

CHAIR:

Dr. Maureen Francis, MD, MACP, MS-HPED

VOTING MEMBERS:

Dale Quest, PhD; Biff Palmer, MD; Khanjani Narges, MD, PhD; Munmun Chattopadhyay, PhD; Natalia Sidhu, MD; Alexandria Melendez-Zaidi, MD; Saul Ramirez, MD; Stephanie Nemir, MD, PhD

EX-OFFICIO:

Lisa Beinhoff, PhD; Martin Charmaine, MD; Tanis Hogg, PhD; Jose Lopez; Namrata Singh, MD

STUDENT REPRESENTATIVES:

Asiah Himawan MS1 (Voting); Sarah Ahmed MS1 (Ex Officio); Sami Daye MS2 (Voting); Michelle Tiji MS2 (Ex Officio); Kristina Ingles MS3 (Voting); Samuel Aldous MS3 (Ex Officio); Katherine Asmis MS4 (Voting); Joshua Salisbury MS4 (Ex Officio)

INVITED/GUESTS:

Thwe Htay, Priya Harindranathan, Claudia Cortez, Brittany Shoemake, DrAngelica Padilla, Gilberto Garcia, Arturo Ramirez

REVIEW AND APPROVAL OF MINUTES

Minutes Attached

ANNOUNCEMENTS

Presenter(s): Dr. Francis

ITEMS FROM STUDENT REPRESENTATIVES

Presenter(s): Students

ITEM I SDL ILP Proposal Y1-2

Presenter(s): Dr. Brittany Shoemake

ITEM II Spanish Program Proposal

Presenter(s): Dr. Garcia Gilberto

ITEM III Clerkship Phase Review

Presenter(s): Dr. Francis

ITEM IV New Electives

Presenter(s): Dr. Singh



Paul L. Foster School of Medicine

ITEM V Clerkship Updates

Presenter(s): Dr. Singh

Adjourn

MEMBERS IN ATTENDANCE:

Maureen Francis; Dale Quest; Biff Palmer; Munmun Chattopadhyay; Natalia Sidhu; Saul Ramirez; Stephanie Nemir; Tanis Hogg; Jose Lopez; Namrata Singh; Asiah Himawan; Sarah Ahmed; Sami Daye; Michelle Tiji; Katherine Asmis; Joshua Salisbury

MEMBERS NOT IN ATTENDANCE:

Alexandria Melendez-Zaidi; Lisa Beinhoff; Charmaine Martin; Kristina Ingles; Samuel Aldous

PRESENTERS/GUESTS IN ATTENDANCE:

Priya Harindranathan; Claudia Cortez; Brittany Shoemake; Gilberto Garcia; Arturo Ramirez

INVITED/GUESTS NOT IN ATTENDANCE:

DrAngelica Padilla

REVIEW AND APPROVAL OF MINUTES

Dr. Francis

Having met quorum, the meeting minutes from the November 10, 2025 and December 8, 2025 meetings were voted on and approved as presented.

Dr. Quest moves the motion for approval of the November meeting minutes.

Dr. Chattopadhyay seconds the motion.

No objections: Motion was approved.

Dr. Ramirez moves the motion for approval of the December meeting minutes.

Dr. Nemir seconds the motion.

No objections: Motion was approved.

ANNOUNCEMENTS

Dr. Francis

*Please see attached report

Dr. Francis acknowledged that Mirjana Babic, who has been with the CEPC for five years, will be leaving the institution. She expressed appreciation for her dedicated service and contributions to both the committee and the Office of Medical Education.

Dr. Francis also informed the committee members that a notice was received from Dr. Woodall, Assistant Vice President, requiring the addition of specific language regarding accommodations for pregnant and parenting students to all course syllabi. This addition is mandatory for institutional compliance. It was noted that the required language will be administratively added to all syllabi.

ITEMS FROM STUDENT REPRESENTATIVES

MS1/MS2/MS3/MS4

MS1 students reported ongoing concerns, including alignment of learning objectives between Elentra and lecture slide decks, as well as issues with the feedback system. Additionally, continued problems with lecture recordings not being consistently available. Dr. Hogg shared that a Learning Objectives Task Force is being formed to address alignment between learning objectives, instructional materials, and assessments, with plans input from course directors and students. He noted that he will provide updates as the task force develops. He stated that in the meantime students emailing course directors the most efficient way of reporting discrepancies. Regarding lecture recordings, Dr. Hogg explained that technical issues and staffing limitations have contributed to delays, stated that IT is assisting with improvements. Dr Francis added that emailing course directors may be effective but there is no central way to monitor this and determine the scope of the problem. She stated that Claudia Cortez in OME will work on a mechanism for central reporting through a QR code with distribution out to involved faculty and tracking.

MS2 representatives reported a concern regarding the Reproductive exam, specifically the timing of grade release. Grades were released only five days before the remediation date, which limited preparation time and created scheduling challenges, as later remediation options conflicted with Step preparation. Dr. Hogg acknowledged that the delay in grade release was due to the unexpected departure of a course director, additional faculty review of grading challenges, and holiday-related constraints. He stated she would follow up with the course director to explore ways to expedite grading in the future.

MS3 and MS4: No issues reported.

ITEM I SDL ILP Proposal Y1-2

Presenter(s): Dr. Brittany Shoemake

*Please see attached report

Dr. Shoemake presented proposed revisions to the Self-Directed Learning (SDL) Individual Learning Plan (ILP) for the spring semester, with changes primarily affecting MS1 students, in response to findings from the recent LCME survey, specifically Element 6.3. During the survey review, concerns were raised regarding the extent to which learning topics were independently identified by students, as feedback suggested that topic selection may have been overly directed by faculty. To address this, the proposal allows students greater autonomy to independently identify their learning topics, provided they remain within the scope of program goals and objectives.

Additional changes include a simplification and streamlining of the SDL process through revised language in the SDL template, rubric, and overall guidance to improve clarity and alignment with LCME expectations. The SDL exercises will function as formative exercises, with a shortened timeline and increased emphasis on the learning process rather than the final product. Faculty facilitators will continue to be assigned to student groups but will adopt a more hands-off role, remaining available for guidance as needed, and will provide grading and narrative feedback using the revised rubric.

The proposed MS1 timeline includes assignment of the SDL activity on January 9, submission of the final product and completed template by January 25, and faculty feedback and grading due by February 9 to ensure timely feedback. For MS2 students, no substantive changes were proposed; students will continue to identify learning objectives individually and present them as a group during Tank Side Grand Rounds. An updated SDL template was also reviewed, organized around the four distinct components of LCME Element 6.3, with corresponding alignment between the template and rubric.

Dr. Ramirez moves the motion for approval.

Dr. Nemir seconds the motion.

No Objections: Motion was approved.

ITEM II Spanish Program Proposal

Presenter(s): Dr. Arturo Ramirez and Dr. Gilberto Garcia

*Please see attached report

Dr. Gilberto Garcia and Dr. Arturo Ramirez presented a proposal to establish Spanish as an independent, credit-bearing course within the medical curriculum. The program focuses on Spanish foundations, conversational Spanish, and medical or dental Spanish, is delivered by five full-time instructors, and offers instruction at beginner, intermediate, and advanced levels, with approximately 45 combined hours of face-to-face instruction weekly.

Dr. Arturo Ramirez noted that TTUHSC El Paso highlights its medical Spanish program in recruitment materials due to its mission as a Hispanic-Serving Institution serving a bilingual border community; however, there is currently no formal transcript documentation recognizing Spanish completion or proficiency. Establishing Spanish as an independent course would formalize an already successful program, strengthen alignment with the school's mission, and mirror the precedent set by the Woody L. Hunt School of Dental Medicine, which has successfully implemented Dental Spanish as an independent credit-bearing course.

The proposal also addresses consistent student feedback requesting recognition, credit, and continuity for medical Spanish coursework. Students have expressed concerns about the workload associated with Spanish instruction without corresponding academic credit. Additional benefits discussed included increased competitiveness for residency applications, expanded learning opportunities such as study abroad and certification pathways for upper-level students, continued scholarly output, and eligibility for external funding and research initiatives.

To implement Spanish as an independent course without increasing the total credit hours for the MD degree, a detailed credit-hour analysis was conducted using Elentra reports from the previous academic year. The proposal redistributes existing credits between SCI and Spanish while maintaining the same total number of credits. The new distribution would be 8 credits from SCI and 5 credits for Spanish keeping the total credits at 13. Under the proposed structure, Spanish coursework would be formally designated as independent courses across MS1 and MS2 years, with credit allocations adjusted accordingly. MS1 students expressed their support for the proposal.

Presentation to CEPC is the first formal step in the process, with the intent for implementation in the next academic year. Dr. Francis noted that no further formal approval is needed because there is no change in the total credit hours but stated that the proposal will be presented to the Academic Council for acknowledgement.

Asiah Himawan moves the motion for approval.
Dr. Chattopadhyay seconds the motion.
No Objections: Motion was approved.

ITEM III Clerkship Phase Review

Presenter(s): Dr. Francis

*Please see attached report

Dr. Francis introduced the plan for the clerkship phase review. The review will be based on data from AY 2024-2025.

The proposed schedule:

- February – Team 1: Internal Medicine, Family Medicine, Psychiatry and Neurology
- March – Team 2: Obstetrics/Gynecology, Pediatrics and Surgery
- April –
 - Team 3: Emergency Medicine, M3 intersession and M4 Bootcamp

- Team 4: Sub-Internships and Critical Care
- May – Summary across clerkships regarding achievement of PGOs and finalization of the action plan

Dr. Francis added that in order to streamline the process, a list of questions will be distributed to the course directors to provide feedback on the clerkships in lieu of the formal presentation that was required in the past.

Each team will consist of 4 faculty and 1-2 students. They will be provided with resource materials including: syllabi, annual reports and comparability reports, competency domain/PGO mapping reports, block evaluations, learning environment surveys and additional outcome data. Each team will also receive a rubric that outlines the requirements of each clerkship.

Dr. Ramirez moves the motion for approval.

Dr. Nemir seconds the motion.

No Objections: Motion was approved.

Item IV New Electives

Presenter(s): Dr. Singh

*Please see attached report

Whole Health and Lifestyle Medicine rotation

This elective provides students with exposure to a care model that prioritizes the creation of health rather than the treatment of disease. Based on the Veterans Health Administration's Whole Health framework and grounded in evidence-based Lifestyle Medicine, the rotation emphasizes upstream, person-centered care aimed at addressing the root causes of chronic disease. This elective will start in 2026, be either 2 or 4 weeks in length and the experience will be clinical in nature. Dr. Karen Ramsahai will be the course director. Dr. Singh noted that the course objectives still need to be mapped to the PGOs. The educational methods will be clinical observation and participation, interdisciplinary team engagement, reflective practice, and self-directed learning.

Dr. Ramirez moves the motion for approval.

Dr. Chattopadhyay seconds the motion.

No Objections: Motion was approved.

Precision Medicine Tools: CRISPR-Cas9 and Whole Genome Sequencing

This course introduces advanced molecular biology techniques, including CRISPR-Cas9 and whole genome sequencing, with applications in antimicrobial resistance surveillance. This elective will begin being offered in the 2026-2027 academic year, be 2 weeks in length and the encounter type will be research-based. D.C Ghislaine Mayer will be the course director with Dr. Hogg being additional faculty. Student performance in this course will be evaluated through quizzes, lab participation, written scientific reports, data analysis exercises, ethical discussions, and a final group presentation. Dr. Singh added that this elective will count toward the Basic Science Research requirement.

Dr. Ramirez moves the motion for approval.

Dr. Sidhu seconds the motion.

No Objections: Motion was approved.

Sports Medicine Senior Elective

During this elective, students will gain exposure to a wide range of Sports Medicine experiences. These include outpatient Sports Medicine clinics, training room coverage, high school football and wrestling coverage, and mass participation sporting events. Students will refine musculoskeletal examination skills, develop procedural competencies, and gain insight into the evaluation and management of medical conditions in high-level athletes. This elective will begin being offered in the 2026 academic year, be 4 weeks in length and the encounter type will be clinical/simulation. Dr. Justin Wright will be the course director with additional faculty including Drs. Genrich, Maxwell, Perez, and Wexner. Students will be evaluated through faculty evaluations and are expected to write an abstract on an interesting patient seen in clinic.

Dr. Nemir moves the motion for approval.

Dr. Ramirez seconds the motion.
No Objections: Motion was approved.

Academic Simulation Elective

This elective provides senior medical students with an introduction to academic medicine, emphasizing medical education and simulation. Students will explore simulation as an educational methodology, build skills in instruction and curriculum development, and reflect on their evolving roles as future clinician-educators. This elective will begin being offered in the 2026 academic year, be 2 or 4 weeks in length and the encounter type will be medical education/simulation. Dr. Sage Wexner will be the course director with Dr. Scott Crawford serving as additional faculty. Dr. Singh noted that she will meet with Dr. Wexner to clarify the sponsoring department and that the grading for this course will need to be consistent with other electives and include the option for honors.

Dr. Nemir moves the motion for approval pending the noted changes to grading and department designation.
Dr. Ramirez seconds the motion.
No Objections: Motion was approved.

Pediatric Environment and Health Elective

Dr. Singh presented the proposed revision to the Pediatric Environmental Health elective. It is noted that this course has already been approved and the content has not changed. The revision includes offering the course twice per year and aligning it with the required fourth-year course, making it acceptable under both clinical and basic science research requirements. The capacity would be 3-6 students. Dr. Singh will get clarity from the course directors regarding the specific months the elective will be offered.

Dr. Nemir moves the motion for approval with pending clarification on the months offered.
Dr. Chattopadhyay seconds the motion.

No Objections: Motion was approved.

Primary Care Obesity Medicine Elective (PCOM)

This elective is clinical obesity course designed to increase student competency in approaching obesity in medicine. This elective will begin being offered starting Fall 2026, be 2 weeks in length and the encounter type will be clinical. The maximum students will be 2, and the course will be offered in October. Dr. Azucena Del Real and Dr. Muhammed Moiz Tahir will be the course directors. The students who initiated this elective include Sai Sudanagunta (MS2), Saipriya Metla (MS2), Aashna Maknojiya (MS2), Sravya Thotakura (MS2). The activities that will be used to accomplish the goals and objectives will include classroom instruction, written case discussions, clinical orientation and learning activities, and clinical rotations.

Dr. Sidhu moves the motion for approval.

Dr. Ramirez seconds the motion.

No Objections: Motion was approved.

Item V Clerkship Updates

Presenter(s): Dr. Singh

*Please see attached report

Dr. Singh proposed Alonso Andrade, MD as the Surgery Sub-Internship Director and provided a summary of Dr. Andrade's educational background, clinical qualifications, and teaching experience.

Dr. Nemir moves the motion for approval.

Dr. Chattopadhyay seconds the motion.

No Objections: Motion was approved.

Dr. Singh proposed Isabel Narvaez-Correa, MD as the Neurology Clerkship Director. Dr. Yerram is stepping down from the director position and Dr. Narvaez-Correa currently serves as the Neurology Assistant Director.

Dr. Nemir moves the motion for approval.
Dr. Ramirez seconds the motion.
No Objections: Motion was approved.

Adjourned at 6:40pm

AY 2025-26

January CEPC Announcement:

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@ttuhsc.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](#).

Proposed changes for **MS1 Spring** to ensure self-directed learning experiences allow students to develop lifelong learning skills and meet all four components of LCME Element 6.3:

"The faculty of a medical school ensure that the medical curriculum includes self-directed learning experiences that allow medical students to develop the skills of lifelong learning."

Self-directed learning involves medical students'

1. self-assessment of learning needs
2. independent identification, analysis, and synthesis of relevant information
3. appraisal of the credibility of information sources
4. feedback on these skills from faculty and/or staff."

The LCME accreditation survey team perceived that self-directed and lifelong learning activities in the pre-clerkship phase were overly directed.

In particular, the **extent that topics are independently identified by the students.**

Thus, the students' Spring semester self-directed learning experience will be entirely open to students independently selecting topics within the scope of the PGOs, based on their self-assessment of a gap in knowledge or understanding.

Proposal

Phase in the following changes to self-directed learning experiences [SDL-ILP] beginning MS-1 Spring semester

- Simplified approach with a shortened timeline.
- SDL-ILP experiences will function as **formative exercises** in which students **independently identify learning topics**, within the scope of the Program Goals and Objectives, based on self-assessment of gaps in knowledge or understanding. Faculty involvement will be limited to facilitation, ensuring progressive development of self-directed and lifelong learning skills in alignment with LCME Element 6.3.
- The role of the faculty facilitators within the timeframe of the required self-directed learning experience shall only be
 - if and as requested by individual students
 - then upon each student's timely completion of the exercise, to provide assessment of the student's developing skills in the four components of the LCME 6.3 definition of self-directed and lifelong learning.

For CEPC consideration

Shortened timeline:

	proposed MS-1 spring SDL timeline changes
Friday, JAN 9 th	Assign spring SDL during colloquium session
Sunday, JAN 11th	students' initial SDL plan due
Friday, JAN 16th	faculty feedback due
Sunday, JAN 25 th	Students' final product due
Monday, FEB 9 th	Faculty feedback [rubric/narrative] grading due

Simplified approach SDL Materials:

The **rubric** reflects the four components of the LCME Element 6.3 definition of self-directed and lifelong learning, with **narrative assessment** by faculty facilitating the formative progression of the student's skills in self-directed lifelong learning from one self-directed learning experience to the next.

Implementation plan

Dr. Shoemake has created a brief guide to provide students and faculty facilitators with sufficient understanding of what is expected of them.

proposal for MS-2 Spring semester self-directed learning experience

[no substantial change from prior year]

Continue to include self-directed learning as a College Colloquium course assignment

The Tank Side Grand Rounds case presentation is an SPM IV requirement of each anatomy lab group.

Within that SPM IV requirement, each anatomy lab group member will carve out an individual learning plan that will pursue a relevant aspect of the overall Tank Side Grand Rounds case presentation.

Each individual student's completed self-directed learning assignment will contribute to the anatomy lab group's Tank Side Grand Rounds case presentation.

The individual learning plans will be comprised of one objective that maps to an Educational Program Goal & Objective.

INDEPENDENT LEARNING PLAN (ILP) TEMPLATE

NAME:

DATE:

COLLEGE:

FACULTY COACH:

1. Self-Assessment of Your Learning Needs

- What is the specific knowledge gap you need to improve?
- What event led you to notice this gap?
- Why is this gap important to address now?
- Draft One Learning Objective and explicitly align it with the PLFSOM program goals and objectives (PGOs).

2. Independent Identification, Analysis, & Synthesis of Relevant Information

- Find appropriate resources such as those listed below. Base your learning on credible, current, and authoritative scientific evidence.
 - **Peer-reviewed medical databases** (e.g., PubMed, MEDLINE, Cochrane Library)
 - **High-quality medical journals** (e.g., New England Journal of Medicine, Journal of the American Medical Association, The Lancet, Circulation)
 - **Evidence-based clinical decision support tools** (UpToDate, DynaMed, ClinicalKey)
 - **Specialty society guidelines** (e.g., American College of Cardiology, American Diabetes Association, American College of Physicians Clinical Guidelines)
- Please DO NOT use: Step-prep resources (Anki, UWorld, Sketchy, Boards & Beyond, AMBOSS) as primary sources.

3. Appraisal of the Credibility of Information Sources

- Explain *why* each source you used is credible, reliable, and appropriate for your learning objective.
 - **Credibility**: Is the sources peer-reviewed? Is it a trusted medical journal, guideline, or evidence-based tool?
 - **Authority**: Are the authors experts (e.g., clinicians, researchers, specialty societies)?
 - **Timeliness**: Is the information current and up-to-date?

- **Relevance**: How does this source directly support your learning objective?

b. Produce evidence of your learning.

Ideas from past submissions:

- Brief presentation of learned material to your peers or faculty with comments/feedback
- Submission of a brief summary of your leaning objective
- Diagrams or tables that you created to learn the material
- Skill demonstration in lab or video

c. Completion Reflection (3-5 sentences)

- What did you learn that you did not know before?
- What remains uncertain?
- How will you apply or reinforce this learning moving forward?

4. Feedback from Faculty on Your Proficiency for Self-Directed Learning

- Your Faculty Coach will review your ILP and provide written feedback on your self-directed learning process.
- They will comment on how well you identified your learning need, set your objective, chose and evaluated credible resources, and demonstrated what you learned.

	Acceptable	Needs Improvement
Self-Assessment of Learning Needs	Has written a detailed reflective summary	Has not written a detailed self-assessment summary
	Self-identifies one specific area for focused improvement that aligns with PLFSOM program goals and objectives	The learning objective is vague, broad, or not clearly connected to any specific event, performance indicator, or feedback
	Clearly states why addressing this gap now is important to their development	Does not explain why the gap is important to address now, or the rationale is unclear or superficial
Independent Identification, Analysis, and Synthesis of Relevant Information	Identified appropriate strategies to achieve their objective	Learning strategy is unclear or misaligned with objective
	Sources come from peer-reviewed journals, evidence-based databases, or recognized specialty guidelines	Sources are inappropriate (non-peer-reviewed, outdated, Step-prep materials, or not relevant to the objective) or their credibility is misjudged.
Appraisal of the Credibility of Information Sources	Clearly explains why each source is credible, authoritative, current, and directly relevant to the learning objective.	Gives little or no rationale for why the sources are credible, or the appraisal is vague, incorrect, or incomplete.
	The appraisal shows appropriate judgment (e.g., distinguishing high-quality medical evidence from non-scholarly or outdated sources).	The appraisal does not address key elements (credibility, authority, timeliness, or relevance) or shows weak understanding of how to evaluate medical information.
Feedback from Faculty	The student completed the required faculty feedback step (meeting or written review) and incorporated the feedback into their ILP or final submission as directed.	The student did not complete the required faculty feedback step, or submitted work that was incomplete, unclear, or insufficient for meaningful faculty evaluation.
	The student's reflection clearly describes what was learned, what remains uncertain, and how learning will be reinforced.	The student did not respond to, acknowledge, or integrate faculty feedback when revisions were requested.

Narrative Feedback:

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Texas Tech Health

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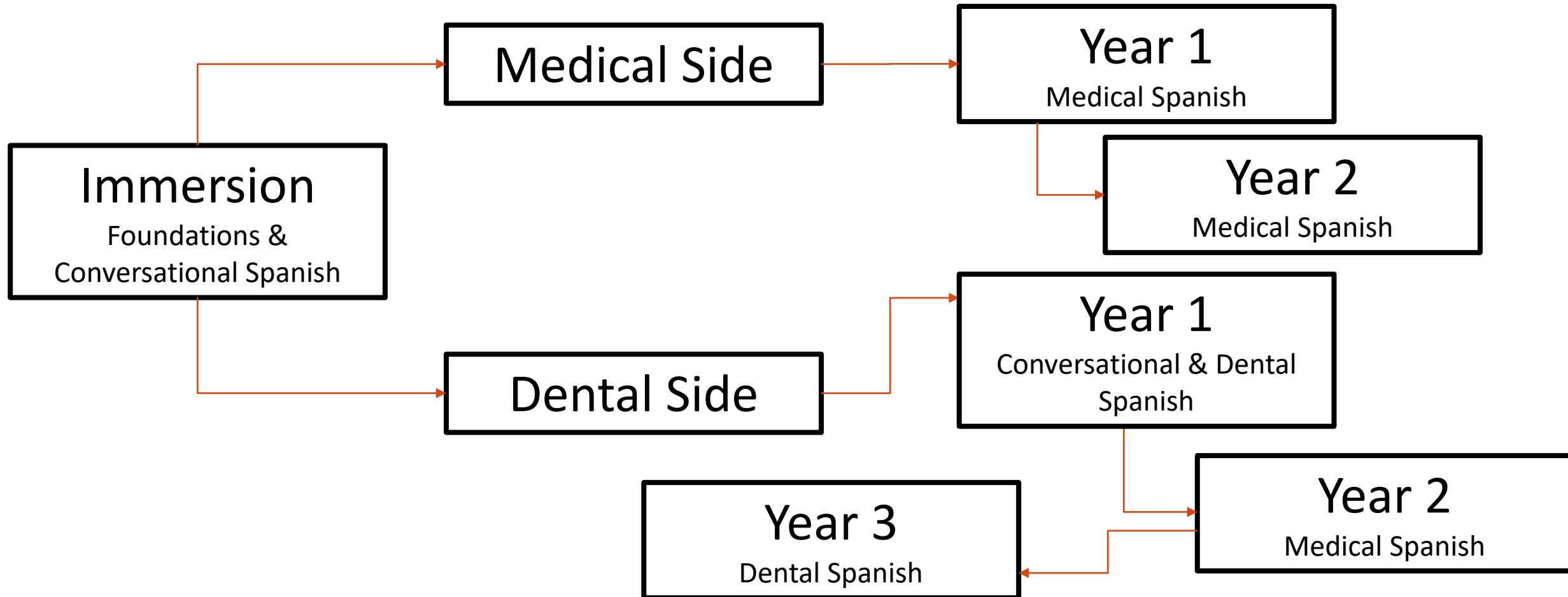
SPANISH LANGUAGE PROGRAM

OCTOBER 2025

Facts

- Program began with a collaboration with UTEP in 2013
- Program evolved to in-house centralization in 2021
- Teaching focus: Spanish Foundations, Conversational Spanish and Medical/Dental Spanish
- 5 full-time Spanish Instructors (Assistant Professor, Lead/Senior teachers)
- 45 hours of combined face to face instruction weekly
- Spanish Levels: Beginner, Intermediate and Advanced

Spanish Program Structure



Medical Spanish as an Independent Course Rationale



- TTUHSC El Paso strategically features its Medical Spanish program in recruitment materials to attract students dedicated to serving bilingual and underserved populations.
- There is currently no formal documentation (e.g., on transcripts) indicating Spanish language completion or proficiency once students finish their clerkship years.
- Establishing an independent course would strengthen the school's mission of serving a bilingual border community and help institutionalize what has already proven to be a successful initiative.
- The Woody L. Hunt School of Dental Medicine (WLHSDM) successfully implemented Dental Spanish as an independent, credit-bearing course, providing a strong precedent for similar integration in the medical curriculum.
- This proposal also directly addresses student feedback collected through course evaluations requesting greater recognition, credit, and continuity for Medical Spanish instruction.

Feedback from students

26.	[f64a0b7d]	N/A- Spanish is my favorite part of the week and I am super appreciative of the faculty and hardwork that they put into their curriculum to make it amazing.
27.	[f6540b7e]	I think it's very unfair that we have to take this course, assessment activities, practice, homework, and a lot of work and we don't really get credits for it by themselves. It's integrated into SCI, but we don't get credits for foreign language specifically. It feels like we have a job but are not getting paid for it. It seems kind of unfair.
32.	[f63f0b7b]	The overall environment of our Spanish is amazing. It creates a judgment free and comfortable space for students to practice their skills, and actively learn with the Spanish professors or fellow students who might be more advanced.

Reasoning

- TTUHSC El Paso recognizes itself as a national model for addressing the healthcare needs of a diverse border population by:
 - Receiving recognition as a Hispanic-Serving Institution (HSI) committed to advancing educational equity and inclusion.
 - Providing culturally competent care and instruction that prepares future healthcare professionals to serve Hispanic and Spanish-speaking communities effectively.
 - Targeting the language gap between the patient population and healthcare providers to improve clinical outcomes and patient satisfaction.
- TTUHSC El Paso takes pride in having established one of the nation's first and only mandatory structured Medical Spanish program, positioning the institution at the forefront of language integration in medical education. Although, it is not longer the only one, its continued presence underscores TTUHSC El Paso's leadership and innovation compared to other medical schools across the country.

Benefits

- Students can stand out from other applicants to residency programs (i.e., demonstrate workforce readiness for underserved and bilingual populations).
- An independent course would provide a path to create new learning opportunities (i.e., study abroad, electives for 3rd/4th-year students, certifications/honors recognition, and participation in nationally recognized student organizations such as Sigma Delta Pi or AATSP).
- Ground-breaking independent curriculum that can be profitable (e.g., external funding opportunities, scholarships, CME development, and continuing education partnerships).

CURRENT CREDITS

Doctor of Medicine Degree Program

	Subject	Course Number	Course Title	Credit Hours
M1 Fall	PSPM	5021	Scientific Principles of Medicine I	14
	PMSK	5301	Medical Skills I	2
	PSCI	5221	Society Community and the Individual I	8
	PMAS	5101	College Colloquium I	2
M1 Spring	PSPM	5012	Scientific Principles of Medicine II	12
	PMSK	5302	Medical Skills II	2
	PSCI	5212	Society Community and the Individual II	2
	PMAS	5112	College Colloquium II	1
	PSAP	5401	Scholarly Activity Research Project I	1
M2 Fall	PSPM	6011	Scientific Principles of Medicine III	12
	PMSK	6311	Medical Skills III	2
	PSCI	6211	Society Community and the Individual III	2
	PMAS	6111	College Colloquium III	2
M2 Spring	PSPM	6022	Scientific Principles of Medicine IV	4
	PMSK	6302	Medical Skills IV	1
	PSCI	6212	Society Community and the Individual IV	1
	PMAS	6112	College' Colloquium IV	1
			ICE: United States Medical Licensing Examination STEP 1	-
Additional	PSAP	6401	Scholarly Activity Research Project II†	1
	PSAP	7401	Scholarly Activity Research Project III†	1
			ICE: CME Credit Requirement	-
Total Credit Hours (with clerkship)				157

The *Integrated Curricular Elements (ICE) Program* contains curricular requirements that intentionally span the four year curriculum; includes both credit and non-credit components.

*Order of M3 & M4 clerkships and coursework vary by student – requirement listing only, sequence not implied

† SARP II & SARP III required by all students; may be taken at any time from M2 thru M4 year

PSCI Credits (CURRENTLY)

Based on elentra report AY2024-25

- PSCI 5221, PSCI 5212, PSCI 6211, PSCI 6212

Course	Term	SCI – Lecture	SCI - CHE	Spanish	Total hours	20 hours = 1 credit	Credits
PSCI 5221	Immersion + Fall (1 st year)	73 hours	12 hours	47 hours	132 hours	$132/20 = 6.6$ credits	8 credits
PSCI 5212	Spring (1 st year)	16 hours	15 hours	26 hours	57 hours	$57/20 = 2.85$	2 credits
PSCI 6211	Fall (2 nd year)	17 hours	10 hours	26 hours	53 hours	$53/20 = 2.65$	2 credits
PSCI 6212	Spring (2 nd year)	7 hours	11 hours	17 hours	35 hours	$35/20 = 1.75$	1 credit

PROPOSAL

DISTRIBUTING THE NUMBER OF CREDIT HOURS AMONG THE TWO COURSES

PSCI Credits

Based on elentra report AY2024-25

- PSCI 5221, PSCI 5212, PSCI 6211, PSCI 6212

Course	Term	SCI – Lecture	SCI - CHE	Spanish	Total hours	20 hours = 1 credit	Credits
PSCI 5221	Immersion + Fall (1 st year)	73 hours	12 hours		85 hours	85/20 = 4.25 credits	4 credits
PSCI 5212	Spring (1 st year)	16 hours	15 hours		31 hours	31/20 = 1.55	2 credits
PSCI 6211	Fall (2 nd year)	17 hours	10 hours		27 hours	27/20 = 1.35	1 credit
PSCI 6212	Spring (2 nd year)	7 hours	11 hours		18 hours	18/20 = 0.90	1 credit

PSPA Credits

Based on elentra report AY2024-25

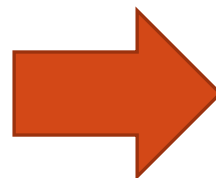
- PSCI 5001, PSCI 5002, PSCI 6001, PSCI 6002

Course	Term	SCI – Lecture	SCI - CHE	Spanish	Total hours	20 hours = 1 credit	Credits
PSCI 5221	Immersion + Fall (1 st year)			47 hours	47 hours	$47/20 = 2.35$ credits	2 credits
PSCI 5212	Spring (1 st year)			26 hours	26 hours	$26/20 = 1.3$ credits	1 credit
PSCI 6211	Fall (2 nd year)			26 hours	26 hours	$26/20 = 1.3$ credits	1 credit
PSCI 6212	Spring (2 nd year)			17 hours	17 hours	$17/20 = 0.85$	1 credit

PROPOSAL

Course	Term	Credits
PSCI 5221	Immersion + Fall (1 st year)	8 credits
PSCI 5212	Spring (1 st year)	2 credits
PSCI 6211	Fall (2 nd year)	2 credits
PSCI 6212	Spring (2 nd year)	1 credit

TOTAL CREDITS: 13 credits



Course	Term	Credits
PSCI 5221	Immersion + Fall (1 st year)	4 credits
PSCI 5212	Spring (1 st year)	2 credit
PSCI 6211	Fall (2 nd year)	1 credit
PSCI 6212	Spring (2 nd year)	1 credit

TOTAL CREDITS: 8 credits

Course	Term	Credits
PSPA 5001	Immersion + Fall (1 st year)	2 credits
PSPA 5002	Spring (1 st year)	1 credit
PSPA 6001	Fall (2 nd year)	1 credit
PSPA 6002	Spring (2 nd year)	1 credit

TOTAL CREDITS: 5 credits

Clerkship Phase Review Plan

CEPC

1/12/2026

Clerkship Phase Review Scope

- Data from AY 2024-2025
- Courses subject to review:
 - M3 Clerkships
 - IM
 - FM
 - Psychiatry
 - Neurology
 - Emergency Medicine
 - OB/GYN
 - Pediatrics
 - Surgery
 - M3 Intercession
 - M4 required courses

Proposed schedule

- CEPC meetings from February to May
 - February IM, FM, Psychiatry and Neurology
 - March OB/GYN, Pediatrics and Surgery
 - April Emergency Medicine, M3 Intersession and M4 Bootcamp
Sub I & Critical Care (presented as group)
 - May Summary across clerkships regarding achievement of PGOs
Finalize action items
- *If needed, add an additional meeting in April*

Responsibility of Clerkship Directors

- Provide response to questions:
 - What have you changed over the past 2 to 3 years in response to student feedback to improve the clerkship experience?
 - Describe the program of formative feedback in the clerkship.
 - How often do students typically receive formative feedback?
 - How do you work with faculty and residents to ensure the quality of feedback they provide?
- Address any additional questions from the review teams
- *Please note the change: the clerkship directors won't provide a formal presentation to the CEPC as part of the review process*

Review Team

Team will ideally consist of 4 faculty and 1 to 2 students

Review team will complete the rubric provided

Resource material provided via Box

- Syllabi
- Annual report and comparability reports
 - Site specific data and any noted comparability issues across sites
 - Formative feedback quantity and quality
 - Mid-clerkship timeliness and completion
 - Op Log data
 - Duty hours
 - Fair and timely release of grades
 - NBME results compared to national data
 - Final grade distribution
- Competency domain/PGO mapping reports for instruction and assessments
- Block evaluations
- Learning environment surveys
- Additional outcome data

Meet to discuss any questions as a team and with Clerkship Directors

Phase Review Wrap-up

- May 2023
- Present overall outcome data
- Assess achievement of PGOs across phase and readiness to progress to next phase
- Overall action plan

Proposals for electives 2026

N Singh 01/01/2026

New Electives

- 1-Whole Health and Lifestyle Medicine rotation
- 2-Precision Medicine Tools: CRISPR-Cas9 and Whole Genome Sequencing
- 3-Sports Medicine Senior Elective
- 4-Academic Simulation Elective
- 5-Primary Care Obesity Medicine Elective (PCOM)

Review of Pediatric Environment and Health Elective

CV review – Dr. Alonso Andrade ,MD –SICU Sub I Director

1. Whole Health and Lifestyle Medicine Rotation

- Academic yr – 2026
- Course Director – Dr.Karen Ramsahai. MD DipABLM
- Sponsoring Department: Whole Health
- Course length: [x] 2 or 4 weeks
- Proposed Meeting location - El Paso VA

Type of experience/encounter: [X] Clinical- will see patients

Brief Course description :

This elective offers students an opportunity to experience a model of care that shifts the focus from treating disease to creating health. Grounded in the **Whole Health approach** of the Veterans Health Administration and centered around the **evidence-based practice of Lifestyle Medicine, this rotation emphasizes upstream, person-centered care that addresses the root causes of chronic illness.**

Students will work alongside an interdisciplinary team to explore how lifestyle interventions — including nutrition, physical activity, restorative sleep, stress management, social connection, and substance use reduction — can be integrated into clinical care to support healing and improve quality of life.

Course Goals and Objectives:

- **COURSE GOALS**

1. Introduce students to the foundational principles of Whole Health and Lifestyle Medicine.
2. Provide exposure to interdisciplinary, patient-centered care models that address upstream determinants of health.
3. Encourage self-reflection and personal engagement with Whole Health practices.
4. Foster curiosity about systems-based approaches to chronic disease prevention and health promotion.

- **LEARNING OBJECTIVES**

By the end of the rotation, students will be able to:

1. Describe the six pillars of Lifestyle Medicine and their evidence base.
2. Observe interdisciplinary care models that integrate Lifestyle Medicine, Whole Health, and CIH modalities.
3. Complete a Personal Health Inventory (PHI) and reflect on its clinical relevance.
4. Identify key elements of basic motivational interviewing or coaching skills.
5. Identify psychosocial and lifestyle factors influencing veteran health.
6. Participate in at least one Lifestyle Medicine clinic, CIH session, or wellness activity.
7. Present a brief evidence-based overview of a Lifestyle Medicine topic.

Educational Methods & Assignments

This rotation will use a blend of experiential learning, guided observation, self-directed study, and reflective practice to introduce students to Whole Health and Lifestyle Medicine.

- Clinical Observation & Participation:
Lifestyle Medicine clinics, group visits, and CIH modalities (e.g., acupuncture, tai chi, yoga, chiropractic, mind-body medicine)
- Interdisciplinary Team Engagement:
Shadowing and collaboration with physicians, psychologists, social workers, health coaches, and CIH providers
- Reflective Practice:
Completion of the VA Personal Health Inventory (PHI) and guided reflection
- Self-Directed Learning:
Assigned readings and optional online modules

Student Performance

- Evaluation Domains & Methods:

Domain	Assessment Method	Expectations
Clinical Participation	Direct observation, preceptor feedback	Attends scheduled clinics and activities; demonstrates professionalism, curiosity, and engagement
Communication Skills	Observation during patient encounters	Uses respectful, patient-centered communication; attempts motivational interviewing techniques
Knowledge Acquisition	Case discussions, brief presentations	Demonstrates understanding of Whole Health and Lifestyle Medicine concepts appropriate to level
Reflection & Self-Awareness	PHI reflection or brief written summary	Thoughtful engagement with PHI
Assignment Completion	Checklist review	Completes required readings, online modules, and brief literature review or topic presentation

To be eligible for Honors, the student must:

- ✔ Complete all required activities and assignments on time and with attention to detail
- ✔ Demonstrate initiative by seeking out learning opportunities or contributing meaningfully to team discussions
- ✔ Exhibit strong communication skills, including empathy, active listening, and patient-centered dialogue
- ✔ Submit a high-quality reflection or presentation, showing insight, integration of evidence, and relevance to Whole Health and Lifestyle Medicine
- ✔ Receive positive feedback from at least two team members (e.g., preceptor, health coach, psychologist)

Does this course include intentional opportunities for inter-professional collaboration? YES

Students will work with physicians, psychologists, social workers, health coaches, and CIH practitioners (e.g., acupuncturists, yoga instructors, chiropractors).

Does this course include interaction with non-faculty instructors? YES

Students will engage with certified health coaches, wellness facilitators, and complementary health providers as part of the Whole Health and CIH programs.

2. Precision Medicine Tools: CRISPR-Cas9 and Whole Genome Sequencing

Academic Year to begin offering: 2026-2027

Elective Course Director Name and Title: D.C. Ghislaine Mayer, Associate Professor

Sponsoring Department: Medical Education

Additional faculty and title : Tanis Hogg, Professor

Course length: 2 weeks

Proposed Meeting location:

WEBEX and MEB 4100

Maximum # of Students/Offering 6/offering

Months in which the elective will be offered – October- June

Type of experience/encounter: Research, non-clinical

Brief Course description -

This module introduces advanced molecular biology techniques, including CRISPR-Cas9 and whole genome sequencing, with applications in antimicrobial resistance surveillance.

Students will gain hands-on experience in CRISPR-Cas9 and genomic analysis and precision medicine approaches to inform research and clinical practice.

Assessment of student performance

- Student performance in this course will be evaluated through :
 - Quizzes, laboratory participation, written scientific reports, data analysis exercises, ethical discussions, and a final group presentation.

Honors Criteria

- Students may earn an Honors designation in this course by demonstrating **Excellence in Laboratory Scientific Discovery** during the CRISPR-Cas9 and whole genome sequencing laboratory sessions. Honors is reserved for students who exhibit exceptional scientific initiative, technical proficiency, and analytical insight well beyond standard course expectations. Only students who clearly demonstrate exceptional laboratory-based scientific discovery throughout the module will receive an Honors designation.
- TO RECEIVE HONORS, STUDENTS MUST DEMONSTRATE EXCELLENCE IN ONE OR MORE OF THE FOLLOWING AREAS:
 1. Mastery of gene-editing or cloning design principles, such as designing or substantially contributing to a cloning or CRISPR-editing strategy targeting a gene of interest, including guide RNA development and validation planning.
 2. Meaningful scientific discovery, including uncovering unexpected genomic findings, confirming CRISPR edits with strong evidence, or deriving novel insights through comparative analysis of reference and environmental isolates.

SENIOR ELECTIVE SPORTS MEDICINE

Academic year to begin offering – 2026

Elective course director - Justin Wright, MD Associate Professor

Sponsoring department -Family and Community Medicine

Additional faculty and title -Colby Genrich, MD / Jordan Maxwell, DO / Roxanna Perez, DO (All Sports Medicine Faculty), Sage Wexner, MD, RN (EM Sim Director)

Course length- 4 weeks

Proposed meeting location -Family Medicine Clinic at Kenworthy

Family Medicine Clinic at Transmountain

TECHS - MEB 1

UTEP and El Paso Locomotive Training room (depending on time of year)

Various area high schools for event coverage

Maximum number of students/offering - 1

Note months in which the elective will be offered (if known)

Jan, Feb, Mar, Apr, May, Jun, Sep, Oct, Nov, Dec (not Jul or Aug)

Type of experience/encounter

- Clinical – Will see patients
- Other - Simulation experience at TECHS

Brief course description

Through this course and working with Sports Medicine faculty/fellows and EM Simulation faculty, the student will be exposed to the range of experiences encountered in Sports Medicine: Sports Medicine outpatient clinic, Training room coverage, High School football/wrestling coverage, and mass participation event coverage. The student will hone their musculoskeletal exam skills, develop procedural skills, and learn how medical conditions are considered in high level athletes.

Course goals and objectives

See attached

Description of how student performance will be assessed (include any specific criteria for honors)

The student will be evaluated via faculty evaluations in Elentra. The student will also be expected to write an abstract on an interesting patient seen in clinic, which may be submitted for presentation at the American Medical Society for Sports Medicine annual conference, should they choose.

Does this course include intentional opportunities for interprofessional collaboration?

☒ yes ☐ no

Does this course include interaction with non-faculty instructors?

☐ yes ☒ no

4.Academic Simulation Elective

- **Elective course title:** __ Academic Simulation Elective
- **Academic Year to begin offering:** 2026
- **Elective Course Director** :Dr. Sage Wexner (Director IPE Simulation)
- **Sponsoring Department:** TECHS
- **Additional faculty**
Scott Crawford, MD (Director of Simulation)
- **Course length:** [X] 2 or 4 weeks

Proposed Meeting location- TECHS (Simulation Center)

Maximum # of Students/Offering -2

Months in which the elective will be offered - 12 months (exception January, for week of simulation conference & Feb –April, Boot Camp)

Type of experience - Medical Education/Simulation

Course Goals, Objectives Description

The primary goal of this elective is to introduce senior medical students to the principles and practice of academic medicine, with a focus on medical education and simulation. Students will gain exposure to simulation as an educational methodology, develop teaching and curriculum design skills, and reflect on their role as future clinician-educators.

Course Goals

- Introduce students to simulation-based education as a tool for clinical teaching and learning.
- Enhance understanding of adult learning theory and its application to medical education.
- Develop competence in teaching, debriefing, and curriculum design.
- Foster leadership, teamwork, and communication skills in academic and clinical contexts.
- Promote reflection on professionalism, ethics, and the role of the physician-educator.

Student performance assessed(include any specific criteria for honors):

Assessment and Evaluation

- Direct observation and feedback during teaching and simulation activities
- Participation in debriefing and reflective exercises
- Completion of a mini-capstone project (case design, curriculum element, or teaching activity)
- Self-assessment and faculty evaluation forms
- Course will be Pass/Fail and Honors will not be offered.

Does this course include intentional opportunities for inter-professional collaboration? Yes

Does this course include interaction with non-faculty instructors? Yes

Additional Student Resources/Policies

***Student Mistreatment Form** <https://ttuhscep.edu/elpaso/student-mistreatment/>.

***Medical Education Program Policy** : https://ttuhscep.edu/student-mistreatment/_documents/Student_Mistreatment_Policy_PLFSOM_TTUHSCEP_CEPC_May_13_2024.pdf

***Student Complaints or Grievances:** <https://catalog.ttuhscep.edu/content.php?catoid=3&navoid=947>

PEME 8013: Pediatric Environmental Health Elective

- The course directors would offer it twice a year and have it meet the requirements of a required course in 4th year that is acceptable under clinical/basic science research.
- Months offered –October, January, February, and March
- 3-6 students

Research basis

- Pediatric Environmental Health, 4th Edition
 - Chapter 12. Workplaces
 - Chapter 15. Human milk
 - Chapter 16. Infant Formula
 - Chapter 24. Cadmium, Chromium, Manganese, and Nickel
 - Chapter 27. Electric and magnetic fields
 - Chapter 41. Plasticizers
 - Chapter 44. Ultraviolet Radiation

Chapter 50. Chelation (Non-Approved Use for Environmental Toxicants)

Required Online Learning Modules

- ☐ PEHSU National Classroom Modules
 - Endocrine Disruptors (35 minutes)

<https://www.pehsuclassroom.net/learn/course/internal/view/elearning/7/endocrine-disruptors>

- Approaching Cases of Environmental Exposure (1 hour 30 minutes)
 - <https://www.pehsuclassroom.net/learn/course/internal/view/elearning/3/approaching-cases-of-environmental-exposure>

Required Independent Study Resources

1. Common sources of toxicants to which children may be exposed –
<https://www.atsdr.cdc.gov/csem/csem.asp?csem=27&po=5>
1. Marijuana exposure in pediatric populations –
<https://www.pehsuclassroom.net/learn/course/internal/view/elearning/70/marijuana-exposure-in-pediatric-populations>
1. Reproductive toxicology –
<https://www.pehsuclassroom.net/learn/course/internal/view/elearning/2/reproductive-toxicology>
1. Endocrine disruptors –
<https://www.pehsuclassroom.net/learn/course/internal/view/elearning/7/endocrine-disruptors>
1. Childhood Lead Poisoning. PowerPoint and user guide to be provided. Courtesy of children's environmental health network.

Children and Solvents. PowerPoint and user guide to be provided.
Courtesy of children's environmental health network.

Primary Care Obesity Medicine Elective (PCOM)

- Academic Year to begin offering: Fall 2026
- Elective Course Director : Dr. Azucena Del Real and Dr. Muhammad Moiz Tahir
- Name of Faculty : Dr. Azucena Del Real and Dr. Muhammad Moiz Tahir
- Medical Students: Sai Sudanagunta (MS2), Saipriya Metla (MS2), Aashna Maknojiya (MS2), Sravya Thotakura (MS2)
- Sponsoring Department: Internal Medicine at Texas Tech Health El Paso Transmountain Campus, Dr. Dan Schuller (IM Dept Chair) ,Internal Medicine at Texas Tech Health El Paso Alberta Campus, Dr. Debabrata P. Mukherjee, M.D. (IM Chair, TT Alberta)

- Course length: - 2 weeks
- Proposed Meeting location Transmountain IM , Alberta Campus IM
- Maximum # of Students/Offering: 2 students
- Months in which the elective will be offered – October
- Type of experience/encounter: Clinical- will see patients

- Brief Course description
 - A clinical obesity course aimed to increase student competency in approaching obesity in medicine:
- Description of the teaching and learning activities used to accomplish goals and objectives
 - Classroom training
 - Written Cases
 - Clinical orientation and learning activities
 - Clinical rotations

- Week 1:
 - Day 1-2:
 1. In-class didactic component taught by Dr. Azucena Del Real and Dr. Muhammad Moiz Tahir. Additionally, two hours of virtual instruction will be taught by expert guest lecturers in obesity medicine (2 guest lecturers - Texas Tech Lubbock and UT Austin, 1 hour each)
 - Day 3-5:
 1. Practice case-based management of common patient phenotypes (insulin resistance, metabolic syndrome, PCOS, etc.).
- Week 2
 - Ambulatory Obesity Clinic rotations with Dr. Del Real and Dr. Tahir ■ Hands-on practice writing patient-centered obesity management plans

Goals and objectives

- **Obesity in the context of primary care practice**
 - a. Define and diagnose clinical obesity
 - b. Describe obesity comorbid conditions.
 - c. Understand the multifactorial etiology of obesity and list potential contributors.
 - d. Articulate the need for a multifaceted, team-based approach to obesity treatment.
- **The patient experience**
 - a. List the psychosocial consequences of obesity that can negatively impact patient perception of care.
 - b. Describe Primary Care Provider (PCP) and Healthcare Provider (HCP) attitudes and communication styles that facilitate treatment.
- **3. Obesity-friendly clinics**
 - a. List the physical/environmental elements of a clinic that impact the accessibility and comfort of patients with obesity.
 - b. Understand how the implicit bias of providers and staff affects people with obesity.
- **4. Understanding barriers to obesity treatment**
 - a. Understand perceived barriers to the care of patients w obesity
 - b. Describe solutions to address barriers to treatment

Engaging the patient in the treatment process

- a. Describe the ideal process flow for obesity treatment.
- b. Use patient-centered communication to engage with patients.
- c. Understand how to properly conduct obesity-specific weight, personal, diet, and family history.

Physical exam and investigations for obesity

- a. Apply additional physical exam steps required for obesity in clinical practice.
- b. List baseline data required for monitoring health during obesity treatment.
- c. List investigations needed for obesity treatment.
- d. Interpret and understand implications of test results for obesity management

Lifestyle in the Management of Obesity

- a. Behavioral approaches for weight management
- b. Understand the role of physical activity in obesity management.
- c. Modifying sedentary behavior for the prevention and treatment of obesity
- d. Explain the need for individualized treatment.

8. Principles of dietary treatment of obesity

- a. Understand general nutrition principles
- b. Describe ultraprocessed foods, healthful nutrition, and caloric intake
- c. Understand Diet composition and weight loss
- d. Understand Dietary patterns for weight loss
- e. List conditions that can be addressed with nutrition.

9. Pharmacotherapy for obesity management

- a. Understand indications and contraindications for pharmacotherapy when prescribing for obesity management.
- b. Recommend a specific medication treatment regimen for a patient with obesity.
- c. Use appropriate management strategies for medication side effects.
- d. Understand the role of medications in weight maintenance.

10. Bariatric surgery

- a. Overview of Metabolic and Bariatric Procedures
- b. List contraindications for bariatric surgery.
- c. List early and late complications of bariatric surgery

Description of how student performance will be assessed (include any specific criteria for honors ?):

- Required attendance at all didactic lectures and in-person activities
- Student evaluations/assessments by elective faculty:
 1. Elective mid-clerkship assessment form: Student fills it out, submits it to faculty, and then a brief discussion follows between faculty and student. (S
 2. 4th year elective assessment form for the final grade.

Does this course include intentional opportunities for inter-professional collaboration- Yes

Does this course include interaction with non-faculty instructors? Yes

For clinical rotations, please ensure that the faculty involved are familiar with the clinical supervision policy

https://ttuhscep.edu/som/ome/CEPC/_documents/Clin_Supervision_of_Med_Students_Clean_for_Website.pdf

Version 2024-

Dr. Andrade , MD , Assoc Prof in Dept of Surgery – candidate for SICU 4th yr Elective Director

- General surgeon in an academic practice.
- Current scope of practice includes general surgery, breast surgery, endocrine surgery, adult and pediatric trauma, and Trauma/Surgery ICU coverage.
- Proficient with laparoscopy and robotic surgery.
- Served as the Director of the University Breast Care Center at TTUHSC El Paso .Involved with resident and medical student teaching and mentoring
- Doctor of Medicine -Baylor College of Medicine, Houston, Texas
- General Surgery Resident and Chief Resident -Texas Tech University Health Sciences Center, El Paso, Texas
- Surgical Leadership Program -Harvard Medical School, Boston, Massachusetts
- Many leadership positions

Isabel V. Narvaez Correa

Personal Data

Mailing Address: 945 S Mesa Hills Dr, Apt. 3809, El Paso TX, 79912
Phone Number: 484-472-3148
Email: victoria_narvaez@hotmail.com

Education

07/2023 - 06/2024 Neuromuscular Fellowship
Virginia Commonwealth University Health System
Richmond, VA.

07/2020 - 06/2023 Neurology Residency
Texas Tech University Health Sciences Center El Paso
El Paso, TX.

07/2019 - 06/2020 Internal Medicine Internship
Albert Einstein College of Medicine - Jacobi Medical Center
The Bronx, NY.

10/2006 - 07/2012 Doctor of Medicine
University of Cuenca
Cuenca, Ecuador.

License & Certifications

01/2024 Board Certified in Neurology
American Board of Psychiatry and Neurology
Certificate Number: 65921

02/2024 Texas Medical License
Texas Medical Board
License Number: U9320

Work Experience

08/2024 - Current Assistant Professor
ALS Multidisciplinary Clinic Director
Clerkship Assistant Director
Department of Neurology
Texas Tech University Health Sciences Center El Paso
El Paso - TX

07/2023 - 06/2024 Neuromuscular Fellow
Virginia Commonwealth University Health System
Richmond - VA

07/2020 - 06/2023 Neurology Resident
Texas Tech University Health Sciences Center El Paso
El Paso - TX

07/2019 - 06/2020 Internal Medicine Intern
Jacobi Medical Center
The Bronx - NY

09/2012 - 08/2013	Rural Physician <i>Ministry of Public Health, Ecuador</i> Ecuador
07/2011 - 07/2012	Intern of Medicine and Surgery <i>Ministry of Public Health, Ecuador</i> Ecuador

Research Experience & Projects

10/2021 - 05/2023	<i>Radicava (Edaravone) in patients with Amyotrophic Lateral Sclerosis</i> Texas Tech University Health Sciences Center El Paso Role: Co-Investigator Supervisor: Darine Kassar, MD
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Publications

10/2024	<i>A case of recurrent unprovoked rhabdomyolysis caused by peripheral nerve hyper-excitability syndrome.</i> I. Narvaez Correa , Xinli Du AANEM 2024 Annual Meeting Abstracts Guide. Muscle & Nerve, 70: 442-720. doi:10.1002/mus.28233 url
10/2024	<i>Pitfalls of single fiber electromyography (SFEMG) in the diagnosis of seronegative myasthenia gravis.</i> Peter Pacut, Isabel Narvaez Correa , Qihua Fan, Kelly Gwathmey, Xinli Du AANEM 2024 Annual Meeting Abstracts Guide. Muscle & Nerve, 70: 442-720. doi:10.1002/mus.28233 url
05/2023	<i>Impact of edaravone on the Amyotrophic Lateral Sclerosis course at TTUHSC El Paso clinic: a prospective cohort study.</i> Ryan Floresca, Rui Tang, Ahmed Khan, Darine Kassar, Arada Wongmek, Isabel Narvaez Correa AANEM 2023 Annual Meeting Abstracts Guide. Muscle & Nerve, 68: 476-686. doi:10.1002/mus.27968 url
01/2022	<i>Atypical presentation of rare entity autoimmune autonomic ganglionopathy: Another potential cause of hypertensive crisis.</i> B. Singh, J. Ravichandran, M. Chaudry, S. Brar, I. Narvaez , S. Cruz-Flores Neuroimmunology Reports, Volume 2, 100062 doi:10.1016/j.nerep.2022.100062 url
07/2013	<i>Complications During The Hospital Stay In Patients With Cerebrovascular Event At The Clinic Department Of Vicente Corral Moscoso Hospital In The City Of Cuenca During The Years 2005 to 2009.</i> I. Narvaez , A. Morocho, M. Martinez. Institutional Repository - University of Cuenca url

Presentations

- | | |
|---------|---|
| 10/2024 | <i>A case of recurrent unprovoked rhabdomyolysis caused by peripheral nerve hyper-excitability syndrome.</i>
I. Narvaez Correa , Xinli Du
2024 AANEM Annual Meeting - Poster
Savannah, GA |
| 10/2024 | <i>When Something Doesn't Look Right: A Case-based Approach to NCS Artifacts and Anomalies.</i>
Peter P. Pacut, Isabel V. Narvaez Correa , Kelly G. Gwathmey
2024 AANEM Annual Meeting - Session/Lecture
Savannah, GA |
| 10/2023 | <i>Introduction to Electromyography and Nerve Conduction Studies.</i>
Isabel V. Narvaez Correa
Lecture at VCU - Neurology Residency program
Richmond, VA |

Languages

Spanish: Mother Language
English: Fluent

Awards & Accomplishments

- | | |
|---------|---|
| 10/2024 | American Neuromuscular Foundation's Residency and Fellowship Member Award
AANEM 2024 Annual Meeting
Savannah, GA |
| 07/2022 | Chief Resident – Neurology Department
Texas Tech University Health Sciences Center El Paso
El Paso, TX |
| 04/2020 | Resident of the month - Internal Medicine Internship
Jacobi Medical Center / Albert Einstein School of Medicine
The Bronx, NY |
| 08/2012 | Top 10% of the medical graduating prom
Universidad de Cuenca
Cuenca, Ecuador |