

OST 603
**CORE CLINICAL
CONCEPTS (C3)**

CLERKSHIP REQUIRED ROTATION (R2) SYLLABUS

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At Michigan State University College of Osteopathic Medicine (MSUCOM), we are constantly working to improve our curriculum and to meet new AOA accreditation guidelines. We need to meet the challenges of modern medicine that force us to innovate. While changes will generally be instituted at the beginning of the school year, changes may also be implemented semester to semester.

Please be mindful of the need to read your syllabi before beginning your rotations.

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INTRODUCTION AND OVERVIEW

Welcome to C3! Core Clinical Concepts (C3) is a longitudinal course throughout your third year. This syllabus provides an overview of course goals and objectives designed to help you gain insight into various signs and symptoms as well as the pathologies that are often responsible for them. In addition, you will have opportunity to develop clinical and cognitive skills that will be critical to your successful completion of your Clerkship as well as formative exams (i.e., COMAT and COMLEX). Please make sure to review this syllabus in its entirety to ensure understanding of the course format, syllabus content, and MSUCOM expectations.

COURSE SCHEDULING

Course Enrollment

- The student must be an active student at MSUCOM.
- Core rotations are scheduled by MSUCOM and may not be moved.
- It is the responsibility of the student to ensure MSUCOM confirmation and enrollment prior to starting any course/rotation:
 - MSUCOM clerkship confirmation is complete when the rotation is visible on the students Medtrics schedule.
 - Enrollment will be processed by the MSUCOM Registrar's Office upon clerkship confirmation.
 - Enrollment can be verified by the student by reviewing the Student Information System

ROTATION FORMAT

This course will be presented over a span of ten months, starting in August, and ending in May of your third year of medical school. Sessions will be focused on Case Discussions of common diagnoses and symptoms presentations. Other important topics for professional development will also be covered. Designated readings, presentations and online resources will be provided to the student via Desire2Learn (D2L). Students will be expected to have read and reviewed all elements of content for each month on a week-to- week basis in advance of their didactic session. In addition, several longitudinal assignments will be required on D2L.

The online content will be enhanced and integrated through active student participation in weekly didactic sessions provided at the student's base hospital. These sessions will have separate, interactive elements that may involve additional preparatory work for students to accomplish individually or in teams prior to the session. Sessions are designed to be held in a four-hour block on a weekly basis, although some variation may occur at individual base hospitals due to scheduling. Modules will consist of 3 consecutive weeks then one week off for COMAT studying. All sessions will be overseen and usually lead by the C3 Director, who is a designated faculty member within the base hospital. Sessions may be led by other qualified individuals at the discretion of the C3 Director.

GOALS AND OBJECTIVES

In 2006 and 2009, the NBOME sought to more clearly define the osteopathic medical competency domains by creating a report that described measurable elements available to measure these domains as well as what outcomes could be anticipated from the assessments. This document was further revised in 2011 and 2012 and serves as the basis for the creation of this curriculum. The following is a list of stated goals and objectives that participation in the C3 will accomplish. Each goal achieved directly relates to specific measurable outcomes as

defined in the NBOME 'Fundamental Osteopathic Medical Competencies' report. These goals and objectives are related to all learning activities present within the curriculum.

In 2020, this curriculum was revised to meet further goals. Part of becoming an excellent osteopathic physician depends on the ability to critically think through a clinical case scenario. This curriculum will focus less on memorizing facts, and more on developing thought processes to classify and apply medical knowledge to the clinical patient through clinical reasoning and clinical decision making.

The C3 curriculum is a complementary curriculum to the clinical learning that takes place during the third year of medical school. Students will use this didactic time to discuss common clinical presentations, evidence-based medicine, and developing a differential diagnosis. They will practice skills such as case presentation, establishing and maintaining a physician-patient relationship, and effective documentation. Students will demonstrate application of these principles into system-based practice and population.

GOALS

1. Develop critical clinical thinking skills through case scenario discussions.
2. Advance clinical reasoning and clinical decision making.
3. Apply concepts of evidence-based medicine to clinical scenarios.
4. Explore health systems science concepts.

OBJECTIVES

1. Create an organized differential diagnosis for common clinical presentations.
2. Classify and apply medical knowledge through clinical reasoning.
3. Use evidence-based medicine to develop clinical decision-making skills.
4. Diagnose clinical conditions and plan patient care appropriately including osteopathic principles and practice.
5. Recognize and accurately interpret relevant laboratory, imaging, and other diagnostic studies related to patient care.
6. Describe and apply systematic methods to improve population health.
7. Apply health system science to clinical practice to improve patient care.
8. Discuss shared values and goals of a successful interprofessional team.

COMPETENCIES

1. Use relationship between structure and function to promote health by applying knowledge of the biomedical sciences, such as functional anatomy, physiology, biochemistry, histology, pathology, and pharmacology, to support the appropriate application of osteopathic principles and OMT. (I.2.b)
2. Use scientific concepts to evaluate, diagnose, and manage clinical patient presentations and population health (II.3.a)
3. Assess the value of information and knowledge introduced by the patient during a clinical encounter. (II.3.d)
4. Apply evidence-based guidelines throughout the scope of practice (II.3).
5. Diagnose clinical conditions and plan patient care appropriately including osteopathic principles and practices. (I.4)
6. Recognize and correctly interpret abnormal clinical findings. (III.1.g)
7. Recognize and accurately interpret relevant laboratory, imaging, and other diagnostic studies related to patient care. (III.1.k)
8. Develop a differential diagnosis appropriate to the context of the patient setting and findings. (III.2)

9. Form a patient-centered, interprofessional, evidence-based management plan. (III.4)
10. Practice skills that establish and maintain the physician-patient relationship (IV.1), conduct a patient centered interview (IV.2), demonstrate effective written and electronic communication in dealing with patients and other health care professionals (IV.3), and demonstrate humanistic behavior. (V.2)
11. Describe the clinical significance of and apply strategies for integrating research evidence into clinical practice. (VI.3)
12. Critically evaluate medical information and its sources and apply such information appropriately to decisions relating to patient care. (VI.4)
13. Describe and apply systematic methods to improve population health. (VI.5)
14. Identify and utilize effective strategies to assessing patients (VII.4)

EPAS

1. Prioritize a differential diagnosis following a clinical encounter (EPA2)
2. Recommend and interpret common diagnostic and screening tests. (EPA3)
3. Document a clinical encounter in the patient record. (EPA5)
4. Provide an oral presentation of a clinical encounter. (EPA6)
5. Form clinical questions and retrieve evidence to advance patient care. (EPA7)
6. Identify system failures and contribute to a culture of safety and improvement.(EPA)

COLLEGE PROGRAM OBJECTIVES

In addition to the above course-specific goals and learning objectives, this clerkship rotation also facilitates student progress in attaining the College Program Objectives. Please refer to the complete list provided on the MSUCOM website (<https://com.msu.edu/>) and in the Student Handbook.

REFERENCES

REQUIRED STUDY RESOURCES

Desire 2 Learn (D2L)

Desire 2 Learn (D2L): Please find online content for this course in D2L (<https://d2l.msu.edu/>). Once logged in, your specific course section may appear on the D2L landing page. Or you may find and pin the course to your homepage by typing the following text into *Search for a course*: **Core Clinical Concepts** (use this search criterion to open each module)

If you encounter any issues accessing this D2L course, please email the CA (on the title page of this syllabus).

TrueLearn: You will receive login information prior to the beginning of C3.

Available at: https://www.truelearn.net/?_ga=2.215058718.866237664.1651858724-917063151.1651858724

Aquifer

Available at: https://michstate-do.meduapp.com/users/sign_in

I-Pass Patient Safety Institute: Log in information on D2L

Available at: <https://training.ipassinstitute.com/login>

SUGGESTED STUDY RESOURCESRecommended Texts

Users' Guide to the Medical Literature: A Manual for Evidence-Based Clinical Practice, 3rd ed.

Available at: <https://jamaevidence-mhmedical-com.proxy1.cl.msu.edu/book.aspx?bookID=847>

ROTATION REQUIREMENTS

REQUIREMENT	SUBMISSION METHOD	DUE DATE Please refer to D2L for actual (month/day) due dates
Quizzes and other D2L Assignments (Non-Pre-Module Assignments)	D2L	Completed with an average cumulative score of 80% on each Module by 11:59pm on the last day of the Module (Sunday)
Module Pre-assignments, Vindicates, AMA Modules, and other assignments.	D2L, TrueLearn	Overall, 80% and completed by 11:59pm the Sunday BEFORE the week of the C3 meeting.
Board Review questions	TrueLearn	Completed with an average of 50% correct per module (untimed) or for completion (timed) by weekly due date (Sunday at 11:59pm)
Longitudinal Assignments (EKG, EBM, Radiology, HSS)	D2L	Completed with 80% score by the end of Module E or the end of Module I
Topical Formal	Faculty Evaluation	Presentation complete and evaluation submitted by the end of Module I
Attendance	Faculty	Weekly attendance at all C3 meetings in base hospital or virtually if base hospital holds C3 didactics virtually.
Student Evaluation of Clerkship Course	Students will submit their course evaluations electronically at the conclusion of this course by accessing the Medtrics system: https://msucom.medtricslab.com/users/login/ . By the last week of Module E and Module I, students will receive an automated email link connecting them to their assigned evaluation. Students can also access	Last Day of Modules E and I.

REQUIREMENT	SUBMISSION METHOD	DUE DATE Please refer to D2L for actual (month/day) due dates
	pending evaluations on the 'Home' or 'Evaluations' tabs within their Medtrics accounts.	

WEEKLY READINGS/OBJECTIVES/ASSIGNMENTS

In each of the C3 Modules, students are expected to complete all required reading assignments and preparatory work for the module PRIOR to attending that week's didactic session. All such information will be clearly identified to the student within D2L in the relevant area. Successful participation in each week's didactic sessions will rely on timely completion of the preparatory elements, as well as following basic tenants of professional behavior. Below are *examples* of activities students may encounter in preparing for each month's modules:

Articles or textbook sections – the student will read the identified element, taking note of relevant information as they pertain to the module's topics.

Online videos/content – the student will review the relevant videos and/or associated content.

Student activities – the student will complete an assigned activity (either individually or with a designated small group) and provide results of said activity during the didactic session.

Self-Study Elements: Each module may include self-study elements designed for you to use and complete to enhance and integrate your learning. Self-study elements will be presented in the form of quizzes, tests, reading, and study questions. Where indicated, these elements must be completed by the end of the Module to receive a passing grade. In an ideal situation, you will complete these elements as indicated throughout the module (i.e., a week one quiz during week one). However, you may complete these on an individualized schedule to allow for flexibility, but they must be completed by the end of the module.

Each Module will include topics that focus on common presenting symptoms and diagnoses using clinical case scenarios as well as other skills needed to become a confident physician. A full schedule will be available on D2L.

Common Diagnoses and symptom presentation	Other Selected Topics
Abdominal pain	Leadership and Professionalism
Cough	Research
Headache	Interprofessional Education

Rash	Health systems science
Syncope	Radiology
Shortness of breath	Procedures
Chest pain	Scholarly writing
Nausea/vomiting	Wellness
Fatigue	Medical Ethics
Fever	OMT Day
Back pain	Advocacy and Health Policy
Dysuria	Mental Health
Joint pain	Pediatrics
Pelvic pain	Board Review

DO/PhD Students

DO/PhD students may participate in C3 during their G years as their schedule allows. They are responsible for all assignments for each module for which they are registered.

BOARD REVIEW QUESTIONS

Board review practice quizzes will be assigned through TrueLearn. MSUCOM will provide a subscription to each third-year student and login information will be sent at the beginning of C3. Students must **obtain at least a 50% average for all untimed quizzes** in each 4-week module and **timed quizzes** are graded for completion.

LONGITUDINAL ASSIGNMENTS

Assignments will be given on D2L that cover certain foundational concepts, such as EKG reading, radiology, health system science, I-PASS, and evidence-based medicine. These assignments will be available at the start of the fall and spring semesters and be due by the end of Module E and Module I, respectively.

ORAL PRESENTATIONS

The Oral Presentation of Case 3 that was recorded in the LAC with the CPCA Initial Visit will be scored as part of Module A.

TOPICAL FORMAL

Each student will give a topical formal presentation on a preselected topic. Students will work with the C3 Director at their base hospital site to decide topic, expectations, and time for presentation. The C3 Director will submit an evaluation by the end of Module I.

BASE HOSPITAL SPECIAL TOPICS

Protected time is scheduled in most modules for Base Hospital Special Topics. These days allow for each base hospital site to provide unique content. MSUCOM will not have material for those weeks, but students are responsible for any material assigned by their base hospital.

CPCA AND CLERKSHIP AND CAREER ADVISING UPDATES

The Clinical Performance Competency Assessment (CPCA) preparatory material will be available on the C3 D2L page. In addition, two Clerkship and Career Advising Updates will be scheduled, one in the fall and one in the spring, in place of C3 for the week. Although all these events are scheduled during C3 time, they are not part of the grade for C3. Attendance to all Clerkship and Career Advising Updates and CPCA is mandatory. Successful completion of the CPCA is required by MSUCOM for graduation. Any unexcused absence from these events will be considered unprofessional and will be referred to the MSUCOM Spartan Community Clearinghouse.

ROTATION EVALUATIONS

Student Evaluation of Clerkship Course

Students will submit their course evaluations electronically at the conclusion Module E and Module I by accessing the Medtrics system: <https://msucom.medtricslab.com/users/login/>. By the last week of Module E and Module I, students will receive an automated email link connecting them to their assigned evaluation for the course. Students can also access their pending evaluations on the 'Home' or 'Evaluations' tabs within their Medtrics accounts.

Professionalism concerns, as well as accolades, will also be referred to the MSUCOM Spartan Committee Clearinghouse for resolution, per MSUCOM's Common Ground Framework for Professional Conduct.

CORRECTIVE ACTION

If a student does not successfully complete the rotation requirements of the course, the student will receive an NGR grade and be permitted to go through a 'corrective action' process.

The following assignments are eligible for corrective action and will be due no later than 14 days after the last day of the rotation at 11:59pm:

- Module pre-assignments and D2L quizzes
 - The student will be required to complete all missing assignments by 11:59pm 14 days after the last day of the module.
 - The student will be assigned additional assignments that may include journal article review, paper on a topic, or other assignment at the discretion of the IOR.
- Board Review (TrueLearn) Quizzes
 - If the student fails to complete this requirement or scores below an average of 50% per module or fails to complete the timed quiz, the student will be assigned an additional board review quiz. The student will have until 11:59pm 14 days after the last day of the module to complete the additional quiz with a passing score of 50%.
- Longitudinal Assignments
 - If the student fails to complete this requirement, the student will be given until 11:59pm 14 days after the due date to complete this assignment. Additional material will be assigned based on the missing requirement at the discretion of the IOR.
- Oral Presentations

- If a student does not successfully complete the Oral Presentation Case 3 assignment, they will be referred for coaching and will perform an additional oral presentation case. Students need to successfully complete the Oral Presentation assignment by the end of the fall semester.
- Topical Formals
 - Failure to successfully complete the Topical Formal presentation will result in the student being assigned a successive topical formal topic by the C3 Director, which must be presented to the C3 Director and reviewed by the Instructor of Record for a passing grade.
- Student Evaluations of the Modules
 - If the student fails to complete this requirement, the student will be given until 11:59pm 14 days after the last day of the module to complete.

The student is responsible for contacting the Course Assistant (on the title page of this syllabus) if they believe missing assignments were reported in error, or if they are unclear about the corrective action process.

If a student **successfully completes** the corrective action process, as determined by the IOR, the student will receive credit for the deficient academic grading requirement(s) and be eligible for a change in rotation grade (from NGR to Pass).

As determined by the IOR, the student will receive an N grade for the course if all assignments and the corrective action process are **not completed** successfully within 14 days after the last day of rotation at 11:59pm. Additionally, a letter of unprofessional behavior for late submission of assignments will be sent to the MSUCOM Spartan Community Clearinghouse.

BASE HOSPITAL REQUIREMENTS

Students are responsible for completing all additional requirements set by the hospital/clinical site at which they are completing a rotation. Students are not responsible for reporting to MSUCOM the results of any requirements that exist outside of those listed above.

STUDENT RESPONSIBILITIES AND EXPECTATIONS

ATTENDANCE

Didactic sessions are a critical element of the curriculum. These sessions are meant to be attended and actively participated in. Attendance is mandatory for all MSUCOM students, and any absence must be reported to the college, as well as the C3 Director and DME of the student's base hospital. It is the expectation that C3 didactic sessions will take precedence over all rotational requirements. The Medical Education department of each hospital is aware of this expectation and will seek to enforce it when needed. Failure to attend sessions will hamper one's ability to successfully complete this course and may result in failure of the course and an N grade being given.

MSU COLLEGE OF OSTEOPATHIC MEDICINE STANDARD POLICIES

The following are standard MSUCOM policies across all Clerkship rotations.

CLERKSHIP ATTENDANCE POLICY

MSUCOM requires student participation in clerkship rotations and clinical activities with consistent attendance to acquire the skills and knowledge necessary for successful program completion. This policy will define the policy and procedures regarding absences for clerkship activities. [Clerkship-Absence-Policy.pdf \(msu.edu\)](#)

POLICY FOR MEDICAL STUDENT SUPERVISION

The MSUCOM curriculum includes required clinical experiences in a variety of clinical learning environments. The Medical Student Supervision Policy outlines all supervision agreements and expectations. [Clerkship Medical Student Supervision Policy.pdf](#)

MSUCOM STUDENT HANDBOOK

The Student Handbook is published electronically by MSUCOM for students in the Doctor of Osteopathic Medicine program. This handbook does not supersede other Michigan State University or College of Osteopathic Medicine policies, regulations, agreements, or guidelines.

<https://osteopathicmedicine.msu.edu/current-students/student-handbook>.

COMMON GROUND FRAMEWORK FOR PROFESSIONAL CONDUCT

The Common Ground Framework provides the MSUCOM community with a reminder of the unity of mind, body, and spirit that underlines the field of osteopathic medicine. The framework is a set of guiding, foundational principles that underpin professional conduct and integrity and applies to all professionals at work within the shared college community, independent of their specific roles or responsibilities. <https://osteopathicmedicine.msu.edu/about-us/common-ground-professionalism-initiative>

MEDICAL STUDENT RIGHTS AND RESPONSIBILITIES

The rights and responsibilities of students enrolled in MSUCOM are defined by the medical colleges of Michigan State University, including the College of Osteopathic Medicine, the College of Human Medicine, and the College of Veterinary Medicine. Students enrolled in the professional curricula of these colleges are identified as “medical students.” These colleges collectively define “Medical Student Rights and Responsibilities” (MSRR). This document addresses academic rights and responsibilities, governance, procedures for complaints, due process, and other topics. The current version is available on the MSU Spartan Life website at the address below: <http://splife.studentlife.msu.edu/medical-student-rights-and-responsibilities-mssr>

MSU EMAIL

MSU email is the official communication from faculty and staff to students and students are responsible for checking it daily and maintaining their MSU email accounts so that messages can be received.

Forwarding MSU email to another email account or failure to check email are not valid excuses for missing a deadline or other requirements of the DO program.

Further, students must use secure email when working in a hospital, clinic, or other health care setting if discussion of patient information is involved. MSUNet (msu.edu) email is secure; many web-based email systems including Hotmail, Gmail, and Yahoo are not.

<https://osteopathicmedicine.msu.edu/current-students/student-handbook>.

DUTY HOURS AND FATIGUE MITIGATION

The accreditation standards for graduate medical education programs include restrictions on the duty hours of residents. Additionally, institutions are expected to promote a clinical learning environment in which duty hours are monitored and strategies exist to mitigate the effects of fatigue. [Clerkship Duty Hours and Fatigue Mitigation Policy.pdf](#)

STUDENT EXPOSURE PROCEDURE

A protocol has been developed by the University Physician to report incidents of exposure, e.g., needle sticks, mucous membrane exposure, tuberculosis exposure, etc., and it may be found here:

<https://osteopathicmedicine.msu.edu/current-students/clerkship-medical-education/injury-and-property-damage-reports>

Contact Associate Dean for Clerkship Education, Dr. Susan Enright (enright4@msu.edu), if exposure incident occurs.

COURSE GRADES

P/Pass – means that credit is granted, and that the student achieved a level of performance judged to be satisfactory by the department according to the student's didactic and clinical performance.

NGR/No Grade Reported – means that a final grade ('Pass' or 'No Grade') cannot be determined due to one or more missing course requirements. The NGR grade will be changed to a final grade once all the completed course requirements have been submitted to and processed by MSUCOM (either to the department or Clerkship Team). An 'NGR' grade will NOT remain on a student's transcript.

N/No Grade – means that no credit is granted, and that the student did not achieve a level of performance judged to be satisfactory by the department according to the student's didactic and clinical performance.

N Grade Policy

Students who fail this rotation will have to repeat the entire rotation and fulfill all (clinical and academic) requirements.

STUDENT ACCOMMODATION LETTERS

Michigan State University is committed to providing equal opportunity for participation in all programs, services, and activities. Requests for accommodations by persons with disabilities may be made by contacting the Resource Center for Persons with Disabilities (RCPD) at 517-884-RCPD, or on the web at www.rcpd.msu.edu. Once a student's eligibility for (clinical and/or testing) accommodation(s) are determined, the student may be issued an Accommodation Letter. Students must present their letter to the Clerkship Team (COM.Clerkship@msu.edu) at the start of the semester in which they intend to use

their accommodations (for tests, projects, labs, etc.). Accommodation requests received after the semester onset will be honored whenever possible.

If modifications, updates, or extensions to an existing letter are made after the semester begins, it is the responsibility of the student to submit the newest version to the Clerkship Team if he/she intends to utilize the accommodation going forward.

SUMMARY OF GRADING REQUIREMENTS

Requirement	Submission Method	Pass	No Grade Reported	No Pass
Quizzes and other D2L Assignments (Non-Pre-Module Assignments)	D2L	Completed with an average cumulative score of 80% on each Module by 11:59pm on the last day of the Module (Sunday)	Will be conditional until all requirements are met.	Failure to complete assignments and corrective action by 11:59pm 14 days after end of module.
Module Pre-assignments, Vindicates, AMA Modules, and other assignments.	D2L	Completed by 11:59pm the Sunday BEFORE the week of the C3 meeting.	Will be conditional until all requirements are met.	Failure to complete assignments and corrective action by 11:59pm 14 days after end of module.
Board Review questions	TrueLearn	Completed with an average of 50% per module (untimed) or by completion (timed) by weekly due date (Sunday at 11:59pm)	Will be conditional until all requirements are met.	Failure to complete assignments and corrective action by 11:59pm 14 days after end of module.
Longitudinal Assignments (EKG, EBM, Radiology, HSS, I-PASS)	D2L	Completed with 80% score by the end of Module E or the end of Module I	Will be conditional until all requirements are met.	Failure to complete assignments and corrective action by 11:59pm 14 days after due date.
Topical Formal	Faculty evaluation	Presentation complete and evaluation submitted by the end of Module I	Will be conditional until all requirements are met.	Failure to complete assignment and corrective action by end of Module I.
Attendance	Faculty	Weekly attendance at all C3 meetings in base hospital	N/A	Failure to attend weekly meetings without excused absences.
Student Evaluation of Clerkship Course	Can be accessed and submitted electronically by	Last Day of Module E and Module I.	Will be conditional until all requirements are met.	N/A

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Requirement	Submission Method	Pass	No Grade Reported	No Pass
	students within the dashboard of their Medtrics profiles			