

OST 592 – Self-Directed Integration of Medical Knowledge

Spring Semester 2025 1/14/25 – 5/2/25


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Faculty & Staff Information

Course Director Biosketch

Contact Information	Biosketch
 <p>Chinyere Tobias, MA tobiasog@msu.edu 517-884-9600 Primary Site: DMC Office Hours: Appointment Only</p>	<p>Ms. Chinyere Pauline Tobias is a seasoned professional with over two decades of experience in academic advising, coaching, and nurturing student success. As a Senior Academic/Learning Specialist and Instructor at Michigan State University College of Osteopathic Medicine, stands as an advocate for all students.</p> <p>With a strong commitment to student success, Ms. Tobias's personal and professional journey has been one of transformation and empowerment. At the heart of her mission lies the fervent desire to help students uncover or rekindle their intrinsic "Why," igniting a fire of motivation that propels them toward academic and professional greatness.</p> <p>Ms. Tobias's philosophy revolves around the belief that each student possesses the innate potential for success. Yet, she recognizes that some might require a guiding hand to unveil their identity as learners and to identify the learning strategies that resonate most profoundly.</p>

Name	Email	Phone	Location
Carol Restini, PhD (Pharm)	restinic@msu.edu	517-353-7145	DMC/MUC
Mangala Sadasivan, PhD	asadasiva@msu.edu	N/A	EL
Janice Schwartz, PhD	Schwa317@msu.edu	517-884-9671	DMC

Curriculum Assistants (CAs)

Name	Email	Phone	Location
Donna Stern	sterndon@msu.edu	313-578-9667	DMC

Who to Contact with Questions

Question, Need, or Topic	Contact Person
Course - Logistics & Details	Contact CA or CD for rooms, groups, materials, links, schedule, etc.
Course - Overall	Contact Course Director (in bold above).
Course - Specific Content	Contact Contributing Faculty for the content (see schedule).
Absences	Contact Course Director (in bold above).
Behavior	Submit exemplary or concerning behavior to the CGPI .
Enrollment	Inquire with MSUCOM Registrar .
Personal/Wellness Needs	Inquire with Wellness & Counseling .
Study Skills or Progression	Inquire with Academic & Career Advising .
Technical Support	Inquire with MSU IT Service Desk . Indicate COM affiliation.

Course Information

Course Description & Overview

OST 592 is an elective course in the D.O. program. It is a 6-credit hour course. This is a self-directed review and integration of basic science and systems medical knowledge content and clinical correlations using academic coaching and strategies workshops.

Course Objectives

The goal of this course is to enable the student to be successful in a self-directed review of FBS information integrating medical content knowledge and clinical correlations by providing structure, support, study guides, and resources.

Self-Directed Learning in OST 592

It is a goal at MSUCOM to promote self-directed learning to help our students grow into strong, self-directed future clinicians. Self-directed learning is also required by medical school accreditation standards. It is a 4-step process that occurs within an encapsulated timeframe. One of the ways this will take shape in OST 592 is through the development of individualized learning plans by each student.

Provide Self-Assessment of Learning Needs

- Students will be encouraged to explore existing feedback on performance, progress, course performance, quintile rank, exam performance, skills performance, and any other available data.
- This activity will help the student identify areas of learning that warrant further focus.
- Students will develop a learning plan that makes these needs and related plans concrete.

Identification, Analysis, & Synthesis of Information

- Students will be provided with a framework for recognizing clinical patterns along with other learning resources to guide their thinking while they independently identify, analyze, and synthesize content.
- Students will use a variety of curricular and external resources specific to their learning needs and learning plan as they integrate basic science, systems, and clinical concepts.

Appraisal of Information Credibility

- Resources such as the COMBANK Question Bank questions, First Aid Board Review, and the NBOME blueprint and tests will provide useful reference points as students appraise the credibility of new or reviewed information in relation to their identified learning needs.

Feedback on Information-Seeking Skills

- Course Director will provide individual guidance and feedback as requested.
- Students are encouraged to discuss their learning plan with academic advisors to get additional feedback.

The course instructors will strive to help students make connections to Osteopathic Considerations for Core Entrustable Professional Activities (EPAs), especially the following selected items:

EPA 1: Gather a history and perform a physical examination.

- Identify pertinent history elements in common presenting situations, symptoms, complaints, and disease states (acute and chronic).
- Identify, describe, and document abnormal physical exam findings, including osteopathic structural findings (e.g. somatic dysfunction, TART, etc.).

EPA 2: Prioritize a differential diagnosis following a clinical encounter

- Integrate the scientific foundations of medicine with clinical reasoning skills to develop a differential diagnosis and a working diagnosis.

EPA 3: Recommend and interpret common diagnostic and screening tests.

- Provide a rationale for the decision to order the test
- Interpret the results of basic diagnostic studies (both lab and imaging)

Textbooks and Resources

Most MSUCOM courses make use of [D2L](#) as a course website to share materials, [Google Calendar](#) to share course schedules, [Zoom](#) to host online meetings, and [iClicker](#) to facilitate audience polling. Visit <https://bit.ly/msucomtech> for reminders on how to access and use these resources.

The student will identify the SDL resources that they wish to use for this course. The student is encouraged to utilize **textbook resources and materials from basic sciences and systems courses, video presentations, Qbank practice questions, First Aid Study Guide, and Pathoma**. The student may use other resources, including additional textbooks, online references, and question banks. **The student is strongly encouraged to take standardized simulated examinations.**

Resources on academic skills and board exam preparation may be found at [On Target for Academic Success at MSUCOM](#). Additional recommended resources are listed below:

Status	Resource
Required	None
Optional	Brown, Peter (2014) Make It Stick: The Science of Successful Learning. Belknap Press
Optional	Weinstein, Yana, Sumeracki, Megan with Caviglioli, Oliver (2018). Understanding How we Learn
Optional	Learning Style Information <ul style="list-style-type: none"> ○ The Success Types Learning Style Type Indicator: J.W. Pelley, B.K. Dalley Success types for medical students: A program for improving academic performance. Texas Tech University Extended Studies, Lubbock, TX (1997) ○ Pelley Learning Success Types Self Assessment ○ Learning Style Inventory
Optional	COMLEX Blueprint:
Optional	Entrustable Professional Activities (EPA)
Optional	Question Banks

	<ul style="list-style-type: none"> ○ COMBANK ○ COMQUEST ○ USMLE
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Grading Schema

Course scores will be determined using the following formula:

$$\frac{\text{(Combined Individual Activity or Assessment Points)}}{\text{(Total Points Possible)}} * 100\% = \text{Final Percent Score}$$

Course grades will then be assigned based on those course scores as follows:

- **P or Pass** - Satisfactory performance has been achieved and credit will be granted if a student's final percent score is 70% or higher of the total available points (158.2 of 226 points) AND attends all weekly workshops.
- **N or No Grade** - Satisfactory performance has not been achieved and credit will not be granted if a student's final percent score is below 70%.

Remediation is not offered for elective courses.

Grading Requirements

The MSUCOM D.O. degree program incorporates both horizontal and vertical curriculum integration, meaning course activities and assessments require ongoing development and integration of knowledge and skills acquired in previous courses. Required components include:

Required Component	Projected Points	Material to be Covered
Pre-Learning Assessment	0	Learning contract
Pre-Learning Assessments	10	Success type Indicator & Study Habits Assessment
Individual/group Presentations (4)	100pts (25pts per presentation)	Individual/ Group Presentations on Assigned Readings
Participation: Group assignments and presentations	16pts (1pt per session attended)	Attendance and Engagement at Weekly Class Workshops and Apply and Connect Sessions
Written Essay	10 pts/each (100)	Self-Assessment Reflections

- Required Component 1: Engage in independent, self-directed review and integration of FBS information Actively participate in course meetings and Workshops as scheduled.

- Required Component 2: Complete and submit Self-Assessment Reflection (SAR) documents on time.
- Required Component 3: Complete simulated standardized test(s) as assigned and directed by instructors.
- Required Component 4: Determine need for additional resources in consultation with instructors and advisors.

Policies & Resources

Academic Support Resources at MSUCOM

Students are encouraged to connect with [Academic and Career Advising](#) (ACA) to access academic, board, and career advising across the 4-year D.O. curriculum. As a way to acclimate to the MSUCOM curriculum, you may access ACA's [On Target](#) website for semester roadmaps, tools needed to be successful in the curriculum, and targeted resources for different learning situations. Each semester's roadmap contains course expectations, tips, potential challenges, notes on longitudinal content and skills integration, and study guides.

College or University Policies with Which Enrolled Students Must Be Familiar

Policy	Location
Common Ground Professionalism Initiative	MSUCOM CGPI Site
Computer-Based Testing	MSUCOM D.O. Student Handbook pp. 39-43
Disability & Reasonable Accommodation	MSUCOM D.O. Student Handbook p. 13
iClicker	MSUCOM D.O. Student Handbook p. 36
Mandatory Class Sessions & Examinations	MSUCOM D.O. Student Handbook p. 43
Medical Students Rights and Responsibilities	Office of Spartan Experiences Site
MSUCOM Academic Code of Professional Ethics	MSUCOM D.O. Student Handbook pp. 66-67
Osteopathic Clinical Training & Student Safety	MSUCOM D.O. Student Handbook pp. 68-72
Preclerkship Attendance & Absence	MSUCOM D.O. Student Handbook pp. 43-45
Relationship Violence & Sexual Misconduct & Title IX	Office for Civil Rights & Title IX Education & Compliance Site
Religious Observance Policy	Office of the Registrar Site

Remediation	MSUCOM D.O. Student Handbook p. 39
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Student Feedback

MSUCOM values student feedback, using this to model practice-based learning and improvement and to promote continuous quality improvement of learning experiences.

Route	Description
Informal	We invite you to respectfully provide constructive suggestions to Course Directors, Contributing Faculty, or Curriculum Assistants at any time.
Formal	MSU sends a Student Perceptions of Learning Survey (SPLS) to enrolled students at the conclusion of each course to gain feedback on the course and Course Directors.

Course Schedule and Changes to Schedule or Requirements

Due to external circumstances (e.g., weather/maintenance closures, clinical obligations, student cohort needs, etc.), course requirements published in the course syllabus and/or course schedule may be subject to change. Timely communication regarding changes will be provided to enrolled students via the course [D2L](#) site, [Google Calendar](#), and/or [MSU email](#). Contact curriculum assistants with questions. Any changes made will be considerate of the [MSU Code of Teaching Responsibility](#) and the [Medical Students Rights and Responsibilities](#).

Addendum: Course Schedule

Date	Time	Topic/Title	Faculty	Event Type	Additional Information/Responsibilities	Assignments Due Fridays by 5pm
Week 1 1/14/25	9AM - 12PM	Introductions and Expectations	TBD	Remote Disc	Ready, Set, Go	Due: 1/17/25 Pelley Learning Style Inventory Learning Contract Study habits assessment
Week 2 1/21/25	9AM - 12PM	WORKSHOP 1: Perspective: Thinking about your Learning- Metacognition	TBD	Remote Disc	Review SDL video; Schedule mtg for next week; Create Self-Directed Learning (SDL) Plan	Due: 1/24/25 https://michiganstate.sharepoint.com/sites/OnTargetforAcademicSuccess/SitePages/SDL-Board-Prep-Plan-Modules.aspx
Week 3 1/28/25	9AM - 12PM	WORKSHOP 2: Perspective Continued	TBD	Remote Disc	Changing Concept of Time Management	Due: 1/31/25 SAR A Discuss SDL at meeting
Week 4 2/4/25	9AM - 12PM	WORKSHOP 3: Prioritization	TBD	Remote Disc	Concept of Master Adaptive Learning. Assigned readings for presentation	Due: 2/7/25 SAR B
Week 5 2/11/25	9AM - 12PM	WORKSHOP 4: Prioritization	TBD	Remote Disc	Becoming a Master Adaptive Learner Individual Presentation on assigned reading (1)	Due: 2/13/25 SAR C
Week 6 2/18/25		No Workshop				Due: 2/21/25 SAR D
Week 7: 2/25/25	9AM - 12PM	WORKSHOP 5: Connections	TBD	Remote Disc	Recognition of Scientific and Clinical patterns, Efficient and Recall of Information; Individual Presentation on assigned reading (2)	Discuss progress & modifications to SDL plan at meeting

Date	Time	Topic/Title	Faculty	Event Type	Additional Information/Responsibilities	Assignments Due Fridays by 5pm
Week 8: 3/4/25		SPRING BREAK No Workshop				No SAR due
Week 9: 3/11/25	9AM - 12PM	WORKSHOP 6: Application of Scientific and Clinical Reasoning	TBD	Remote Disc	Learn it Once- Effective Conceptual Connections	Due: 3/14/25 SAR E
Week 10: 3/18/25	9AM - 12PM	WORKSHOP 7: Building your Foundation	TBD	Remote Disc	Using What You Know	Due: 3/21/25 SAR F
Week 11: 3/25/25	9AM - 12PM	WORKSHOP 8: Context and Clinical Reasoning	TBD	Remote Disc	Using Compare and Contrast as a learning Technique; Individual presentation on assigned readings (3)	Due: 3/28/25 SAR G
Week 12: 4/1/25	9AM - 12PM	WORKSHOP 9: Application and Analysis	TBD	Remote Disc	Critical Thinking in Medical Education: Let's Practice	Due: 4/4/25 SAR H
Week 13 4/8/25	9AM - 12PM	WORKSHOP 10: Thinking It Through	TBD	Remote Disc	Reading Assignment and Written Homework	NO SAR
Week 14: 4/15/25	9AM - 12PM	WORKSHOP 11 Putting It All Together	TBD	Remote Disc	Using Concept Maps to put it all together; Group presentation on assigned readings (4)	Due: 4/18/25 SAR I
Week 15: 4/22/25	9AM - 12PM	WORKSHOP 12: Putting It All Together	TBD	Remote Disc	Create Longitudinal Learning Plan and Schedule Debrief meeting with Ms. Tobias	Due: 4/25/25 SAR J
Week 16: 4/29/25						Due 5/2/25 Discuss LLP at debrief session