

## AY 2025-2026 Medicine and the Mind

The MS III MEDICINE and the MIND block will cover a full semester in which the student will have an opportunity to integrate teaching experiences across multiple disciplines, learning and understanding the interface between medical and psychiatric conditions affecting patients across settings from the emergency department and hospital (inpatient and consultation liaison service) to the ambulatory clinic. The specialties of Internal Medicine, Psychiatry, Family Medicine, Neurology and Emergency Medicine will be integrated into a full-time clinical rotation in the format of a blended longitudinal integrated clerkship. The schedule will contain concentrated block time for inpatient rotations, consultation liaison rotation and blocks for ambulatory experiences. Parallel streaming of experiences during the ambulatory blocks is built on the concept of interleaving in adult learning theory. Open space is flexible time built into the calendar and can be used for study, follow-up of continuity patients or personal time.

### Block Goals and Objectives

- Function effectively on a health care team that has implemented an interdisciplinary approach to patient care (7.2, 7.3)
- Communicate effectively with health care professionals both orally and in written documentation (4.2)
- Describe the interface between psychiatric and medical conditions(2.5)
- Perform the basic evaluation and develop an initial management plan for patients who have concomitant medical and psychiatric conditions in various treatment settings (1.1, 1.2, 1.3)
- Demonstrate patient centered care in the co-management of medical and psychiatric conditions (2.5, 1.6)
- Recognize psychiatric presentations of medical illness and medical symptoms and presentations that may be caused by a psychiatric condition and apply this knowledge to form a broad differential diagnosis and treatment plan (2.1, 2.2, 2.5)
- Apply evidence-based principles of clinical sciences in diagnostic and therapeutic decision making in various treatment settings (2.3)
- Maximize patient outcomes by providing collaborative care across specialties in medicine and with other health care professionals (7.2)
- Describe barriers at the health care system level that impact consultation and referral practices (6.4)

- Use data derived from the history, physical examination, imaging/ and or laboratory investigation to categorize the disease process and generate and prioritize a list of diagnostic considerations and develop an treatment plan (1.3)
- Demonstrate the effectiveness of these teaching and learning experiences with good performance on the Internal Medicine, Psychiatry and Family Medicine NBME shelf-exams. (2.1, 2.2, 2.3, 2.4, 2.5)

## Block Scheduling

Discipline-specific concentrated rotations in this block include Psychiatry Inpatient, Psychiatry Consultation Liaison Service, Neurology Inpatient, Internal Medicine Inpatient Wards and Subspecialty selective. The remainder of the time is spent on rotations that are ambulatory and integrated across the five specialties in a parallel streaming model with the goal of continuity with supervising residents and faculty. Family Medicine experiences will be concentrated in this block but will contain some longitudinal experiences in the other semester with OB-GYN/Pediatrics/Surgery. Emergency Medicine experiences will be integrated across the year, with clinical shifts focused on care of the adult during this block and clinical shifts at El Paso Children's Hospital in the other semester. Psychiatry experience derives its foundation from biopsychosocial model for all rotations. Didactics in each block will be integrated across disciplines to the extent possible. This block achieves the goals by weaving block (shared) activities with clerkship specific activities.

Within any given week, there will be some events that all students in the rotation, regardless of where they are in the block schedule, will be expected to attend. These include the weekly didactic sessions.

## Overview of the Block Schedule

Preceding the clinical activities of each semester, there will be one week of Intersession with orientation and shared activities to prepare you for the clinical rotations.

Following the completion of the spring semester, all students will participate in a 2 week Intersession Course that will include common learning experiences and end of year testing (not shown in the diagram below)

Please note that students will rotate through the experiences in a different order with small groups of their colleagues.

Orientation/ Procedures	IM wards 2 weeks	IM Specialty 1 week	Internal Medicine*	Internal Medicine	Psychiatry 1 week inpatient or CL	Psychiatry 2 weeks inpatient or CL	Neurology 1 week Inpatient	Internal Medicine	IM Ward 3 weeks	Testing/ NBME/ OSCE					
			Neurology	Neurology				Neurology							
			Psychiatry	Psychiatry				Psychiatry							
			Family Medicine	Family Medicine				Family Medicine							
			FM Longitudinal (goal of 4 sessions per week of ambulatory)												
			Emergency Medicine Longitudinal (goal 4 shifts 8 to 9 hours each)												
			Individual Learning Plan												

## Academic Success and Accessibility Office

### Office of Accessibility Services

TTUHSC EP is committed to providing 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.ttuhs.edu/studentservices/accessibility/default.aspx>

### STATEMENT OF ACCOMMODATION FOR PREGNANT AND 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 are encouraged to communicate their needs with their faculty and/or program for academic support. Students may also contact Norma Fuentes, the Manager of Accessibility and Student Advocacy, to discuss support options. She will work with the institution's designated Pregnancy and Parenting Liaison to ensure equal access to the University's education program or activity. Please email [norma.fuentes@ttuhs.edu](mailto:norma.fuentes@ttuhs.edu) or call 915.215.4398. Students may also submit a [Pregnancy & Parenting Support form](#) to request assistance.

For more information, please refer to [Texas Tech University System Regulation 07.15 – Pregnancy and Parental Status](#).

### 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 assistance, 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@ttuhs.edu](mailto:support.elp@ttuhs.edu). The offices are located in MSBII, Suite 2C201. Related information can be found at <https://elpaso.ttuhs.edu/studentservices/student-support-center/get-connected/> Additionally,

the National Suicide Prevention Lifeline can be reached by calling or texting **988**.

#### **Reporting Student Conduct Issues:**

Campus community members who observe or become aware of potential student misconduct can use the [Student Incident Report Form](#) to file a report with the Office of Student Services and Student Engagement. Student behaviors that may violate the student code of conduct, student handbook, or other TTUHSCEP policies, regulations, or rules are considered to be student misconduct. This includes, but is not limited to, plagiarism, academic dishonesty, harassment, drug use, or theft.

#### **TTUHSC El Paso Campus CARE Team:**

The university CARE Team is here to support students who may be feeling overwhelmed, experiencing significant stress, or facing challenges that could impact their well-being or safety. If your professor notices any signs that you or someone else might need help, they may check in with you personally and will often connect you with the CARE Team. This is not about being “in trouble”—it’s about ensuring you have access to trained professionals who can offer support and connect you to helpful resources. Additionally, if you have any concerns about your own well-being or that of a fellow student, please don’t hesitate to reach out to let your professor know. You can also make a referral to the CARE Team using [CARE Report Form](#). Your health, safety, and success are our top priorities, and we’re here to help.

#### [Attendance Policy \(See Common Clerkship Policies for more details\)](#)

Attendance at clinical duties and didactics is mandatory. Unexcused absences will not be tolerated and may result in disciplinary action, potentially including a requirement to repeat a clinical block or rotation. Students have allotted institutional holidays as stated in the student handbook and on each academic calendar.

Students assigned to WBAMC will be excused from duty on institutional holidays. Students will be expected to work on Military Training Days that do not coincide with institutional holidays. If the clinic to which the student is assigned is closed, the student will be assigned duties on campus for the day.

Students are required to attend both the first and last days of the rotation. The only excused absences will be for interviews, illnesses (with doctor’s note), or documented family emergencies. Students will not be excused in order to depart for an away or international rotation.

Absences are only excused at the discretion of the Clerkship/Course Director. Commonly excused absences include:

- Illness/health care appointment
- Family emergency
- Death in the Family
- Religious Holidays (please see the Religious Holidays Policy in the Student Affairs Handbook)
- Presenting at a National Conference

- Interviews for Residency (MS4 only)

During the third year, a student is expected to attend all clinical and didactic activities. If a student will be absent for any activity, they must obtain approval from the Clerkship Director. *If the Clerkship Director determines that a student's absence(s) compromises the student's ability to attain the necessary competencies, they may require the student to make up days or complete alternate assignments.* If a student is required to make up time, this must be completed during unscheduled time and the hours worked must be in compliance with the duty hour policy.

### Notification of Absence (Third and Fourth Year)

When a student is going to be absent, they are required to notify: 1) the Clerkship Coordinator BEFORE their shift or assigned duties begin. Acceptable forms of notification are: email (preferred), phone call, or text message. Please see individual Clerkship Syllabus for Clerkship-specific contact requirements.

#### Planned Absences:

A planned absence from a clerkship phase required activity must be reported a minimum of two weeks in advance (unless deemed unavoidable by the Associate Dean for Student Affairs and the Clerkship Director). Non-compliance shall result in the absence being counted as unplanned and potentially unexcused. The same notification rules listed in the previous paragraph apply.

### Professionalism Expectations

The student will demonstrate the principles of altruism, accountability, duty, integrity, respect for others, and lifelong learning which are central to medical professionalism. These are expected throughout the clerkships. The student will demonstrate a commitment to meeting professional (clinical and educational) responsibilities and adherence to high ethical standards. The student will demonstrate behavior, demeanor, speech, and appearance consistent with professional and community standards.

### Educational Professionalism – including but not limited to:

The student will:

- Be proactive and accountable for their education showing a growth mindset.
- Attend/complete all required educational (and pre-educational) activities, including credentialing documentation, clinical assignments, didactics, simulations, as well as complete preparation for activities.
- Complete all assignments in a timely manner.
- Demonstrate appropriate cell phone and laptop/tablet use – no texting, emailing, etc. when expected to be attentive to faculty/presenter.
- Update Op-Log on (at minimum) a weekly basis.
- Enter accurate duty hours daily.
- Dress and groom appropriately.
- Be respectful to all those (including other students) involved in your education.

- Manage professional biases in the educational setting.
- Commit to treat faculty, residents, staff, patients, community partners, and fellow students with respect and courtesy.
- Demonstrate flexibility and adaptability in response to changing circumstances. They will understand that schedules may need to change.
- Notify, in a timely manner, the appropriate people (e.g., team attending, team senior resident, clerkship coordinator) if they are going to be late or absent.

**Clinical Professionalism** - including but not limited to:

The student will:

- Interact professionally with patients, families, and team
- Respect personal and professional boundaries.
- Be where they are supposed to be when they are supposed to be there, and be ready to learn.
- Appropriately use cell phones and laptops/tablets.
- Dress and groom appropriately.
- Display dedication to the highest ethical standards governing physician-patient relationships, including privacy, confidentiality, and the fiduciary role of the physician and health care systems.
- Manage personal biases and personal situations so as not to interfere with providing the best care to your patients and being the best team member to your team.
- Be willing to step up to the plate and do your part for your team to help with the workload.
- Demonstrate flexibility and adaptability in response to changing circumstances.
- Notify, in a timely manner, the appropriate people (e.g., team attending, team senior resident, clerkship coordinator) if they are going to be late or absent.

Failure to meet standards may result in “Needs improvement” as Professionalism competency grade and may result in being ineligible for Honors as final grade. Repeated or egregious lapses may result in failure of Clerkship.

**Clerkship Director Block Huddle**

The Clerkship Director Block Huddle will meet one to two times per semester, or more often if needed, to review student progress in the eight competencies outlined in the medical school’s Program Goals and Objectives. The major purpose of the Clerkship Director Block Huddle will be early intervention with feedback and remediation for students struggling with clinical skills, diagnostic reasoning and professionalism across disciplines.

## Intersession/ Orientation Week

Preceding the clinical activities of each block, there will be one week of orientation and shared activities to prepare students for the upcoming rotations. Topics to be covered will vary by semester and will include the following:

- Orientation to each clerkship
- Electronic Health Record introduction and training
- Clinical Terminology
- Clinical reasoning session
- Introduction to the Individual Learning Plan
- Psychiatric Interview in Children and Adolescents
- Biopsychosocial Formulation
- Scales Training
- Patient Interviewing and Assessment
- Updates in Basic Sciences

## Block Assignments

Individualized Learning Plan: One week per semester is reserved for an Individualized Learning Plan. Three weeks before their scheduled ILP week, the student will need to turn in their ILP Sheet. Students will need to generate a prioritized list with 4 areas of improvement and/or Professional Development. The student will also need to generate how they plan to achieve their list and upload it to Elentra. The Student is expected to meet with their assigned Faculty/Resident/Fellow a minimum of one week before their ILP to discuss their ILP Sheet. The student will need to generate a 5 minute annotated PowerPoint presentation and provide it to the Faculty/Resident/Fellow for review and approval. Once it is approved it will be uploaded by the student to Elentra for the other students who are in the same ILP week to review and comment. Please refer to additional directions provided by the clerkships.

## Preparation for Teaching

- Attending faculty and residents will be oriented to the experience by the Clerkship Director or their designee, and provided copies of the syllabus and forms that they will use to assess student performance.
- Residents will be required, as part of their training and orientation, to function as teachers. All residents are required to participate in a “Residents as Teachers” program that is administered by the Office of Graduate Medical Education and the Office of Medical Education. In addition, each resident will be provided copies of the Medical Student syllabus with particular emphasis on goals, objectives, and assessment methods

and criteria.

## Additional Online Resources Available to Students

- Online Med Ed
- Aquifer
- UWorld
- CoreUltrasound

## Appendices

### Appendix A: Block Core Didactics and Objectives

- *\*Combined Didactics will be held every Wednesday afternoon throughout the Clerkship* (generally 1:00 P.M. – 5:00 P.M.). All necessary reading material will be provided prior to scheduled lecture via email or on Elentra.

### Appendix B: Quick guides and Assignment Guidelines

### Appendix C: Block Op-Log Guidelines and Requirements

### Appendix D: Assessment forms

## Block Directors/Assistant Directors & Coordinators

- Internal Medicine:
  - Director: Dr. Saul Ramirez ([Saul.Ramirez@ttuhsc.edu](mailto:Saul.Ramirez@ttuhsc.edu))
  - Assistant Director: Dr. Rebecca Corey ([Rebecca.Corey@ttuhsc.edu](mailto:Rebecca.Corey@ttuhsc.edu))
  - Coordinator: Marissa Tafoya ([marissa.tafoya@ttuhsc.edu](mailto:marissa.tafoya@ttuhsc.edu))
- Neurology:
  - Directors: Dr. Sushma Yerram ([syerram@ttuhsc.edu](mailto:syerram@ttuhsc.edu))
  - Assistant Director: Dr. Isabel Narvaez-Correa ([isanarva@ttuhsc.edu](mailto:isanarva@ttuhsc.edu))
  - Coordinator: Marcela Guerrero ([marcela.guerrero@ttuhsc.edu](mailto:marcela.guerrero@ttuhsc.edu))
- Psychiatry:
  - Director: Dr. Patricia Ortiz ([Patricia.E.Ortiz@ttuhsc.edu](mailto:Patricia.E.Ortiz@ttuhsc.edu))
  - Coordinator: Gabby Kutz ([gabriela.kutz@ttuhsc.edu](mailto:gabriela.kutz@ttuhsc.edu))
- Emergency Medicine:
  - Director: Dr. Mike Parsa ([michael.d.parsa@ttuhsc.edu](mailto:michael.d.parsa@ttuhsc.edu))
  - Assistant Director: Dr. Patrick Popieluszko ([papopiel@ttuhsc.edu](mailto:papopiel@ttuhsc.edu))

- Coordinator: Susie Baquera ([subaquer@ttuhsc.edu](mailto:subaquer@ttuhsc.edu))
- Family Medicine:
  - Director: Dr. Colby Genrich ([Colby.Genrich@ttuhsc.edu](mailto:Colby.Genrich@ttuhsc.edu))
  - Assistant Director: Dr. Luz Luna ([luz.luna@ttuhsc.edu](mailto:luz.luna@ttuhsc.edu))
  - Coordinator: Christy Graham ([Christy.graham@ttuhsc.edu](mailto:Christy.graham@ttuhsc.edu))

## Block Grading Policy Overview

- Assessment forms used during the clerkship are located in Appendix D
- Each clerkship director or assistant will conduct a mid-clerkship evaluation. It will consist of an in person meeting and is an opportunity for students to receive feedback to improve their performance and voice any concerns regarding the clerkship.
- Students will be scheduled on Elentra and will also receive a calendar invite with specific clerkship details and requirements needed by scheduled meeting date. Please refer to the Mid-Clerkship and Final Assessment forms in Appendix D for details.
- Please see the Common Clerkship Policies for more detail regarding final grades.