



TEXAS TECH UNIVERSITY
HEALTH SCIENCES CENTER™
EL PASO

Paul L. Foster School of Medicine

Syllabus

Society, Community, and the Individual (SCI) Second Year

SCI III, Fall MS2 (PSCI 6211)

SCI IV, Spring MS2 (PSCI 6212)

Academic Year 2025-2026

Table of Contents

| | |
|---|-----------|
| Society, Community, and the Individual (SCI) | 1 |
| Contact Information | 3 |
| Course Description | 4 |
| 1- Health System Sciences and Social Foundations of Medicine | 4 |
| 2- Introduction to Medical Biostatistics and Appraisal Skills | 5 |
| 3- Community Health Experiences | 5 |
| 4- Service-Based Learning | 7 |
| Strategies to Reinforce Learning | 7 |
| Competencies, Program Goals and Objectives, and Outcome Measures | 8 |
| Grading System | 14 |
| Graded Components and Remediations | 14 |
| SCI Semester Grade Determinations | 19 |
| SCI III – Fall (MS2) | 19 |
| SCI IV – Spring (MS2) | 20 |
| Overall SCI Semester Course Grading | 20 |
| Remediation Process | 20 |
| Important Dates | 21 |
| Examinations | 21 |
| Problem Sets | 21 |
| Community Health Experiences (CHE) Reflections | 21 |
| Attendance Policies | 22 |
| Course Policies and Procedures | 22 |
| Professional Attire | 22 |
| Professionalism | 23 |
| Office of Accessibility Services | 23 |
| Student Mistreatment Policy | 24 |
| Statement of Accommodation for Pregnant or Parenting Students | 24 |
| Recommended Texts | 25 |
| Appendices | 27 |

Contact Information

Course Director

Narges Khanjani, MD, PhD

Office: MEB 2200L

Tel.: 915-215-4532

Email: nkhanjan@ttuhsc.edu

Office Hours: Mondays 2:00-4:00 PM

SCI Faculty

E. Lee Rosenthal, MS, MPH, PhD

Office: MEB 4150

Tel.: 915-215-6954

Email: lee.rosenthal@ttuhsc.edu

Office Hours: Thursdays 3:00-5:00 PM

Program Coordinators *(key contact for most SCI questions)*

Valeria De La Hoya

Office: MEB 2200

Tel.: 915-215-5264

Email: vadelaho@ttuhsc.edu

Nicolas Acedo Aguilar

Office: MEB 2200

Tel.: 915-215-4712

Email: Nicolas.Acedo-Aguilar@ttuhsc.edu

General Email: SCI-ElPaso@ttuhsc.edu

Course Hours:

Mondays 11 am -12 pm and 1 pm – 2 pm.

CHE visits are on Wednesday or Thursday mornings, 8:00 am to 12:00 pm or a Friday afternoon 1:00 pm-5:00 pm. CHE visit hours are different for each student and will get posted in Elentra.

Course Description

The overall goal of the Society, Community, and the Individual (SCI) Course 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 affecting the health of patients and communities.

The SCI course in the second year of medical school is comprised of several essential components, divided into two semesters, SCI III and SCI IV. Within these 2 semesters, several core content areas are addressed, which are:

- 1) Health System Sciences and Social Foundations of Medicine
- 2) Introduction to Medical Biostatistics and Appraisal Skills
- 3) Community Health Experiences (CHE) including Clinical and Non-clinical experiences
- 4) Optional Service and Learning activities, and
- 5) Conversational and Medical and Clinical Spanish. (*The Spanish Language component appears as a separate Syllabus.*)

These 4 course components are described below.

1- Health System Sciences and Social Foundations of Medicine

This component of SCI exposes students to a societal/population perspective on health and illness. We will provide students opportunities to learn how social, cultural, economic, political, and environmental forces affect and are affected by the health of individual patients. While this component was present in first year, these topics will also be explored more deeply throughout the second year. The schedule of topics and their session level objectives will be found on the Department of Medical Education learning platforms along with the times and locations of the sessions. Some sessions will integrate with College Colloquium, Scientific Principles of Medicine (SPM), and Medical Skills. In addition to lectures, students will have sessions in which they work in small groups with one another, such as Occupational Medicine. There may also be panel discussions. This component will be assessed on exams that may include short answers, essays, and multiple-choice questions.

All SCI IV sessions are required. This will be noted in the Learning Platform (Elentra) as well.

2- Introduction to Medical Biostatistics and Appraisal Skills

Practicing physicians need the ability to find, select, critically assess and extract useful information from the medical literature so they can provide optimal, state-of-the-art care to their patients. This component will provide students with the essential tools to understand the foundations of clinical research, to become life-long learners in medicine, and to serve as a foundation for their student research project. This course in the second year includes an introduction to medical biostatistics, and appraisal sheets for evidence-based medicine. It will help students, and subsequently their patients, in dealing appropriately with the uncertainties that are inherent to the practice of medicine. It will also help them understand the basis of sound medical reasoning as well as to correctly interpret, understand, and use the medical literature.

Students will also have graded problem sets in this segment of the course. For problem sets, students are encouraged to work with and thus learn from one another. To enhance long-term learning, however, students need to solve or attempt to solve the problem set separately before working together. Students will receive one critical appraisal problem set in SCI III.

All SCI III sessions are required unless otherwise noted at the start of the semester in the Learning Platform (Elentra).

3- Community Health Experiences

Our goal is to provide students with clinical and public health experiences during their pre-clerkship years to help remind them of their overall goal to become clinicians as well as to ground them for what they are learning in SPM, Medical Skills, College Colloquium, and the other SCI components. This will enable students to understand the relevance of what they are learning and how it is adapted in a clinical practice.

Approximately once a month during the school year, students will be assigned a clinical or community-based experience for up to a half a day. **Attendance and punctuality for these community health experiences is mandatory.** Students must remember that these community preceptors are volunteers and our students represent PLFSOM when they come to these activities, so professionalism is highly important. Students are responsible for having all of their necessary immunizations completed before attending.

Students will have two types of community health experiences:

I) Clinical Visits

(1) Clinical visits are with primary care physicians or Doctor of Nurse Practitioner with a faculty appointment at PLFSOM in a few cases. The preceptor will be informed about the organ unit that

the student is going through, as a list of units and their dates will be in the preceptor manual. Meanwhile, when attending clinic, students are encouraged to tell the preceptor what they are currently learning in SPM and Medical Skills so the preceptor can direct relevant patients to them if possible. Indeed, maximizing this integration is a prime reason why we use primary care physicians.

(2) Experiences with non-physician health care providers, such as dentists, optometrists, and pharmacists will be one-time experiences. These preceptors will prepare themselves for the preceptor visit with the information in the preceptor manual. The course faculty will reach out to these preceptors a minimum of one to two times per year. In addition to direct learning, students will have the opportunity to learn how they can effectively work with other health care providers to enhance the health of their patients. Working with non-physician health care providers is a part of a larger effort to enhance inter-professional collaboration and education.

NOTE: WHITE COATS are required for all CHE off-campus visits and on-campus clinical experiences.

II) Non-Clinical Visits

CHE visits can also take the form of group field visits (to a health center or the public health department); a Patient or Provider Panel, or a Symposium.

CHE Curriculum

The CHE SCI field-based/experiential learning curriculum component requires students to attend all assigned clinics, community visits and panels, and to submit documentation of participation at the end of each semester, unless otherwise designated. A reflection may be requested for panels unless otherwise specified, and students must complete a final reflection survey on all CHE in SCI IV at the end of Year 2.

CHE visit dates and times are Wednesday or Thursday mornings, 8:00 am to 12:00 pm or Friday afternoon 1:00 pm-5:00 pm; other days and times may be used with advance notice. An overview of the visit schedule can be found in the Appendix.

The SCI CHE Guidebook for preceptors and students should be consulted for review of protocols and visit tips. This guidebook will be given to preceptors electronically with confirmation emails or during the faculty member's visit to the preceptors' office, and to students at the August orientation.

4- Service-Based Learning

Service-learning is a structured learning experience that combines community service with preparation and reflection. Students engaged in service learning provide community service in response to community-identified concerns and learn about the context in which the service is provided, the connection between their service and their academic coursework, and their roles as citizens and professionals. [Seifer SD. "Service learning: Community-campus partnerships for health professions education." *Academic Medicine* 1998; 73(3):273-277].

Although service-learning is not required in second year, it is highly recommended. Service-learning will give students an opportunity to put what they are learning into practice in a real-life situation as well as to make a difference in the El Paso community and beyond.

The SCI team works to create opportunities for students to learn about opportunities for service early in their time at PLFSOM. SCI hosts activities with community groups to help link students to community-based organizations.

A service-learning site is available through campus learning platforms in Elentra where students document and submit service-learning hours and reflection forms. Students who contribute more than 100 hours of service-learning will be eligible for the 100-Hour Club and be recognized at both the annual symposium as well as at graduation. Student Service Chairs for each class play a role in reviewing and approving their peer's service hours against our 100 Hour Club Guidelines (See Appendix).

A **Service-Learning Symposium** is held annually, usually in the spring. Abstract submission is due during the first weeks of the calendar year. In this symposium, students have the opportunity to share their service-learning activities with faculty, students, and members of the community. Participation in this symposium as a presenter can be included in applications for residency programs.

Students are encouraged to contact the SCI Service-Learning Director, Dr. Rosenthal, if they have any questions about service-learning activities.

Service and Service-Learning reflections are encouraged for all PLFSOM students throughout their four years of Medical School.

Strategies to Reinforce Learning

Throughout the Course, SCI instructors use techniques to help foster long-term learning, including active learning, spaced learning, interleaving, mixed practice, and desired difficulties. Students are encouraged to use resource they feel will best help them learn the objectives for each session and

are in fact encouraged to use multiple resources, not just the session slides. These objectives will be found on the Department's learning platforms for each session. Students should understand that the session slides are designed to facilitate class presentations; they are not designed to be a study aid. Indeed, learning theory suggests that students taking notes in class provides active learning. Thus, we do not provide study aids because evidence suggests that students who create their own study aids generally outperform students who use study aids generated by other people. Classes will be a blend of lecture format with intervals when students break into pairs or small groups to work on a problem. Interactive testing polls and games will also be used to reinforce learning.

Each semester will feature 1-2 Problem Sets to reinforce the application of the content featured in the semester. SCI III's Introduction to Medicine Biostatistics and Critical Appraisal Skills team-based learning (TBL) activities will include individual- and team-readiness assurance tests (iRATs/tRATS) that will carry percentage point values towards the final grade. See [Grading Distribution and Required Semester Elements](#).

All SCI sessions will be tested in Final Exams at the end of each semester. Exams will feature multiple choice questions and may also include a small number of multi-point open-ended questions. Exams may include questions beyond the current semester. Sessions to be tested beyond the current semester will be announced at the beginning of the semester.

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 that can be found at [PLFSOM PGOs](#). See table below for SCI assessment strategies for PGOs.

SCI course goals include the following. Institutional goals are indicated in parentheses. Upon graduation, students will be able to:

1. Articulate how political, social, community, organizational, and family systems affect and are affected by the health of individual patients. (KP-2.5, PBL-3.5, SBP-6.1, SBP-6.2, SBP-6.3)
2. Identify community assets and needs and have the opportunity to engage in service-learning projects to build on those assets and work to address identified needs. (PBL-3.5, SBP-6.2)
3. Identify, use, and assess qualitative and quantitative findings to critically evaluate the medical literature and practice evidence-based medicine. (KP-2.3, KP-2.6, PBL-3.1, PBL-3.4, SBP-6.3, PPD-8.4, PC-1.2)
4. Use epidemiological principles to assess and evaluate the distribution and determinants of disease. (KP-2.4)

5. Describe how culturally-based beliefs, attitudes, and values affect the health and illness behaviors of individuals, groups, and communities and identify strategies to effectively work with patients and co-workers who have different cultural backgrounds. (PC 1.6, ICS-4.1, ICS-4.2, ICS-4.3, PRO 5.1, IPC-7.4).
6. Describe the concepts of family, community, and systems within communities that impact health seeking behaviors and responses to treatment interventions. (KP-2.5, PBL-3.5, SBP-6.1, SBP-6.2)
7. Describe and recognize the impact of environmental and occupation factors on the health of individuals and populations. (PC-1.7, KP-2.4, PBL-3.1, PBL-3.5)
8. Identify and apply effective strategies for promoting health and reducing illness at the level of both the individual and the community. (PC-1.7, KP-2.4, PBL-3.1, PBL-3.5)
9. Participate in and/or analyze barriers and facilitators to the successful delivery and quality improvement of health care by community physicians and other health care providers. (PC-1.1, PBL 3.2, ICS-4.2)
10. Articulate the role of other health care providers in enhancing the health of their patients and work effectively with them in a collaborative manner. (ICS-4.2, SBP-6.4, IPC-7.1, IPC-7.2, IPC-7.3, IPC-7.4)
11. Investigate Health System Sciences to examine how health system organization impacts health and access to care for varied populations. (PBL 3.5, SBP 6.1, SPB 6.4)
12. Participate in Interprofessional Education (IPE) in order to better understand Physician's roles and opportunities for collaboration to promote health and wellbeing for providers and those they serve. (ICS 4.2, IPC 7.3)

See the PLFSOM Programmatic Goals and Assessment Methods during SCI III to IV, in the table below.

PLFSOM Programmatic Goals and Assessment Methods during SCI III to IV.

| Patient Care | | | |
|---------------------------------------|--|---|--|
| Educational Program Objectives | | Assessment Methods | Outcome Measures |
| 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. | <ul style="list-style-type: none"> Self-Assessment Exam – Institutionally Developed, Written/Computer-based | <ul style="list-style-type: none"> SCI IV CHE reflection as Complete/Incomplete [C/I] SCI IV Final Exams |
| PC-1.2 | Make informed decisions about diagnostic and therapeutic interventions based on patient | <ul style="list-style-type: none"> Research or Project Assessment | <ul style="list-style-type: none"> Problem Set SCI III. See Rubric in Appendix. |

| | | | |
|---------------------------------------|--|---|--|
| | information and preferences, up-to-date scientific evidence, and clinical judgment. | <ul style="list-style-type: none"> Exam – Institutionally Developed Written/Computer-based Preceptor assessment | <ul style="list-style-type: none"> TBL iRATs/tRATs (SCI III) SCI III & IV Final Exams The CHE preceptor visit student evaluation form (See rubric in Appendix). |
| PC-1.6 | Counsel and educate patients and their families to empower them to participate in their care and enable shared decision-making. | <ul style="list-style-type: none"> Self-Assessment Exam – Institutionally Developed, Written/Computer-based | <ul style="list-style-type: none"> SCI IV CHE reflection [C/I] SCI IV Final Exams |
| PC-1.7 | Provide preventative health care services and promote health in patients, families and communities. | <ul style="list-style-type: none"> Self-Assessment Exam – Institutionally Developed, Written/Computer-based | <ul style="list-style-type: none"> SCI IV CHE reflection [C/I] SCI IV CHE Final Exams |
| Knowledge for Practice | | | |
| Educational Program Objectives | | Assessment Methods | Details |
| KP-2.3 | Apply evidence-based principles of clinical sciences to diagnostic and therapeutic decision-making and clinical problem solving. | <ul style="list-style-type: none"> Self-Assessment Research or Project Assessment Exam – Institutionally Developed, Written/Computer-based | <ul style="list-style-type: none"> SCI IV CHE reflection [C/I] Problem Set SCI III. See Rubric in Appendix. TBL iRATs/tRATs (SCI III) SCI III & IV Final Exams |
| KP-2.4 | Apply principles of epidemiological sciences to the identification of health problems, risk factors, treatment strategies, resources, and disease prevention/health promotion efforts for patients and populations. | <ul style="list-style-type: none"> Research or Project Assessment Exam – Institutionally Developed, Written/Computer-based | <ul style="list-style-type: none"> Problem Set SCI III. See Rubric in Appendix. TBL iRATs/tRATs (SCI III) SCI III & IV Final Exams |
| 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. | <ul style="list-style-type: none"> Self-Assessment Exam – Institutionally Developed, Written/Computer-based | <ul style="list-style-type: none"> SCI IV CHE reflection [C/I] SCI IV Final Exams |

| | | | |
|--|---|---|---|
| KP-2.6 | Demonstrate an understanding of and engagement in the creation, dissemination and application of new health care knowledge. | <ul style="list-style-type: none"> Research or Project Assessment Exam – Institutionally Developed, Written/Computer-based | <ul style="list-style-type: none"> Problem Set SCI III. See Rubric in Appendix. SCI IV Finals |
| Practice-Based Learning and Improvement | | | |
| Educational Program Objectives | | Assessment Methods | Details |
| PBL-3.1 | Identify gaps in one's knowledge, skills, and/or attitudes, and perform learning activities to address them. | <ul style="list-style-type: none"> Research or Project Assessment | <ul style="list-style-type: none"> Problem Set SCI III. See Rubric in Appendix. |
| PBL-3.4 | Locate, appraise and assimilate evidence from scientific studies related to patients' health problems. | <ul style="list-style-type: none"> Research or Project Assessment Exam – Institutionally Developed, Written/Computer-based | <ul style="list-style-type: none"> Problem Set SCI III. See Rubric in Appendix. TBL iRATs/tRATs (SCI III) SCI III Final Exams |
| PBL-3.5 | Obtain and utilize information about individual patients, populations or communities to improve care. | <ul style="list-style-type: none"> Self-Assessment Exam – Institutionally Developed, Written/Computer-based | <ul style="list-style-type: none"> SCI IV CHE reflection [C/I] SCI IV Final Exams |
| Interpersonal and Communication Skills | | | |
| Educational Program Objectives | | Assessment Methods | Details |
| ICS-4.1 | Communicate effectively with patients and families across a broad range of socioeconomic and cultural backgrounds. | <ul style="list-style-type: none"> Self-Assessment Preceptor assessment Exam – Institutionally Developed, Written/Computer-based | <ul style="list-style-type: none"> SCI IV CHE reflection [C/I] The CHE preceptor visit student evaluation form (See rubric in Appendix). SCI IV Final Exams |
| ICS-4.2 | Communicate effectively with colleagues and other health care professionals. | <ul style="list-style-type: none"> Self-Assessment Exam – Institutionally Developed, Written/Computer-based Peer Assessment | <ul style="list-style-type: none"> SCI IV CHE reflection [C/I] SCI IV Final Exams Peer Assessment in the middle and at the end of SCI III. See SCI peer assessment rubric in appendix. |
| ICS-4.3 | Communicate with sensitivity, honesty, compassion and empathy. | <ul style="list-style-type: none"> Self-Assessment Peer Assessment | <ul style="list-style-type: none"> SCI IV CHE reflection [C/I] Peer Assessment in the middle and at the end SCI III. See SCI Peer Assessment Rubric in appendix). |

| Professionalism | | | |
|---------------------------------|---|---|--|
| Educational Program Objectives | | Assessment Methods | Details |
| PRO-5.1 | Demonstrate sensitivity, compassion and respect for all people. | <ul style="list-style-type: none"> Self-Assessment | <ul style="list-style-type: none"> SCI IV CHE reflection [C/I] |
| Systems-Based Practice | | | |
| Educational Program Objectives | | Assessment Methods | Details |
| SBP-6.1 | Describe the health system and its components, how the system is funded and how it affects individual and community health. | <ul style="list-style-type: none"> Self-Assessment Exam – Institutionally Developed, Written/Computer-based | <ul style="list-style-type: none"> SCI IV CHE reflection [C/I] SCI IV Final Exams |
| SBP-6.2 | Demonstrate the ability to identify patient access to public, private, commercial and/or community-based resources relevant to patient health and care. | <ul style="list-style-type: none"> Self-Assessment Preceptor assessment Exam – Institutionally Developed, Written/Computer-based | <ul style="list-style-type: none"> SCI IV CHE reflection [C/I] The CHE preceptor visit student evaluation form (See rubric in Appendix). SCI IV Final Exams |
| SBP-6.3 | Incorporate considerations of benefits, risks and costs in patient and/or population care. | <ul style="list-style-type: none"> Exam – Institutionally Developed, Written/Computer-based | <ul style="list-style-type: none"> SCI IV Final Exams |
| SBP-6.4 | Describe appropriate processes for referral of patients and for maintaining continuity of care throughout transitions between providers and settings. | <ul style="list-style-type: none"> Self-Assessment Exam – Institutionally Developed, Written/Computer-based | <ul style="list-style-type: none"> SCI IV CHE reflection [C/I] SCI IV Exam |
| Interprofessional Collaboration | | | |
| Educational Program Objectives | | Assessment Methods | Details |
| IPC-7.1 | Describe the roles and responsibilities of health care professionals. | <ul style="list-style-type: none"> Self-Assessment | <ul style="list-style-type: none"> SCI IV CHE reflection [C/I] |
| 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. | <ul style="list-style-type: none"> Self-Assessment Exam – Institutionally Developed, Written/Computer-based | <ul style="list-style-type: none"> SCI IV CHE reflection [C/I] SCI IV Final Exams |
| IPC-7.3 | Participate in different team roles to establish, develop, and continuously enhance interprofessional teams to provide patient- and | <ul style="list-style-type: none"> Self-Assessment | <ul style="list-style-type: none"> SCI IV CHE reflection [C/I] |

| | | | |
|--|---|--|---|
| | population-centered care that is safe, timely, efficient, effective, and equitable. | | |
| IPC-7.4 | Recognize and respond appropriately to circumstances involving conflict with peers, other health care professionals and team members. | <ul style="list-style-type: none"> Exam – Institutionally Developed, Written/Computer-based | <ul style="list-style-type: none"> SCI IV Final Exams |
| Personal and Professional Development | | | |
| Educational Program Objectives | | Assessment Methods | Details |
| PPD-8.4 | Utilize appropriate resources and coping mechanisms when confronted with uncertainty and ambiguous situations. | <ul style="list-style-type: none"> Exam – Institutionally Developed, Written/Computer-based | <ul style="list-style-type: none"> SCI I & IV Finals |

Abbreviations in the table:

SCI: Society, Community, and the Individual Course

CHE: Community Health Experience

IPE: Interprofessional Education

C/I: Complete/Incomplete

CA: Community Assessment

TBL: Team Based Learning

iRAT: Individual Readiness Assurance Test

tRAT: Team Readiness Assurance Test

Grading System

Graded Components and Remediations

There are three (3) components of SCI overall that are graded: (1) SCI Coursework which is scored, (2) the Community Health Experience and (3) Spanish. (*See Spanish Syllabus for Spanish component details.*)

1. Coursework

Summative Assessments

Graded coursework includes a combination of in-class individual and/or team-based quizzes, final exams, and written assignments/reflections. Students must obtain a 65% or greater cumulative score to pass each semester. This is a strict cut-off.

Students will have final exams in each semester. The content of the course is cumulative so each examination may build on content covered previously. Students will be notified at the beginning of the semester, if any specific sessions since the prior exam will be featured on an exam.

Attendance at SCI Sessions is required. As per university policy “Tardiness is disruptive, unprofessional, discourteous, and strongly discouraged”. See the [Pre-clerkship phase attendance Policy](#).

An unexcused absence from an exam will result in a score of “0” for that exam. Students who arrive up to 10 minutes late for an assessment will be permitted entry to the assessment area entirely at the discretion of the chief proctor and with regard to the effect that such entry may have on the students already present in the assessment environment. Students who are permitted late entry to the assessment must finish at the scheduled end time. Students who arrive more than 10 minutes late for an assessment will be denied entry and recorded as absent.

Remediation decisions are based on the initial cumulative score at the end of the semester. If the cumulative score is less than 65%, students will be required to remediate by doing a written exam with a 65% passing threshold.

Students who score less than 65% on the iRat tRAT of the first five sessions of biostatistics and their college mentor will receive a warning.

Students with an excused absence for a session with a graded quiz will be permitted to take an individual make-up quiz prior to the end of the semester. The student is responsible for contacting the course coordinator and setting a time to do the remake exams inside the time frame determined by the course director. There is a limited time frame for doing remake exams and if a student misses this time frame, the grade for that session will be zero, despite the excused absence. Students with an unexcused absence for a session with a graded quiz will forfeit the session grade.

If problem sets are submitted late, the student will be penalized 25% for each 24 hours of delay. A score of zero will be given to problem sets submitted after 4 days.

Formative Assessments

Students will have access to weekly formative assessments with inclusion of Multiple Choice Questions (MCQs) and in some cases, open ended questions. Formative questions should ideally be answered after reading/listening to the on-line posted teaching materials and before coming to class. Feedback on formative assessments will be given to students, automatically from the exam system. Formative questions will be posted with Course Material and may appear as Quizzes in Elentra or Attachments.

2. Community Health Experiences (CHE)

To pass this component of SCI, students must attend all the assigned activities and submit an SCI CHE Survey and submit required documentation of CHE visit attendance.

Student CHE documentation is currently managed using required hard copy signed documentation cards. It is the students' responsibility to review instructions for each semester and adhere to the methods provided.

An unexcused absence for an assigned CHE activity, that is not remediated, will result in a Fail of the SCI course. See Remediation protocols for unexcused missed CHE visits below. Requests for excused absences can be submitted through the PLFSOM online absence/leave request system [here](#). See the PLFSOM [Pre-clerkship phase attendance policy](#) for guidelines on excused absences.

A CHE Guidebook for preceptors and students will be shared at the start of the Academic Year to clarify what is expected from them in the preceptor visits.

Students can swap their time slots with a classmate, once in a semester and if they have a legitimate reason. However both students have to inform the SCI coordinators at least 2 weeks (10 business days) before the earliest time slot and both students have to see the SCI coordinator in person and fill in a request form. Exceptions can be made by the director's discretion on a case basis.

If something goes wrong or something unexpected happens with a clinical CHE visit for any reason, the student has to inform the Course Coordinators and the Course Director and Co-Director by email of the issue no later than 5 business days after the event.

Standard Community Clinic Times

- Students will receive a schedule of their community clinic visits early in the semester. An announcement will be made when all visits have been scheduled for the semester through an email from the SCI coordinators to the class. If asked, students are responsible for signing up for clinical slots by the deadline provided.
- Until that email is released, students should keep their dates and times available for SCI visits.
- MS2 Community Health Experience visits will primarily be on Wednesday or Thursday mornings, 8:00 am to ~12:00 pm.
- Exceptionally, some visits will be scheduled on other days of the week when other pre-clerkship courses are not scheduled.
- Unfortunately, given the complexity of multiple schedules and limited preceptor time, students need to abide by the schedule unless the student is granted an excused absence.
- Because community preceptors can cancel their clinics at any time, students should keep these alternative times as free as possible in case they need to be rescheduled. Students should not negotiate alternative clinic times with their clinic preceptors.

Documenting the visit

For each community health experience, students are responsible for having their preceptor document their visit by signing their preceptor documentation card that needs to be submitted to the relevant program coordinator, at the end of each semester.

Documenting a visit without attending clinic will result in an automatic failure of the Community Clinic Experience and SCI based on professionalism issues without the option for remediation as well as referral to the GPC.

Students are advised to take a picture of their signed form after each visit in case they lose their signature card. Cards must be submitted within 1 week (7 days) after the final exam. Card submission instructions will be printed on the card. Failure to submit the card will result in a failure of SCI.

The preceptor will also be asked to complete a student evaluation survey online and submit electronically or on paper and submitted in a sealed and signed envelope. The evaluation form can be seen in the Appendix.

Pre and Post Survey Reflection

For selected Community Health Experiences, during SCI IV students will receive an individualized LINK from SCI-ELPaso@ttuhsc.edu to complete an on-line Community Health Experiences Reflection. Students are responsible for keeping and using the appropriate link.

Students are required to participate in both Non-Clinical and Clinical Visits as listed in the table below.

| SCI Community Health Experiences | |
|---|--|
| Visit order and sites subject to change with notice | |
| Non-Clinical Events (no preceptor) | Clinical Visits (with preceptors) |
| 1. Community/Military Health Facility (SCI I-Immersion) | 1-3. Physician (or DNPs) Preceptor Visits (SCI I, II, III) |
| 2. Chronic Disease Patient Panel (SCI I) | 4. Pharmacy Visit (SCI I or SCI II) |
| 3. Service Learning Symposium (SCI II) | 5. Internal Medicine Visit (SCI I or SCI II) |
| 4. Public Health Department Visit (SCI II) | 6. Ophthalmology Visit with an Optometrist, or Ophthalmologist (SCI III) |
| 5. Working with Interpreters Training (SCI III) | 7. Dentistry Visit at Dentists' Office or Hunt Dental Clinic (SCI IV) |
| 6. Obstetrics and Gynecology Panel (SCI III) | |
| 7. NAMI Panel and Policy Session (SCI IV) | |

DNP: Doctor of Nurse Practitioner, with a faculty appointment at PLFSOM

NAMI: National Alliance on Mental Illness

Missing a Community Health Experience

Make-ups are required for all CHE absences, excused and unexcused. For clinical CHEs this includes making up the visit itself.

It is specifically **essential** that students attend Clinical CHE visits as scheduled. If students miss a visit, they need to follow the procedures outlined here, that are appropriate to their situation:

- E-mail the Department of Medical Education through the PLFSOM absence management system as soon as possible.
- Contact the respective SCI program coordinator **as soon as possible, in no later than 5 business days** after the event. Include the preceptor's name and the date of the missed clinic.
- Contact their preceptor to let them know they will not be at their clinic.

If the student discovers that the preceptor is not available, the student needs to contact the respective SCI program coordinator. Please include the preceptor's name and the date of the missed clinic as well as times available within the next month for potential rescheduling. The SCI program coordinator will work with the preceptor to schedule a make-up visit at a time when the student does not have scheduled class activities or during another month in which case the student may have two preceptor visits during the same month.

If the clinic visit is missed due to an excused absence, the SCI program coordinator will work with the preceptor to schedule a make-up visit at a time when the student does not have

scheduled class activities or during another month in which case the student may have two preceptor visits during the same month. See the [Pre-clerkship phase attendance policy](#) to find out how absences are excused.

If the clinic visit is missed due to an unexcused absence, the student is required to submit the 4000-word remediation paper. The SCI program coordinator will attempt to schedule a make-up visit at a time when the student does not have scheduled class activities or during another month in which case the student may have two preceptor visits during the same month. Attending this clinic is required but does not replace submitting the remediation paper.

If the clinic visit is missed due to an SCI mistake, the SCI program coordinator will work with the preceptor to schedule a make-up visit at a time when the student does not have scheduled class activities or during another month within the academic year in which case the student may have two preceptor visits during the same month.

Missed Visits Remediation Papers

Remediation papers for missed non-clinical and clinical CHE visits are due at the end of the semester when the visit was missed, and must be submitted online within 7 days of the final unit/semester exam through the Assignment's DropBox feature in the associated semester's SCI Course, in Elentra. See table below for the remediation plans in different situations. Make-up and Remediation Paper descriptions are in the Appendix.

| Summarized Student Remediation Plan | |
|-------------------------------------|---|
| Situation | Make-Up or Remediation |
| A Non-Clinical Excused Absence | <ul style="list-style-type: none">• The 600 word make-up reflection |
| A Non-Clinical Unexcused Absence | <ul style="list-style-type: none">• The 600 word make-up reflection &• The 2000 word remediation paper |
| A Clinical Excused Absence | <ul style="list-style-type: none">• A make-up visit |
| A Clinical Unexcused Absence | <ul style="list-style-type: none">• A make-up visit &• The 4000 word remediation paper |

Assignment due Dates are 7 days after the unit final exams are completed.

For SCI II this can be after the CEYE exam.

For unexcused absences, a professionalism concern will be sent to the student's college mentors and documented in the student's record according the [Pre-clerkship phase attendance policy](#).

A second unexcused clinical CHE absence in the same year will result in a failure of SCI and a referral to the GPC. Please note that inability to attend a community health experience due to lack of immunizations is an unexcused absence.

SCI Semester Grade Determinations

Detailed information regarding institutional and school-level grading procedures and transcript notations at TTUHSC-EP can be found at:

- ✓ [Grade Changes and Transcript Notations \(subsidiary to HSCEP OP 59.05\) policy](#)
- ✓ [Grading Procedures and Academic Regulations \(HSCEP OP 59.05\) policy](#) and
- ✓ [Grading, Promotion, and Academic Standing' \(GPAS\) policy](#).

The overall semester course grades for SCI III and SCI IV are comprised of the following weighted components:

SCI III – Fall (MS2)

| SCI III Assessment Components | |
|--|------------------------------------|
| In class Team-based activity <i>Each session is worth equal grades and the grade of each session is the 20% divided by the number of sessions. The grade of each session is equally divided between the iRAT and the tRAT.</i> <i>There are only 11 sessions with in class grades. The Critical appraisal sessions do not have in class grades.</i> | 20% of final grade |
| Final Exam (Review of Research Methods including five sessions from semester 2; Case-control studies, Cohort Studies, RCTs, Bias confounding & effect modification, and Systematic Reviews & Meta-analysis) | 30% of final grade |
| Final Exam (Nine sessions of Biostatistics) | 50% of final grade |
| Community Health Experiences | Reported as Complete or Incomplete |

Example for how the SCI III grade will be calculated:

If someone gets 70/100 in the final, 80/100 from the Review Exam, and 50/100 from class activity, the grade will be 69 and because it is ≥ 65 , this person will pass. We look at the cumulative grade.

$$(0.50 \times 70) + (0.30 \times 80) + (0.20 \times 50) = 69$$

SCI IV – Spring (MS2)

| SCI IV Assessment Components | |
|---|------------------------------------|
| Problem Set: Critical Appraisal of the Medical Literature (from SCI III) | 30% of final grade |
| Year 2 CHE Reflection on Lifelong Learning | 20% of final grade |
| Final Exam <i>The Final exam Includes all sessions in Semester IV and the two last sessions of Semester III which are Clinical Decision Making and Life Expectancy.</i> | 50% of final grade |
| Community Health Experiences | Reported as Complete or Incomplete |

Overall SCI Semester Course Grading

Students must obtain a 65% or greater cumulative score (based on weighted components) and satisfactorily complete the community health experiences to pass each semester. The grading system has been summarized below:

| | |
|------------------|--|
| Pass (PA) | Cumulative score \geq 65% and Completion of CHEs. |
| In Progress (PR) | Cumulative score \geq 65% and Incomplete CHE due to an unscheduled or excused absence. |
| Deferred (DE) | Cumulative score $<$ 65% or Incomplete CHE due to an unexcused absence. |
| Fail (FA) | After an unsuccessful remediation exam or an Incomplete CHE that did not get remaked or remediated in the expected time frame. |

CHE: Community Health Experience

Remediation Process

- Students with a cumulative score below 65% will receive a grade of DE and must take a remediation exam.
- Successful remediation: Score \geq 65% on remediation (or final) exam and completing all CHE visit remediation requirements converts the grade of DE (or PR) to PA (Pass).
- Unsuccessful remediation: Score $<$ 65% on remediation exam or not completing all CHE visit remediation (or remake) requirements in the expected time frame converts the grade of DE (or PR) to FA (Fail) and results in referral to the Grading and Promotions Committee (GPC).

Important Dates

Please watch Canvas/Elentra for potential changes.
See the Appendices for the Session List for SCI III and SCI IV.

Examinations

| Date* | MS2 Assessment Name | Student Sign-up Deadline* |
|-------------------|-------------------------|---------------------------|
| November 14, 2025 | SCI III Final Exam | - |
| January 5, 2026 | SCI Remediation Round 1 | December 26, 2025 |
| February 19, 2026 | SCI IV Final Exam | - |
| March 6, 2026 | SCI Remediation Round 2 | February 27, 2026 |
| March 16, 2026 | SCI Remediation Round 3 | March 9, 2026 |
| March 20, 2026 | SCI Remediation Round 4 | March 13, 2026 |

* Dates are subject to change.

Problem Sets

Problem set due dates will be posted in Elentra or in the designated platform. Anticipated Problem Set due dates are below. Problem sets will be given out at least one month before the deadline.

| Semester | Assignment or Problem Sets | Due Date* |
|----------|--|-------------|
| SCI III | Critical Appraisal of Medical Literature | Dec 8, 2025 |

* Dates are subject to change.

Community Health Experiences (CHE) Reflections

The SCI IV CHE Survey is due at the end of the Fall semester, on the Friday before Unit Exams.
See Remediation Paper Assignment in the Appendix.

Attendance Policies

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. For both excused and unexcused absences, students are responsible for learning the educational material and completing necessary assignments offered during their absence and can also be assigned alternative activities to make up for their absence from classroom participation.

Students who have an unexcused absence will need to remediate as outlined in the section on remediation. Students who fail to adequately remediate or who have a second unexcused absence during an academic year will fail SCI and be referred to the GPC. An unexcused absence from a graded assessment will result in a score of "0" for that assessment. Absences can be excused only through the PLFSOM absence management system [here](#).

Attendance at SCI III-IV classes and CHE sessions are required unless otherwise posted at the start of the semester. SCI follows PLFSOM absence and tardiness policies; see the Student Handbook for details.

Important: Students are responsible to learn all the material presented during classes. Academic material presented in class is testable whether or not it is a part of the slide presentations or written material. Students are also responsible for administrative announcements made in class. It is the responsibility of students not attending class to obtain this material, academic and administrative, from their fellow students. Students are also responsible for information sent to them by e-mail from SCI team members.

Course Policies and Procedures

Professional Attire

During the CHE (Community Health Experiences) visits as well as when working with standardized patients, and community members, students need to dress in a modest and understated manner, commensurate with proper decorum for clinical work as required for Medical Skills. Please see their syllabus for any updates; SCI will abide by the most recent version from Medical Skills. Briefly,

- Men are required to wear business casual attire. This includes slacks, a collared dress shirt, dress shoes, and optionally a necktie. Inappropriate attire includes polo shirts, running shoes, blue jeans, cargo pants, shorts, or T-shirts.
- Women are required to wear business casual attire. This includes slacks, dresses, or a skirt with blouse and dress shoes. Inappropriate attire includes low cut necklines, see-through blouses, bare midriffs, and short skirts or dresses that reveal the thigh above the knee.

- Closed-toe shoes are required in all clinical settings. Heels should be modest (3" or less). Sandals and shoes with open toes are prohibited in clinical areas by OSHA regulations because of the hazards posed by spills, needles, and sharp instruments.
- Grooming should be hygienic. Students must shower, use deodorant, and use daily oral hygiene. Long hair must be tied back so that it does not contact the standardized patient or interfere with the physical examination. Facial hair such as beards and sideburns must be neat, clean, and well-trimmed. Fingernails should be clean and length of nails should not be so long as to interfere with the proper performance of the physical examination.
- As noted earlier in the Syllabus, students will wear their short White Coats during Community Health Experiences unless specifically advised otherwise by their preceptor.

Professionalism

Professionalism is a core competency in Medicine, one that is taken extremely seriously in SCI. Students have failed SCI due to professionalism problems. Students are expected to adhere to the Standards of Professional Conduct outlined in the PLFSOM student handbook. In particular, students should not attempt to copy, post, share, or use SCI exam questions. Students should not submit false claims of attendance at their community clinic or alter documents. Depending on the nature of the problem and as determined by the course director, failure to act professionally may result in a grade of Fail for SCI, regardless of the student's performance in other aspects of the course, and the student will be referred to the GPC. Violations of professionalism could result in expulsion from the PLFSOM.

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.ttuhsce.edu/studentservices/accessibility/default.aspx>

Student 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 the Course Director or Co-Director 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.

Recommended Texts

Recommended texts are available electronically or on reserve in printed form in the library. A curated list of relevant electronic textbooks is also available through the TTUHSC-EP Library at:

<https://el Paso-ttuhsc.libguides.com/PLFSOMtextbooks>.

➤ Recommended/References for Biostatistics:

A collection of Biostatistics books for PLFSOM students can be found here:

<https://el Paso-ttuhsc.libguides.com/PLFSOMtextbooks/biostats>

The textbooks that will be used more commonly are:

Basic & Clinical Biostatistics: Fifth Edition by Susan White

Biostatistics and Epidemiology by Sylvia Wassertheil-Smoller; Jordan Smolle

Biostatistics for Medical and Biomedical Practitioners by Julien I. E. Hoffman

➤ Recommended/References for Social Foundations of Medicine:

Beaufort B Longest, Jr, Darr K. Managing health services organizations and systems. Available at:

<http://libraryaccess.el Paso.ttuhsc.edu/login?url=http://ebookcentral.proquest.com/lib/ttuhsc-el Paso/detail.action?docID=4816402>.

Coughlin SS, American Public Health Association. Case studies in public health ethics. Available at:

<http://libraryaccess.el Paso.ttuhsc.edu/login?url=http://ebookcentral.proquest.com/lib/ttuhsc-el Paso/detail.action?docID=836779>.

Gonzalo JD Ehrenfeld JD. Health Systems Science Review. Cases and questions for review. AMA Education Consortium. AMA Education Consortium. Elsevier. 2019.

Katz R. Essentials of public health preparedness. Available at:

<http://libraryaccess.el Paso.ttuhsc.edu/login?url=http://ebookcentral.proquest.com/lib/ttuhsc-el Paso/detail.action?docID=3319390>.

Hammound, M. Medical students making an impact: Submissions to the accelerating change in medical education health systems science student impact competition. American Medical Association.; 2019

Howell, M et al. Understanding healthcare delivery science Howell, 2020

Hunting KL, Gleason BL. Essential case studies in public health-putting public health into practice. Available at:

<http://libraryaccess.elpaso.ttuhsc.edu/login?url=http://www.r2library.com/Resource/Title/0763761311>

Institute of Medicine (U.S.) Patients charting the course: citizen engagement and the learning health system : workshop summary Institute of Medicine (U.S.) Roundtable on Value & Science-Driven Health Care, Corporate Author; Olsen, LeighAnne.; Saunders, Robert S.; McGinnis, J. Michael. 2011

Levine, R. Case Studies in Global Health.

<https://libraryaccess.elpaso.ttuhsc.edu/login?url=https://ebookcentral.proquest.com/lib/ttuhs-c-elpaso/detail.action?docID=4440150>

McGinnis, J et al. Digital Infrastructure for the Learning Health System: The Foundation for Continuous Improvement in Health and Health Care: Workshop Series Summary. 2012

Sobti R, et al. Delineating Health and Health System: Mechanistic Insights into Covid 19 Complications. 2021

Skochelak S, et al. AMA Education Consortium. Health Systems Science. Elsevier Publications, 2021, Second Edition.

Turnock BJ. Public health: what it is and how it works. Available at:

<http://libraryaccess.elpaso.ttuhsc.edu/login?url=http://ebookcentral.proquest.com/lib/ttuhs-c-elpaso/detail.action?docID=4441402>.

Wilensky SE, Teitelbaum JB. Essentials of Health Policy and Law. 2020. Available at:

<http://libraryaccess.elpaso.ttuhsc.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&scope=site&db=nlebk&db=nlabk&AN=2029553>

Appendices

Appendix 1: SCI III Sessions

Appendix 2: SCI IV Sessions

Appendix 3: MS2 CHE Experiences

Appendix 4: SCI Peer Assessment Rubric

Appendix 5: Critical Appraisal Assignment Rubric

Appendix 6: Preceptor Visit Student Evaluation Form

Appendix 7: SCI Community Health Experience Self-Assessment Rubric for Intake & Exit Surveys

Appendix 8: Make-Up and Remediation Assignment for Missed CHE visit

Appendix 9: Event Card

Appendix 10: 100 Hour Club Guidelines

Appendix 1: SCI III Sessions

MS2 Biostatistics Sessions Fall 2025

| | Monday | 11 AM and 1 PM | Assessment |
|----|--------------|--|--------------------------------------|
| 1 | August 11 | Introduction to Biostatistics and Basic Probability | MCQ exam in semester 3 |
| 2 | August 18 | Data and Descriptive Statistics, measures of central tendency, measures of variability, regression to the mean, distribution of data, normal distribution, Graphs, nominal and categorical variables, tables | |
| 3 | August 25 | Hypothesis Testing and Exploring the Role of chance (P-Values, Confidence Intervals, type 1 and 2 error) , Statistical vs Clinical significance, Validity, Reliability | |
| | September 1 | <i>NO CLASS Labor Day</i> | |
| 4 | September 8 | Parametric Comparison tests | |
| 5 | September 15 | Chi Square and Fisher's Exact Test | |
| 6 | September 22 | Correlation and Linear Regression | |
| | September 29 | <i>NO CLASS CNS-CSS Exam week</i> | |
| 7 | October 6 | Multivariate, Logistic, Poisson Regression | |
| 8 | October 13 | Diagnostic and Screening Tests (Sensitivities, Specificities, and Predictive Values, ROC Curves), criteria for a screening test, lead-time bias, length bias. Screening vs diagnostic tests. Likelihood ratios, posttest, pretest probabilities. | |
| 9 | October 20 | Natural History of Disease and Survival Analysis | The team- based problem set |
| 10 | October 27 | Critical Appraisal of Scientific Clinical Literature 1 (case series, cross-sectional, case-control studies) | |
| | November 3 | <i>NO CLASS H and P Med Skills Workshops, END Exam week</i> | |
| 11 | November 10 | Critical Appraisal of Scientific Clinical Literature 2 (cohorts, clinical trials, reviews) Interpretation and use of evidence based data and recommendations | |
| 12 | November 17 | Teams working on Critical Appraisal Sheets | |
| | November 24 | <i>NO CLASS Thanks giving break</i> | |
| 13 | December 1 | Clinical Decision Making, Causation, Bradford Hill criteria, reverse causality | |
| 14 | December 8 | Life expectancy, years of life loss, quality adjusted life years, disability adjusted life years, DALY, QALY, DALE. | MCQ exam in semester 4 |

Appendix 2: SCI IV Sessions

MS2 SCI IV Session – Spring 2025 Mondays 11 am and 1 pm

Session Names and Dates Subject to Change

| Session # | Mondays unless otherwise noted (*) | Topic |
|-----------|--|--|
| 1 | <i>*Given Week of January 5, 2026 Complete by Jan 31, 2026</i> | <i>Telemedicine – Async</i> |
| 2 | January 12, 2026 | Complementary and Alternative Medicine |
| 3 | *Wednesday, Jan. 21, 2026 8:00 am- NOON Date TBC | NAMI Panel and Impacting Health with Policy Workshop NOTE: This is a CHE and a Class Session |
| 4 | January 26, 2026 | Occupational Medicine |
| 5 | February 2, 2026 | Substance Use Disorder (SUD): The Role of Clinicians |
| 6 | February 9, 2026 | Interpersonal and Community Violence |

Appendix 3: MS2 CHE Experiences

CHE Learning Reflection Survey: The Survey will be released in the first month of SCI IV; it is due 7 days after the end of Unit 10 Exam

MS2 SCI III and IV CHE SCHEDULE: Fall – Spring – 6 visits

MS2 CHE Visits and Activities: Visit dates and times are Wednesday and Thursday mornings 8:00-NOON, and Friday afternoons; other days and times may also be used on occasion with advance notice.

Fall: Schedule might be in any order through Fall

- 1) Ophthalmology Visit
- 2) Obstetrics and Gynecology Panel
- 3) Primary Preceptor Visit
- 4) Working with Interpreters Training

Spring

- 5) Dental Visit
- 6) Spring Policy Class/Mental Health Panel (Wednesday after MLK Day)

Visit Documentation: CHE MS2 year visit documentation cards are due at the end of the Spring semester, 7 days after Final Exams are due. Watch for updates on documentation methods to be announced in class and in Elentra

Guidebook: The SCI CHE Guidebook for preceptors and students should be consulted for review of protocols and visit tips.

Appendix 4: SCI Peer Assessment Rubric

Pre-clerkship TBL

This form is for Team-Based Learning Peer Assessment

| Pre-clerkship TBL | | | | |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| These are items specific for Pre-clerkship Team-Based Learning Assessment | | | | |
| | Never | Sometimes | Often | Always |
| The peer arrives on time and remains with team during activities | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Demonstrates a good balance of active listening & participation | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Asks useful or probing questions | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Shares information and personal understanding | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Is well prepared for team activities | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Shows appropriate depth of knowledge | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Identifies limits of personal knowledge | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Is clear when explaining things to others | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Gives useful feedback to others | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Accepts useful feedback from others | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Is able to listen and understand what others are saying | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Shows respect for the opinions and feelings of others | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

What is the single most valuable contribution this peer makes to your team? (Please make sure your feedback is useful by describing specific behaviors clearly, and using constructive content and tone)

What is the single most important way this peer could alter their behavior to more effectively help your team? (Please make sure your feedback is useful by describing specific behaviors clearly, and using constructive content and tone)

Appendix 5: Critical Appraisal Assignment Rubric (Semester 3)

General Rubric for SCI-II-III-IV Problem Sets

| Question | Correct | Mostly correct | Half Correct | Less than half correct | Completely wrong |
|---|---------|----------------|--------------|------------------------|------------------|
| Grade of each Question (Q) = Total grade/n | 100 % | 75 % | 50 % | 25 % | 0 % |
| Q1 | | | | | |
| Q2 | | | | | |
| Q3 | | | | | |
| Q4 | | | | | |
| Q5 | | | | | |
| Q6 | | | | | |
| Q7 | | | | | |
| Q8 | | | | | |
| Q9 | | | | | |
| Q10 | | | | | |
| ... | | | | | |
| Qn | | | | | |

Appendix 6: Preceptor Visit Student Evaluation Form

Medical Student Preceptor Feedback Form

Thank you for serving as a preceptor for our Medical students. Your support, mentorship, and feedback are essential to their learning and development!

✦ Please evaluate each student individually.

Student Name: _____

Preceptor Name: _____

Date: _____

| Criteria | Exceeds Expectations | Meets Expectations | Needs Improvement | N/A |
|----------------------------|----------------------|--------------------|-------------------|-----|
| Medical Knowledge | | | | |
| Clinical Skills | | | | |
| Patient Communication | | | | |
| Professionalism | | | | |
| Responsiveness to Feedback | | | | |

General Comments (optional):

Appendix 7: SCI Community Health Experience Self-Assessment Rubric for Intake & Exit Surveys

SCI Community Health Experience Self-Assessment Rubric for Intake & Exit Surveys

| Domain | Did Not Meet Expectations (1) | Met Expectations (2) | Exceeds Expectations (3) |
|---|--|--|---|
| Health System Sciences Observations | Reflections lack insight into health systems (e.g., no mention of roles in care delivery, quality improvement, or population health). Observations are superficial or absent. | Provides clear observations on health systems, including aspects like interprofessional collaboration, resource utilization, or system inefficiencies, with basic connections to learning. | Offers deep, insightful observations on health systems, integrating concepts like value-based care, equity, or policy impacts, with strong ties to personal growth and future practice. |
| Patient-Centered Care Observations | Minimal or no discussion of patient interactions, empathy, communication, or cultural considerations. Lacks self-awareness in care delivery. | Describes patient interactions with attention to empathy, shared decision-making, and respect for patient values, showing adequate self-reflection. | Demonstrates exceptional insight into patient-centered care, highlighting nuanced communication, advocacy, and holistic approaches, with reflective analysis of personal biases and improvements. |
| Non-Medical Drivers of Health Observations | Minimal or no recognition of social determinants such as socioeconomic status, housing, education, or environmental factors. Observations are absent or unrelated to health impacts. | Identifies key non-medical drivers like access to resources, community support, or cultural influences, with basic reflections on their role in patient health outcomes. | Provides profound insights into non-medical drivers, analyzing intersections with health equity, advocating for systemic changes, and linking to personal learning for comprehensive care. |
| Individualized Learning Plan to Address Own Knowledge Gaps | Plan is absent, incomplete, or unrealistic; no goals, timelines, or resources specified. Lacks alignment with identified gaps. | Outlines a feasible plan with SMART goals, resources (e.g., readings, mentors), and timelines to address gaps effectively. | Develops a comprehensive, innovative plan with detailed, measurable goals, diverse resources, and integration of feedback mechanisms for ongoing evaluation and adaptation. |

| | | | |
|---|---|---|---|
| Reflections on Own Professionalism and Physician Student Role in Varied Clinical Settings | Lacks meaningful reflections on professional behaviors, ethical dilemmas, or adaptation to different clinical environments; observations are superficial, absent, or show limited self-awareness. | Provides thoughtful reflections on professionalism, including ethical decision-making, teamwork, and role adaptation across settings like inpatient, outpatient, or community care, with connections to personal development. | Offers profound, introspective reflections on professionalism, integrating ethical principles, leadership in diverse clinical contexts, and commitment to continuous improvement as a future physician, with evidence of transformative self-insight. |
|---|---|---|---|

Feedback Comments:

Appendix 8: Make-Up and Remediation Assignment for Missed CHE visit

Make-up and Remediation Assignments for Missed Community Health Experiences (CHE)

If you miss a scheduled Community Health Experience (CHE) including a Preceptor visit, you will be expected to do a Make-up and/or a Remediation paper. See the Table below to see if the visits missed was clinical or non-clinical.

As per the Syllabus: It is your responsibility to reach out to the SCI team and informed SCI Directors and Coordinators about the missed CHE within 5 days.

See the Missed CHE Make-up and Remediations below:

| Summarized Student Remediation Plan | |
|-------------------------------------|---|
| Situation | Make-Up or Remediation |
| A Non-Clinical Excused Absence | <ul style="list-style-type: none">• The 600 word make-up reflection |
| A Non-Clinical Unexcused Absence | <ul style="list-style-type: none">• The 600 word make-up reflection &• The 2000 word remediation paper |
| A Clinical Excused Absence | <ul style="list-style-type: none">• A make-up visit |
| A Clinical Unexcused Absence | <ul style="list-style-type: none">• A make-up visit &• The 4000 word remediation paper |

| Non-Clinical and Clinical Community Health Experiences Visit order and sites subject to change with notice | |
|---|--|
| Non-Clinical Events (no preceptor) | Clinical CHE Visits (with preceptors) |
| 8. Community/Military Health Facility (SCI I-Immersion) | 1-3. Physician Preceptor Visits (and Dr. NPs) (SCI I, II, III) |
| 9. Chronic Disease Patient Panel (SCI I-Fall) Service Learning Symposium (SCI II) | 4. Pharmacy Visit (MS1 -SCI I or II) |
| 10. Public Health Department Visit (SCI II) | 5. Internal Medicine Visit (MS1 -SCI I or II) |
| 11. Working with Interpreters Training (SCI III) | 6. Ophthalmology Visit (optometrist, ophthalmologist) SCI III |
| 12. Obstetrics and Gynecology Panel (SCI III) | 7. Dentistry Visit (dentists, Hunt dental clinic) SCI IV |
| 13. NAMI Panel and Policy Session (SCI IV) | |

Consequences In Addition to Papers:

- As per the Syllabus, professionalism reports may be sent to College Mentors in addition to the memo and paper assignments. See Syllabus for further consequences of ongoing issues.

REMEDIATION ASSIGNMENTS

DUE DATES: Remediation Assignments should be submitted one week (7 days) after semester exams end; for Spring this can be 1 week after end of year exams. Due dates stand unless otherwise negotiated.

Submission should be in Elentra. Work with the Course Director and SCI Coordinators so a Drop Box can be set up for your Submission.

The 600 Word Missed Non-Clinical CHE Make-Up Assignment

Please create a Reflection - a minimum of 600 words - on your missed CHE non-Clinical visit that includes the following; please give a sub-heading to each item in your paper:

- 1) A brief description of the CHE event missed– talk to peers, see a website (50 words min.)
- 2) A brief description of why this event/setting is important to your understanding of medicine and community health – your thinking about why this site/event is assigned (50 words min.)
- 3) A brief discussion of five (5) key points (@ 100 words each) of new learnings about this site (or similar sites)/event – your thinking reflecting on what you learn from peers, a website related to the site or experience, and also research and related content that talk about this site/event or similar ones
- 4) Please list your Research Sources for your Reflection including attribution to Peers (MS1 Key Informant – names not required), websites, reports, papers, etc.

NOTE: Attributions/References does NOT count in the Word Count Minimums

Submit your Assignment in Elentra as soon as possible to be able to fulfill semester requirements - ask the SCI Coordinators to set-up a DropBox if you do not find one called: MISSED NON-CLINICAL CHE VISIT MAKE-UP ASSIGNMENT

NOTE: This is a Complete/Incomplete Assignment – No Rubric is available

The 2000 and 4000 Word Remediation Papers

- The Remediation Paper Should be double spaced using Times New Roman, 12 point font; 1 inch margins.
- Choose a health issue/disease or Health System Sciences (HSS) issue of interest to you (diabetes, CVD, renal disease, arthritis, depression, hypertension, HIV-AIDS, - Value-Based Care, Payment Reform, Access to CAM services, etc.).
- Describe this condition and its impact on the population. Include epidemiologic evidence, cost to society in terms of money and productivity (esp. for the 10 page paper), particular population groups affected, and both environmental and behavioral risk factors. If HSS, describe the problems being addressed, the practice or policy challenges and options, and the state of current innovation, and
- Describe what you would expect to see in a clinical situation with a patient suffering from this condition. Include signs, symptoms, and clinical findings. Also describe what you would ask the patient to do in order to control their disease. If HSS, discuss examples of individual cases of groups of patients in relationship to this issue.

- Describe how you would approach a patient who was not adherent to your recommendations. Use at least one of the theories you have learned in SCI (stages of change, Health Belief Model, motivational interviewing, etc.) to explain how you would approach this issue. If HSS, describe the practice, policy, or current research in this area. Make sure this is at least 10-20% of your paper's content).
- Include references in AMA format as noted above. You need at least 6 references for the 4000 word paper and at least 3 references for the 2000 word paper. Reference are not counted in page numbers. References cited must be in AMA format.
- Your writing must be grammatically correct.

This must be your own work! We expect students to adhere to the Student Honor Code and to adhere to published policies related to plagiarism and copyright protection. Though you may build on past work, original work must be done as a part of fulfilling this assignment.

*Note we may use **Turn-It In** software and it recognizes your own former papers.*

You must get a minimum of 9 points in order to pass this 12 point assignment. See Rubric below.

| SCI REMEDIATION RUBRIC | | | |
|--|---|--|---|
| 9 points required to PASS—total possible 12 | | | |
| Qualities and Criteria | Poor 1 point possible in each category | Good 2 points possible in each category | Excellent 3 points possible in each category |
| 1) Describe the disease and its impact | No to little description of the disease or the impact of the disease on the population. No depth of description of cost*, groups affected, or risk factors. Not evidence-based. | Complete description of the disease and the impact of the disease on the population. Cites literature in the description of the cost*, groups affected, and risk factors. | Complete description of the disease and the impact of the disease on the population. Cites literature in the description of the cost*, groups affected, and risk factors; and connects the literature with examples from the community in which they have worked. |
| 2) Describe what you would expect to see in a clinical situation and what you would ask the patient to do. | No lists or limited lists of signs, symptoms and clinical findings. Simple description of what the patient should do. | Describes signs, symptoms and clinical findings in some detail. Gives a description of what the patient should do based on clinical standards and recommendations from the literature. | Describes signs, symptoms and clinical findings in some detail. Gives a description of what the patient should do based on clinical standards and recommendations from the literature. Include some discussion of possible barriers the patient may face in following instructions—give examples from their experience. |

| | | | |
|---|--|--|--|
| 3) Describe how to approach non-adherent patients. | Describes what they would do but not clearly theory-based. No description of theoretical constructs. | Describes what they would do based upon clearly stated theoretical constructs. Identifies common non-adherent behavior in the patient population they have chosen. | Describes what they would do based upon clearly stated theoretical constructs. Identifies common non-adherent behavior in the patient population they have chosen. Discusses more than one theory and compares/contrasts those theories. |
| 4) References and use of references <ul style="list-style-type: none"> • 3 CITES FOR 2000 WORDS/5 PAGES • 6 CITES FOR 4000 WORD/10 PAGES • How effective the references are used in the essay • Soundness of references • AMA style in reference list and for citations 5) Quality of Writing <ul style="list-style-type: none"> • Clarity of sentences and paragraphs • No errors and spelling, grammar and use of English • Organization and coherence of ideas | Minimum not met for scholarly references (5 pages- 3 cites) OR (10 pages-6 cites) scholarly resources, and/or they are not used effectively in the essay. References are not effectively used, and/or correctly cited and/or correctly listed in the reference list according to AMA style. & The essay is not well written, and contains many spelling errors, and/or grammar errors and/or use of English errors. The essay is badly organized, lacks clarity and/or does not present ideas in a coherent way. | There is a minimum of 3 (2000 word/5 pages) OR 6 (4000 word /10 pages paper) scholarly resources that are for the most part used effectively in the essay. Most of the references are effectively used, correctly cited and correctly listed in the reference list according to AMA style. & The essay is for the most part well written, and contains some spelling errors, and/or grammar errors and/or use of English errors. The essay is not fully organized, lacks some clarity and/or does not present ideas in a fully coherent way. | There is a minimum of 6 (10 pages) scholarly resources that are all used effectively in the essay. All references are correctly cited and correctly listed in the reference list according to AMA style. & The essay is well written, and contains no spelling errors, and/or no grammar errors and/or no use of English errors. The essay is well organized, is clear clarity and presents ideas in a coherent way. |

**Discussion of cost optional*

REMEDIATION FEEDBACK/COMMENTS:

SCORE:

Appendix 9: Event Card

This Event card is also available in Elentra.

Event Card

| |
|---|
| Student Name: |
| Faculty/Staff/Student Name: |
| Date: |
| Course (Circle One): MSPM MSK COL SCI OSCE Other |
| Description of Event: |
| Did this demonstrate exceptional professionalism? (Circle One) Yes No |
| Did this demonstrate a lapse in professionalism? (Circle One) Yes No |
| Suggestions for improvement? |

Appendix 10: 100 Hour Club Guidelines

100 Hour Club-Service Matters

Supporting Community Engagement and Learning Through Service

OVERVIEW OF THE 100 HOUR CLUB and SERVICE at PLFSOM

SERVICE LEARNING: Service learning is defined as “a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities.” - National Service-Learning Clearinghouse. The SCI course supports service learning for medical students and others on the campus through our reflection and documentation system and an annual symposium.

THE 100 HOUR CLUB: The primary goal of the “100 Hour Club – Service Matters” is to support and encourage student activity in service that benefits the Paso del Norte region in sites selected by students. As a part of membership, student service and learning must be documented through tracking hours served and writing reflections on service.

SETTING YOUR OWN GOALS FOR SERVICE LEARNING: To support your learning, we ask you to set at least three (3) learning objectives to guide you in the selections you make related to your service activities. Our reflection and documentation software (linked to e-portfolio and in Canvas) asks you to set those objectives when you reach 10 hours of service; the objectives may be updated at any time.

REFLECTIONS ON SERVICE: Students are asked to briefly describe their service experiences each time you log hours, ideally for each new venue. At select milestones (50 hours, 100 hours, 250 hours, and 500 hours), a brief reflection is required to consider what you have learned and to assess how that learning will impact your future thinking about yourself, your professional role/s, and the wider community.

PLANNED HOURS AND SERVICE BENEFICIARIES: While we support episodic acts of charity such as helping out a stranger or rescuing an animal, to count for the 100 Hour Club generally your service activities must be planned. Also, while helping family, friends, and near neighbors is laudable, these acts of kindness should not be counted as service hours. Hours to be counted must serve the community and not directly considered a part of our campus community; your family and friends are also not appropriate recipients of service for the 100 Hour Club. (See more details below).

SERVICE SITE & SUBJECT MATTER: The PLFSOM does not mandate where you do service or what service you do. We encourage you to do due diligence and learn about the organizations where you volunteer. We may share announcements about service opportunities, however, unless indicated, we do not endorse any opportunities.

SCHEDULE/DEADLINES: To qualify for the 100 Hour Club, students must reach 100 hours of service, adhering to these guidelines, from July 1 of the year they enter through March 1, on the year of their graduation. For MS1-MS3s, hours are due December 31. For MS4s hours are due by March 1. **NOTE: Data for the previous year must be entered by July 31. Rising MS4s who wish to include a new 100 Hour Club membership in their residency applications must enter hours by July 31; confirmation of hours and membership will be provided by early August.**

CONFIRMATION AND RECOGNITION OF MEMBERSHIP: All submitted hours will be reviewed using the 100 Hour Club Guidelines. MS1s thru MS3s 100 Hour Club membership will be confirmed with an invitation to the annual Service-Learning Symposium and Reception. An invitation confirming MS4s submitted hours and membership will be made by August 31 for July 31 submissions or by April 15 for March 1 submissions. Members are all recognized at graduation.

HOURS IN DISPUTE/GUIDELINE UPDATES: The Service-Learning Committee or its designees will review requests for exceptions to these guidelines and for general clarifications of guidelines on an ongoing basis. Students may request ruling reviews. The Committee and the Student Service Chairs may also request a review of hours submitted. These Guidelines are reviewed annually, approved updates will be made at the end of the academic year.

100 HOUR CLUB– SERVICE MATTERS GUIDELINES

What hours count?

The following guidelines are intended to aid students in determining if service hours undertaken can be applied for recognition for the 100 Hour Club. In all cases, we ask that students monitor themselves and apply judgment in listing hours. We recommend that students approach College Service Chairs and Representatives when unclear about whether hours are eligible. Transparency is recommended.

Overall, most hours you undertake and enter in our Service-Learning Database will be counted toward the 100 Hour Club when they are accompanied by required objective setting, clear description of activities, and required reflections. These guidelines were developed to address “grey” areas that have been brought forward to the Service-Learning Committee.

GENERAL GUIDANCE AND DATA ENTRY:

Reflecting on Hours and Logging Hours is required

- I. **Objectives and Reflection:** To fulfill requirements for the 100 Hour Club, personal learning objectives must be set at the 10-hour mark and reflections are required at 50 Hours, 100 Hours, 250 Hours, and 500 Hours.
- II. **Entering Hours:** For the first 100 hours logging can be done in up to 25-hour increments. After 100 hours, increments increase to 50 hours at a time. We encourage you to enter hours for each agency where you serve. *Note, we encourage you to log hours for each new service site or organization.*
- III. **Rounding-up:** You are responsible for tracking your time. Service hour entries can only be entered as whole hour integers, so to account for your full time served, please combine service time less than an hour together to form whole hours for entry.
- IV. **Deadlines:** To qualify for the 100 Hour Club, students must reach 100 hours of approved service from July 1 of the year they enter through March 1 on the year of their graduation. Data for the previous year must be entered by July 31. MS4s must submit by July 31 for an August confirmation. MS1s –MS3s should submit hours by December 31; MS4s can submit hours for consideration through March 1 for graduation recognition.

“MATCHING” HOURS: Contact with beneficiaries should happen 50% of the whole time of your activity. Prep activities or activities without beneficiaries present count, however, all such hours must be matched by contact hours with direct beneficiaries (also known as community members, or patients). This includes remote work that does not directly involve community members.

Example - When you bake, knit, or even prepare a newsletter for a community group outside our campus, you may count those hours but those hours must be matched by direct hours of contact with the intended beneficiaries – so 10 hours of prep would require 10 hours of contact. If you had 15 hours of prep but only 10 hours of contact you would claim 20 hours: 10 prep and 10 contact.

Advocacy and Educating

Reaching out to professional organizations and policy makers is to be applauded. Doing so to support your own profession's development is not counted (such as participating in the AMA). Hours spent on advocacy for others is counted but you must match those advocacy hours with direct contact with those for whom you are advocating.

Example: You work with migrant farmworkers at a clinic and you advocate for service for them at city council (50/50).

Spiritual Community Service

For students who play a role in supporting the life of their spiritual community such as teaching children and participation in worship leadership (choir, organ, etc.); service hours may be counted. Specifically, performance hours on site may be counted but they must include matching beneficiary contact. Given that, practice sessions should not be counted. Attendance at events also does not count.

Exceptions to MATCHING Guideline-Section II:

According to the Matching Guideline, if a selected event required more time for prep than there were hours of beneficiary contact (also known as community members, or patients), you may only claim the prep hours according to the 50% breakdown; for example, if you had 15 hours of prep, but only 10 hours of contact, you could only claim a total of 20 hours (10 for contact, and the 10 you are able to claim for prep according to 50%). **If you (or your student interest group) anticipate you will want to challenge this Matching Guideline for a selected activity, records of hours served and activities undertaken should be kept.** A review on a case-by-case basis by designated representatives of the Service-Learning Committee can be requested. Typically reviews will be undertaken just once per semester.

ANIMAL AND ENVIRONMENT CARE

Animal Care - Service related to animals is limited to formal service in a shelter or in a coordinated care program. Fostering, pet sitting, and random animal rescue, while applauded, does not count.

Environmental Care-Organized Garden and community clean-up campaigns in the community count. Campus-focused gardens and clean-up do not count. Note, community-facing direct activities linked to a campus garden count.

CLINICAL SERVICE SPECIAL NOTES & CLARIFICATIONS

Transit Hours

Transit hours do not count.

Overnight Service: On Call / On Duty – (50% and 5 hours)

Hours for overnight on-call: sleeping hours may be counted for a maximum of 5 hours per occurrence (if sleeping fewer hours please log accordingly). Hours spent sleeping overnight may only count for at most 50% of the hours served. *This would include community service or group leadership such as supervisor of youth group camping trip or sleeping overnight as volunteer on- call staff in a shelter.*

Clinical Shadowing

Clinical shadowing, while unpaid, that is largely serving in your clinical development and training, does not count as service. However, hours that are donated at an organized event such as a community clinic or sports event where your primary goal is service to the community, would count.

Crisis Hotline

For students working directly with community members through crisis, self-help or education service lines, even if is virtual and phone contact only, count as community service hours.

CAMPUS LEADERSHIP & STUDENT EVENTS:

Campus leadership & student events are only taken into account when focused on community and when the activity is service.

Campus Leadership Roles

While playing a role in student organization leadership is to be applauded, leadership of these groups or activities to benefit the campus community, do not count. Hours in activities to benefit those outside our campus community may be counted as below.

Student Leadership Managing a Community Activity (no formal interest group)

If you organize the event that benefits individuals or groups outside campus, the organizing time counts. **You should not count hours if you just attend.**

Campus Activities and Committees to Support Student Candidates and Students, Staff, and Faculty

Hosting applicants does not meet the goal of service outside the campus community so these hours do not count. Participation in student interview panels also does not count. Ushering at the White Coat and Graduation ceremonies also does not count. Finally, campus wellness activities do not count. Others similar campus –focused activities, while laudable, also will not be considered eligible hours.

Participation in Walks/Run and Pageants

Even if an event is raising funds or awareness to support a community group, you may not count participation in a walk, run, fundraiser, or pageant. Additionally, simply watching or attending a charity event should not be counted. If you are an event organizer, these hours would count to the extent that they are matched by beneficiary contact (see II. Matching)

Coordinated Reporting of Hours for Large Service Events

For larger scale volunteer activities (including Corazon de Oro, SUNS Health Fair; MLK Day) taking a coordinated approach to documenting service hours is recommended. *We encourage leadership of such events to set parameters for their student teams on the number of planning, clean-up and related hours to be counted;* as possible this should be undertaken in coordination with Faculty Advisors. Groups are advised to have students document their hours and activities carefully when submitting.

RESEARCH, TEACHING, and MENTORING

Community engagement associated with Research- esp. SARP vs. SARP Support

Even if your SARP research involves a community-based activity, your own SARP student hours invested are not considered service hours for the 100 Hour Club. If other students, not gaining SARP credits, assist in a related community-based activity for the SARP project, students not receiving SARP credit may count the hours as service.

For other work on community research not linked to SARP that involves planning for or direct community service, hours may be counted.

Research-related service should proactively be reviewed. Decisions will be on a case-by-case basis for all research.

Tutoring and Mentoring

Work supporting other campus students as a tutor or mentor for their research does not count as they are part of the campus community. Note, Admissions Panels and Candidate hosting does NOT count.

Tutoring and mentoring activities for those who are not on our campus are eligible hours as long as individuals are not paid for the services provided.

SERVICE-LEARNING GUIDELINES USE AT PLFSOM:

These Guidelines parallel and support guidelines used by the PLFSOM Colleges which support College Cup activities.

These are “living guidelines” intended to serve for this academic year. *Comments are encouraged. These may be sent to service-opportunities-elp@ttuhsc.edu for consideration for the coming year.*

Student inquiries will be reviewed once per semester during Fall and Spring. Full Guidelines will be reviewed every other year.

Submit questions through Class Service Chairs.

OUTREACH TO STUDENT ORGANIZATIONS: The Service-Learning Committee will reach out to student organizations through Student Service at the start of each year to reach out to share these Guidelines and propose this proactive planning. The MATCHING rule will be emphasized to groups and all student interest groups will be encouraged to discuss the Guidelines as they pertain to their service area.

NOTE: INDIVIDUAL SELF-DIRECTED SERVICE IS ALSO VALUED AT PLFSOM; BE IN TOUCH WITH QUESTIONS ABOUT GUIDELINES.