

OST 554 – Osteopathic Patient Care IV

Fall Semester 5 – 2023

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Notice to Students: Although course syllabi at MSUCOM have a consistent format, important details differ by course. For this reason, you must read the syllabus thoroughly at the onset of each course to know what the course will provide and what is expected of you.

Section 1 – Course Information

Course Description

Osteopathic Patient Care (OPC) is a five-course sequence (OST 551-555) that incrementally and longitudinally exposes osteopathic medical students to key components of the seven Osteopathic Core Competencies:

1. Osteopathic Principles and Practice
2. Medical Knowledge
3. Patient Care
4. Interpersonal and Communication Skills
5. Professionalism
6. Practice-Based Learning and Improvement
7. Systems-Based Practice

<http://www.aacom.org/InfoFor/educators/mec/cc/Documents/CoreCompetencyReport2012.pdf>

While much of the MSUCOM curriculum focuses on providing essential foundational medical knowledge (Core Competency #2), the goals of OPC are to help medical students:

1. Apply medical knowledge to patient care,
2. Develop essential psychomotor skills associated with performing physical examinations,
3. Evaluate medical literature and apply new research findings to patient care,
4. Develop skills required for self-directed, lifelong learning and improvement, and
5. Expand competence into related realms such as professionalism, career and professional development, self-care, education/teaching, and interpersonal interactions.

Measurable Course Objectives

The American Osteopathic Association has identified osteopathic core competencies (OCC) essential for practice as a future osteopathic physician. These are embedded throughout programmatic objectives and curriculum. The curricular structure also encourages proficiency in the Core Entrustable Professional Activities (EPAs) for Entering Residency as defined by the Association of American Medical Colleges to help build toward that future phase of the journey toward medical practice. By the end of this specific course, learners should be able to achieve the following objectives within each competency domain indicated:

Interpersonal and Communication Skills

1. Demonstrate effective communication including documenting a clinical encounter in the patient record using the SOAP process and providing an organized verbal presentation of a clinical encounter. (*Documentation/Communication – EPA 5, EPA 6*)
2. Communicate effectively with the patient in order to establish a diagnostic impression and ascertain the nature of the concern or complaint. (*Eliciting information*)
3. Develop, maintain, and conclude the therapeutic relationship while demonstrating competence in the rapport-building functions of the medical interview. (*Rapport Building*)

Osteopathic Principles, Practice, and OMM

4. Apply knowledge and skills related to osteopathic principles and practice to a patient care plan in a clinical simulation or case discussion. (*OPP Principles/Integration*)

Patient Care and Procedural Skills

5. Gather accurate, essential data from all sources, including the patient, secondary sources, medical records, and physical examination (including osteopathic structural examination) for selected clinical presentations. (*Data Gathering – EPA 1*)
6. Formulate a differential diagnosis based on the patient evaluation and epidemiologic data, determining the nature of the concern or complaint. (*Differential Diagnosis – EPA 3*)
7. Develop an evidence-based, cost-effective, patient-centered care plan to assess and manage selected clinical presentations. (*Treatment/Management – EPA 4*)

Practice-Based Learning and Improvement

8. Apply evidence-based osteopathic medical practice, incorporating evolving evidence into practice and continuous learning. (*EBM Principles/Practice*)

Professionalism

9. Exhibit respect, altruism, compassion, integrity, honesty, and trustworthiness in interactions with patients and one's own team. (*Humanistic Behavior*)

Societal and Cultural Awareness and Advocacy

10. Demonstrate sensitivity, respect, and responsiveness to a diverse and heterogenous patient population, while recognizing biases in oneself, others, and health care systems and processes. (*Cultural Competency/Humility*)

Professional Development and Reflection Skills

Additionally, the American Osteopathic Association indicates several other competencies on which professional development and reflection across time will foster effective medical practice. These include the ability to work collaboratively as part of an interprofessional team; the maintenance of an inquisitive and scientific approach to learning and medical practice; and the adoption of self-direction in lifelong learning and clinical decision-making. This course will contribute to the development of these longitudinal competencies or skills as indicated:

Interprofessional Education for Collaborative Practice

The Interprofessional Education Collaborative has identified the core competencies necessary for health care professionals to foster effective and collaborative patient care. These include effective

communication skills, fostering shared values and ethics for practice, knowledge of team roles and responsibilities, and ability to engage in teamwork and team-based practice. This course encourages interprofessional competency as follows:

1. Participation in collaborative learning events with students from other health professions programs to facilitate early development of interprofessional team skills.

Scientific Method

Knowledge of the scientific method in the medical domain includes topics such as ethical data collection, hypothesis testing, and conducting and/or evaluating the significance of clinical or translational research to inform evidence-based patient care. It can involve decision-making tools and procedures along with the ability to communicate with lay audiences to gain informed consent or explain research processes and findings. This course fosters scientific competency as follows:

1. Lecture, large-group discussions and practice on critical evaluation and interpretation of medical evidence in the literature to inform evidence-based patient care.

Self-Directed and Lifelong Learning

Self-directed learning is a 4-step process that occurs within an encapsulated timeframe. The goal of self-directed learning is to help foster self-direction in your lifelong learning and clinical decision-making. This course includes the steps of self-directed learning as follows:

1. **Self-Assessment of Learning Needs** – Self-study session for verbal presentation and documentation practice, self-assessment of documentation for every Peer Clinic as compared against exemplar documentations for each week.
2. **Identification, Analysis, & Synthesis of Information** – Lecture, large-group discussions and practice on critical evaluation and interpretation of medical evidence in the literature to inform evidence-based patient care.
3. **Appraisal of Information Source Credibility** – Lecture, large-group discussions and practice on critical evaluation and interpretation of medical evidence in the literature to inform evidence-based patient care.
4. **Feedback on Information-Seeking Skills** – Faculty and peer feedback for OSCE video reviews and peer clinic verbal presentations and documentation.

Course Director

(Note – Preferred method of contact is shown in italics)

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Osteopathic Patient Care Series – course administration

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Lines of Communication

- For administrative aspects of the Course: contact your local Curriculum Assistant (CA)
- For content questions relating to a specific lecture or topic: contact the faculty presenter for that specific portion of the course or your DMC/MUC on-site instructor.
- Questions may be discussed individually by scheduling an appointment with the Course Directors.
- For absences/missed exams (see excused absence information below)
- Please set your notifications in D2L to immediate to receive posted News announcements. You may choose to receive notifications by email or SMS.

Office Hours

Questions concerning may be discussed individually by making an appointment with the Course Director, Dr. Bielawski via e-mail: bielaws2@msu.edu. The Course Director is generally available by appointment.

Course Web Site

The URL for the Course website is: <https://d2l.msu.edu>

Students are expected to frequently check D2L for course announcements and to access course materials.

Textbooks and Reference Materials

Required

- Bickley, Lynn S. (2021) Bates' Guide to Physical Examination and History Taking, 13th edition. Lippincott, Williams & Wilkins. ISBN 9781496398178 Digital copy - <https://meded-lwwhealthlibrary-com.proxy1.cl.msu.edu/book.aspx?bookid=2964>
- Mark C. Henderson, Lawrence M. Tierney Jr., Gerald W. Smetana. The Patient History: An Evidence-Based Approach to Differential Diagnosis, 2e. ISBN: 978-0071624947 [The Patient History: An Evidence-Based Approach to Differential Diagnosis, 2e | AccessMedicine | McGraw Hill Medical \(mhmedical.com\)](#)

These books are also available for free through the MSU Library electronic resources.

Required Medical Equipment

You are required to have the following medical equipment for this course. **Bring all your medical equipment to every group session.**

- Digital wristwatch with seconds display or analog wristwatch with second hand
- Hand sanitizer
- Diagnostic Set that includes:
 - Working Power handle (charged lithium ion or C-cell),
 - Otoscope
 - Ophthalmoscope
- Hand Aneroid Blood Pressure Kit w/Adult & Child Cuffs (Sphygmomanometer)
- Pocket Eye Chart
- Babinski Neurological Hammer
- Peripheral Neuropathy Screening Device (Monofilament)
- C-128 Tuning Fork
- Digital Thermometer & Covers
- Stethoscope with bell and diaphragm
- Cloth Measuring Tape
- EKG Caliper
- Wrapped tongue depressors, cotton balls, paper clips, toothpicks

BRING MEDICAL EQUIPMENT AND BATES' TEXTBOOK TO ALL GLEs

More portable versions of the Bates' textbook are available and would be acceptable **for use during** the GLE sessions (i.e., Bates' for the iPad and/or Pocket Bates').

Course-based Academic Support

The course faculty are here to facilitate your learning. The large number of students in this course (about 300) necessitates a degree of formality. Also, since your schedules are very full, we must adhere rigidly to the lecture, small group and lab times assigned to this course. However, within these constraints, the needs of individual students will be accommodated whenever possible. Please feel free to contact the Course Director with any personal issues you may have involving this course.

Courses Begin and End Dates

OST 554 begins on August 28th, 2023 and ends on November 17th, 2023. See addendum for detailed daily course schedule.

Course Format and Schedule

OPC is based on a "flipped classroom" instructional model. Weekly faculty-facilitated group sessions are intended for students to *practice skills and apply knowledge* that is acquired primarily outside of class time (for example, by reading the Bates' textbook).

For the group sessions to have *educational value*, students **must prepare by completing a series of specified learning tasks**. This may include completing any or all of the following: reading assignments, out-of-class assignments, lectures, self-study modules, study questions, and video demonstrations. Instructions for how to prepare for each session are found on D2L: Lessons>>Week 1, Week 2, etc.

A DETAILED schedule is posted on D2L >> Modules >> Syllabus and Schedule. The exact dates and times of scheduled learning events are subject to change due to circumstances beyond the control of the Course Directors and faculty. The posted schedule will be updated to reflect changes that occur, and students will be given as much notice as possible. **Students are expected to follow this schedule and periodically check for updates.**

Exams/Assessments

There will not be a written exam in OST 554 this semester. Your grade in the course will be determined by percentage of total available course points and successful completion of all Pass/Fail events. The assessment schedule is as follows:

Assessment	Projected Points	Material to be Covered
Lead Student Verbal Presentation during Post Peer Clinic (once per student)	25	Verbal presentation skills
Peer Clinic Documentation submitted to D2L (4 @ 5 points each)	20	Documentation skills
PE Skills Check-offs during Post Peer Clinics (@ 10 points each)	40	Retention of PE skills
IPE Quiz	5	
Participation Points	20	See Participation Points section of syllabus
Psychiatric Cases (SP encounter)	P/F	
Problem-Focused H&P Clinical Evaluation with documentation and verbal presentation (OSCE)	Milestone competency, does not count toward course points	
Total Points Possible	110	

*no late assignments will be accepted for credit

Course Grades

A student's course grade is based on assessments of knowledge, skills, and professional behavior.

- **P-Pass**—means that credit is granted, and that the student achieved a level of performance judged to be satisfactory by the instructor. **ALL CRITERIA BELOW MUST BE MET TO OBTAIN A "P" GRADE FOR THIS COURSE**

A "P" will be assigned to any student who:

- Obtains 70% or more of the total course points
 - AND**
 - Obtain a Pass on the Psychiatric Cases (SP Encounter)
- **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 instructor.

An "N" will be assigned to any student who:

- obtains fewer than 70% of total available course points
- OR**
- obtains a Fail on the Psychiatric Cases (SP Encounter)*.

*Failure of the Psychiatric Cases (SP Encounter) will result in a corrective action process, which will occur during the semester. Failure of the corrective action process will result in a failure in the course.

Remediation - Since all of the courses in the MSUCOM curriculum are required, any student receiving an “N” grade must remediate (if eligible) or retake the course.

- Students who receive an “N” grade due to failure to receive at least 70% of total course points but passes the Psychiatric Case SP Encounter will be eligible to remediate the course in a manner to be determined by the Course Director.
- Students who receive an “N” grade due to failure of the Psychiatric Case SP Encounter will be eligible to remediate the course with Remediation Psychiatric Case SP Encounter.

For any OSCE or standardized patient encounter throughout the OPC series, course leadership reserves the right to review video recordings to confirm scoring. If a patient answers “definitely would not” to the following question: “Would you be willing to see this student again for care?” Your video will be reviewed by a course coordinator.

- You will be required to meet with the course coordinator. You may be required to complete a corrective action during or at the end of the semester.
- Please note that this process will occur for all OPC semesters.
- A letter may be placed in your file if this is recurrent feedback from standardized patients (e.g. more than 3 occurrences over 5 semesters of OPC)

Dress Code

- Students are expected to project a professional image. Clothes should be clean and in relatively good condition. No offensive clothing.
- Personal hygiene: clean and well-groomed, no cologne or perfume, fingernails clean and trimmed to no longer than the end of the finger.
- PPE must be worn in accordance with current university and CDC guidance.
 - Please be aware that PPE expectations may evolve through the semester and may be different at each campus depending on local requirements.
 - Masks may still be required for simulated patient encounters, or if University guidance changes according to the COVID-19 pandemic response.

Virtual Events:

- For most virtual classes, casual attire is appropriate. Please be advised that your camera must be turned on during class, and dress accordingly.
- If a patient will be present (patient presentations, patient panels, etc.), business casual is appropriate.

In-person GLEs:

- For any events where students will be practicing physical exam maneuvers on one another: wear loose-fitting, unrestrictive clothing (e.g., athletic wear) or scrubs to facilitate physical

exams. Sleeveless undershirts, camisoles, or sports bras may be worn underneath to individual preference. When lower extremities are to be examined, please be sure your pants will roll up above the knee (i.e., avoid leggings or joggers that will not roll up far enough).

- For peer clinics- when you are the lead student, dress as though this is a standardized patient encounter (see below).

Standardized Patient Encounters:

(Standardized Patient Encounters include OSCEs, standardized patient interviews, and standardized patient exams)

- Short white coat with nametag must be worn, even if the encounter is virtual
- Professional attire- dress as you would if you were seeing patients in an actual clinic- if you aren't sure what this means, please speak to course leadership
- No open-toed shoes
- If your simulated patient encounter is immediately before or after your scheduled OMM lab, you may wear scrubs with your white coat.
- During the COVID-19 pandemic, scrubs are an acceptable alternative to business casual attire. They should be clean and not overly wrinkled, and white coat is still to be worn.

Attendance and Punctuality

Attendance and punctuality are professional expectations of medical students. Many of the learning events in OPC are participatory and require the presence of the student.

BRING YOUR MSU ID TO ALL EVENTS. Students may be required to show a valid photo ID to verify identity.

Attendance will be taken and documented for ALL the following events:

- OPC group learning events (GLEs),
- OPC patient panel presentations,
- OPC examinations including written exams, practical exams, competency evaluations and OSCEs,
- OPC standardized patient encounters (e.g., simulated patient interviews and clinic experiences),
- OPC Clinical Development Workshops,
- OPC broadcast lectures

Attendance will be documented via iclicker polling, Zoom login data, or a sign-in sheet. Each student is responsible for documenting their own on-time attendance by signing an attendance sheet or using the student's registered iclicker polling device. Sign-in sheets will be picked up 5 minutes after the start of class. Attendance at mandatory Zoom meetings or webinars will be recorded by Zoom login data, so it is crucial that students log in to these sessions using their MSU credentials so that attendance can be verified.

- If you are having difficulty logging in to a mandatory virtual event, you are responsible for contacting your site CA *immediately* to notify them, but continue attempting to log in.

- If the student does NOT document his/her attendance in the proper manner, the student is considered absent for the event, regardless of whether the instructor or classmates can verify their attendance.
- Arrival after the start time of a learning event will be considered an absence unless the student can obtain an Excused Absence approval for late arrival.
- Falsification of an attendance record (e.g., signing in for someone other than oneself, signing in and then leaving the session early, using iclicker polling to sign in when not in the room, or use of another student's iclicker device) will be considered an instance of professional misconduct equivalent to academic dishonesty (e.g., cheating). This is considered a serious situation and may result in dismissal from the college. See MSUCOM policy regarding academic dishonesty and professionalism.
- For any Zoom events, students MUST log into Zoom using their MSU credentials. This is how we verify attendance as well as manage break-out rooms. Failure to log in appropriately will result in being counted absent from the session.

Participatory sessions

(Clinical Development Workshops, GLEs, quizzes, patient panel presentations, individual learning events)

If a student is unable to attend a participatory session, the student may apply for an excused absence. Supporting documentation will be required. Alternative assignments may be available for students with approved excused absences to make up points for the missed session.

If a session is missed for any reason, the student is expected to discuss that session with classmates who were present, and the student is responsible for all material covered in the session.

Each student is responsible for active learning and assignments during the sessions. This includes participation in group discussions, iclicker Polling sessions, designated activities, and/or handing in paper/electronic assignments.

- If the student does NOT hand in the paper/electronic assignment AND/OR participate in at least one i-clicker question during the session AND/OR participate in group or individual activities, the student will **not receive any points for that session/event**. *Please note*, forgotten or improperly registered iclicker polling devices will result in forfeiture of points for the session/event.
- Connectivity to your class sessions is vital. If you lose connection, please re-enter the room by any means possible – phone, tablet, etc. Email your curriculum assistant as soon as you experience technical difficulty, so your issue can be documented.
- Peer clinic notes **must** be submitted on time. No credit will be given for any late assignments. We recommend that do not wait until the last minute to submit them, in case you experience technical difficulties. If you do experience technical difficulties, you must email your curriculum assistant prior to the submission deadline. The most common reason for errors with peer clinic note submission is the inclusion of punctuation in the file name. If an emergency arises between your peer clinic and the submission deadline that prevents you from being able to submit your note, you must apply for an excused absence within 24 hours of the emergency.

Exams, Competency Evaluations, OSCEs and Appointments with Standardized patients

If a student is unable to attend an assigned time for **competency evaluation, OSCE, or appointment with a standardized patient**, the student must obtain an excused absence prior to the scheduled event or within 24 hours after an emergency situation. Supporting documentation will be required.

If you become ill PRIOR to starting or DURING your Standardized Patient encounter, please have the administrator of the event (LAC personnel in EL or the CAs in DMC/MUC) contact a Course Director immediately. You will be required to obtain supporting documentation from a physician stating that you were unable to complete the testing. This documentation is required within 24 hours of your scheduled event. If documentation is not received within 24 hours, your score will be based on the portion you completed out of the total number of points possible on the assessment. If the standardized patient encounter occurs during the semester, you will be provided a corrective action assessment to complete before the end of the semester. If the standardized patient encounter occurs at the end of the semester and time permits, you will be assigned another time or be given an incomplete. The make-up encounters will be scheduled as soon as scheduling is possible.

The designated time with the standardized patient is all that you have with the patient. If you leave the exam room during the designated time (for any reason), you will not be allowed to re-enter the exam room.

The OSCEs that occur during OST 554 are milestone competencies required for completion of preclerkship at MSUCOM. Students must pass the OSCEs in order to meet with milestone competency, but they are not required to pass the OSCEs as a requirement to pass OST 554, i.e. a student who is not successful in passing an OSCE on the first attempt is still eligible to pass OST 554, provided that they have earned enough course points to meet the passing threshold (see Course Grades section). A student who is not successful in passing the OSCE on the first attempt will meet with course leadership to review their performance and develop an improvement plan and will be permitted to attempt the OSCE again at a later date in order to meet the milestone competency, which must be met before the end of preclerkship.

D2L Quizzes will be opened for a specified period of time. Once closed at the indicated time on the course schedule, they will not be reopened. It is your responsibility to ensure your quiz was submitted (e.g., received an email from D2L regarding successful submission).

If you have a preplanned event that you will be seeking an excused absence or to switch lab times with a classmate, you must submit this request at least 2 weeks prior.

If you have an emergency situation, you must notify the Course Director(s) within 24 hours following the event to request an excused absence.

Requested changes to GLE schedules

If you have a preplanned event that you will be seeking to switch GLE/lab times with a classmate, you must submit this request at least 2 weeks prior.

If you need to make a group change request with fewer than 2 weeks' notice, you must identify a fellow student who is both willing and able to make the group change with you, and both students need to request this change in writing to your OPC site CA. Requests will be considered up to 24 hours prior to the requested time change.

Schedule changes with fewer than 24 hours' notice cannot be accommodated. Students who are unable to attend their scheduled OPC session should submit an excused absence request form.

Requested changes to OSCE schedules

Once OSCE schedules are posted, if a student has an unavoidable conflict for which they will be seeking to switch OSCE appointment times, and approved Excused Absence form is required, and must be submitted at least **2 weeks** prior to the event.

In the event of fewer than 2 weeks' notice, OSCE appointment change requests will be considered on a case-by-case basis, pending schedule availability.

Physical Examinations on Peers

In this course, students are expected to engage in learning events where you will practice exam skills on each other. These events can include situations where students participate as the "physician" (where their skills are being assessed) and as the "patient" (allowing for the other student to have their physical exam skills assessed).

In these events, it is possible for the student acting as a "patient" to request the student serving as the "physician" be a specific gender. If that request is not honored at the time of the event, we will reschedule or otherwise correct the error at no penalty to either student.

This accommodation does not apply to events where students will be performing physical exams on simulated patients or other applicable events (e.g., a student will NOT be able to request that they are only ever assigned to perform physical exams on females, etc.).

Participation Points

Medical students are expected to participate in all course events.

Each student starts with twenty (20) points toward the OPC final course grade for demonstration of participation.

Behaviors that will result in loss of participation points: Unacceptable student behaviors include, but are not limited to:

Participation Issue	Points deducted per instance
<ul style="list-style-type: none">▪ Leaving early▪ Being improperly attired (see Dress Code)▪ Using a mobile device / phone / computer, <i>unless specifically authorized to do so</i>	2

<ul style="list-style-type: none"> ▪ Being unprepared (e.g., demonstrates ignorance of the session’s activities, requires significant prompting to get started, etc.) 	
<ul style="list-style-type: none"> ▪ Each unexcused absence from a mandatory event (arrival after the start of a session will be considered an absence unless an excused absence is obtained) 	5
<ul style="list-style-type: none"> ▪ Being unengaged (e.g., stand-offish, non-participatory, uncooperative, disdainful, etc.) ▪ Being uncooperative or disruptive to the learning environment ▪ Being judgmental or disrespectful of faculty, staff, or peers 	10
<ul style="list-style-type: none"> ▪ Missing an OSCE or Standardized Patient encounter without an excused absence 	20

Other inappropriate behaviors not directly listed on the table above will be handled at the discretion of OPC Leadership.

Any unprofessional behavior observed by course faculty or staff member, may result in the student being required to meet with the OPC Leadership for discussion and determination of appropriate follow-up.

Please make note that if there are 2 separate events on one day and attendance is taken at both events, this will count as 2 absences.

Participation will be tracked throughout the OPC series.

Missing an OSCE or Standardized Patient encounter without an excused absence will cause you to lose all of your participation points. This will be considered a lapse in professionalism and written notification will be submitted to the Common Ground Professionalism Initiative (CGPI) for review by the Senior Associate Dean of Student Affairs (per MSUCOM Student Professionalism Policy).

Any unprofessional behavior observed by course faculty or staff member, may result in the student being required to meet with the OPC Course Director for discussion and determination of appropriate follow-up.

***Please make note that if there are 2 mandatory events on one day and attendance is taken at both events, this will count as 2 absences.**

Student Evaluation of the Course

We want your feedback on how to improve this course.

- Informal Feedback: Feel free to approach the Course director, Dr. Bielawski, or any of the other course faculty with your reactions and suggestions.
- Formal Evaluation: In addition to the above, we ask every student in the class to complete formal on-line course evaluation upon conclusion of the course. Student feedback provides Course Directors with valuable information regarding their performance, the performance of their colleagues, and the quality of the course. The information gained from these evaluations is used to continuously improve future offerings of this course. Students in the Class of 2025 can access the evaluation system at: [MSUCOM Pre-clerkship Evaluation System](#).

Section 2 – Policies

Please refer to the Student Handbook at <https://com.msu.edu/current-students/student-handbook-course-catalog> for these and other policies.

Academic Honesty and Professionalism

Every student is responsible for their behavior and is expected to adhere to all MSU and MSUCOM policies of academic honesty and professionalism, as outlined in the MSUCOM Student Handbook and the MSU Medical Student Rights and Responsibilities. These documents may be found on the MSUCOM website. Additional guidance on academic integrity may be found on the MSU Ombudsperson's website at <https://ombud.msu.edu/sites/default/files/content/Academic-Integrity-at-MSU-updated-August-2017.pdf>

Please note that examples of academic dishonesty include but are not limited to:

- Working collaboratively on assignments that are assigned to be completed individually.
 - For example, for peer clinics (OST553-555), we encourage discussion among students and faculty, but each student must write up and submit their own individual, unique note.
- Documenting elements of the history that were not actually asked of the patient
- Documenting elements of the physical examination that were not actually performed on the patient
- Providing other current or future students with information regarding OSCE cases or written exam questions
- Attempting to record, photograph, screenshot, or otherwise reproduce an exam item for any reason, including for your personal use
- During written examinations- accessing notes, published materials, or electronic devices, observing answers recorded by other students, or communicating with fellow students or other individuals

Incidents of academic dishonesty or professional misconduct will be addressed by the faculty, administration, or staff; such action may include, but is not limited to: giving a failing grade, referring a student for judicial review, directing the student to the Associate Dean of Medical Education, evaluation by the Committee on Student Evaluation, and other actions outlined in the Medical Student Rights and Responsibilities document.

Types of Class Sessions

MSUCOM designates lectures and other class sessions by their delivery method. While additional terms may be used in a specific course, the following will provide general guidance to the type of session:

- Live or livestream lecture: broadcast at a designated time; intended to be viewed synchronously
- Online Lecture: recorded content, may be viewed asynchronously
- Webinar: more interactive session where student participation is expected
- Lab: may refer to on-site clinical skills training or online lab session; see details

Changes to Course Schedule or Requirements

Due to external circumstances, the course requirements published in the course syllabus and/or course schedule may be subject to change. Timely notification Communication regarding changes will be

provided to enrolled students via the course D2L site and/or email. Any changes made will consider the MSU Code of Teaching Responsibility and the MSU Medical Students Rights and Responsibilities.

Mandatory and Optional Class Sessions

All lectures and other class sessions are considered integral to the course, and students are expected to attend, view, or participate in each session. Some sessions are designated as “mandatory” in that attendance at the session on the scheduled date and time is required. Depending on the course, a student may earn points for attending or participating in a mandatory session or may lose points for failing to attend or participate. Availability of make-up points for missed sessions is at the discretion of the Course Director. Optional class sessions are offered by faculty to assist students in learning or reviewing course content.

Absences from Mandatory and Examinations/Assessments

It is the responsibility of the student to know which class sessions are deemed as mandatory and comply with the MSUCOM policy regarding absences from mandatory sessions and examinations. This policy may be found in the MSUCOM Student Handbook on the MSUCOM website. Requests for an excused absence must be submitted via the [student portal](#).

Computer-Based Testing

It is the responsibility of each student to know and comply with the MSUCOM policy on computer-based testing. This policy may be found in the MSUCOM Student Handbook on the MSUCOM website.

Administration of quizzes, examinations, and other assessments may be self-proctored, virtual proctored, or classroom proctored. Regardless of the proctoring method, you are expected to take the exam in a quiet, private setting. Just like in a proctored exam, you are not to access notes, textbooks, references, your phone, or other materials, and you are not to interact with fellow students or others. Remember that integrity is defined as what you do when no one is looking.

You are also expected to not record, photograph, take screen shots, make notes of, or otherwise attempt to make a copy of any exam item for any purpose, including your personal use. A student who is discovered to have cheated or breached exam security will be subject to formal disciplinary action, up to and including dismissal from MSUCOM.

If you have concerns or evidence of an exam security breach on this or any exam, you may report that to an MSUCOM administrator or through the online concern form.

Medical Student Rights and Responsibilities

If problems arise between instructor and student, both should attempt to resolve them by informal, direct discussions. If the problems remain unsolved, the Associate Dean for Medical Education and/or the MSU Ombudsperson may be consulted. The MSU Medical Student Rights and Responsibilities (MSRR) document defines processes for additional steps, including submission of a formal grievance. The MSSR may be found in the MSUCOM Student Handbook and online at splife.studentlife.msu.edu.

iClicker Policy

It is your responsibility to know and comply with the iClicker Policy. This policy may be found in the MSUCOM Student Handbook. If you forget your device or if it does not work, for whatever reason, no make-up experiences will be provided, and no points will be given.

If iClicker is used to take attendance for an on-campus event, you will be expected to arrive to the physical location on time and to stay for the duration of the assigned activity. If iClicker Polling is used to take attendance for an online event, you will be expected to start the session at the scheduled time and participate for the duration of the assigned activity.

As a matter of professionalism, please note that under no circumstances should you provide access to your iClicker account to another student by sharing your device and/or account login, nor should you accept another student's device or login credentials to access iClicker Polling on their behalf. Answering questions or checking in for attendance on behalf of another student by using their device or account is considered to be academic dishonesty and may result in disciplinary action up to and including dismissal from the college.

Remediation

The MSUCOM Policy for Retention, Promotion and Graduation requires successful completion of each required course to progress in the curriculum. If you receive an "N" grade in a course, that grade will be recorded on your official transcript; you must meet the course requirement by successfully remediating or repeating the course.

Eligibility to attempt remediation of the course is determined by criteria described in the "Course Grades" section of the syllabus. If you are not eligible to attempt remediation, or if you fail the remediation, you must retake the course, provided you are eligible to continue in the program as determined by the Committee on Student Evaluation.

Student Safety and Well-being

The MSUCOM website and Student Handbook provide information on student safety, campus security, access to medical care and counseling services, and to policies on injuries and exposures. If you have an injury or acute illness on campus, an incident report should be completed. The form is available on the MSUCOM intranet or from Academic Programs.

Academic Support Resources at MSUCOM

As a way to acclimate you to the curriculum at MSUCOM, we have created a program called On Target: <https://michiganstate.sharepoint.com/sites/OnTargetforAcademicSuccess>

On this site you will find semester roadmaps which gives a general overview of each semester, tools needed to be successful in the curriculum and targeted resources for your unique learning situation. In each semester's road map, you will also find course expectations, tips for success, potential trouble spots, longitudinal course integration, and specific course study guides.

Requests for Accommodations

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 517-884-7273 or online at rcpd.msu.edu. Once eligibility for an accommodation has been determined, you may be issued a Verified Individualized Services and Accommodation (VISA) form. Each VISA includes an expiration date; to request an accommodation, you must have an active VISA. You may work with RCPD to renew a VISA.

During the preclerkship curriculum, the college will help to coordinate accommodations for additional testing time. Provide your VISA to Nancy Thoma, thoman@msu.edu, A333 East Fee Hall at the start of the term and/or at least two weeks prior to the assessment event (test, project, labs, etc.). Requests for accommodations received with less notice will be honored whenever possible. You may choose whether or not you wish to use accommodations for a particular event. For other accommodations, you may also review your VISA with the Course Director and curriculum assistant assigned to that course.

Title IX Notifications

Michigan State University is committed to fostering a culture of caring and respect that is free of relationship violence and sexual misconduct, and to ensuring that all affected individuals have access to services. For information on reporting options, confidential advocacy and support resources, university policies and procedures, or how to make a difference on campus, visit the Title IX website at titleix.msu.edu.

Limits to confidentiality. Essays, journals, and other materials submitted for this class are generally considered confidential pursuant to the University's student record policies. However, you should be aware that University employees, including instructors, may not be able to maintain confidentiality when it conflicts with their responsibility to report certain issues to protect the health and safety of MSU community members and others. Instructors must report the following information to other University offices (including the Department of Police and Public Safety):

- Suspected child abuse/neglect, even if this maltreatment happened when you were a child;
- Allegations of sexual assault, relationship violence, stalking, or sexual harassment; and
- Credible threats of harm to oneself or to others.

These reports may trigger contact from a campus official who will want to talk with you about the incident that you have shared. In almost all cases, it will be your decision whether you wish to speak with that individual. If you would like to talk about these events in a more confidential setting, you are encouraged to make an appointment with the MSU Counseling and Psychiatric Services.

Addendum: Course Schedule

Course schedule for the current semester will be posted to D2L. Changes to the course schedule will be noted on the class academic calendar and communicated to students via D2L and/or email. The schedule for the most recent offering of this course will be posted on the MSUCOM website under Current Students/Preclerkship Curriculum.