB 3rd floor Student Affairs
Tel: 915-215-4039
Thwe.Htay@ttuhsc.edu

Brittany Shoemake
Office: MEB 2250B
Tel: 915-215-6705
Brittany.Shoemake@ttuhsc.edu

Physician Assistant Educator
Damaris Rosado, MS, MPAS, PA-C
MEB 4147
915-215-4701
damaris.rosado@ttuhsc.edu

Nurse Educator
Laura Gorby, MSN, RN-BC
MEB 3185A
915-215-4583
laura.gorby@ttuhsc.edu

Course Coordinators:

Mayra Sandoval
Office: MEB 3185
Tel: 915-215-5951
Mayra.Sandoval@ttuhsc.edu

Sheila Torres
Office: MEB 3185
Tel: 915-215-5775
Sheitorr@ttuhsc.edu