



College of Osteopathic Medicine
MICHIGAN STATE UNIVERSITY

D.O. STUDENT HANDBOOK

2023-2024

Effective Summer Semester, 2023

Michigan State University College of Osteopathic Medicine
East Lansing – Detroit Medical Center – Macomb University Center

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Welcome to MSUCOM

The MSUCOM D.O. Student Handbook is published electronically by Michigan State University College of Osteopathic Medicine (MSUCOM) for students in the Doctor of Osteopathic Medicine (DO) program. This handbook does not supersede other Michigan State University (MSU) or MSUCOM policies, regulations, agreements, or guidelines. This handbook contains information in effect Summer Semester, 2023; any subsequent changes are effective as of the date of issuance.

Students shall adhere to all MSU and MSUCOM policies, rules, regulations, and guidelines. Violations of any such policies, rules, regulations, and guidelines are subject to disciplinary action, up to and including dismissal.

Mission and Vision

The mission of MSUCOM is: “To provide world class osteopathic medical education, student service, and research to foster community engagement and patient-centered medical care.”

The vision of MSUCOM is: “Preparing physicians in the science of medicine, the art of caring and the power of touch with a world view open to all people.”

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, including students, at work within the shared college community, independent of their specific roles or responsibilities. As we adopt a model for professional conduct that is consistent and transparent throughout all levels of MSUCOM, we can foster a flourishing community where we can grow and learn together. Additional details may be found elsewhere in this handbook.

College History

In 1964, osteopathic physicians working in cooperation with the Michigan Association of Osteopathic Physicians and Surgeons were successful in obtaining a charter to establish a college of osteopathic medicine in Michigan. The original Michigan College of Osteopathic Medicine was located in Pontiac and admitted its first students in 1969. That same year, the state legislature enacted Public Act 162, a law that stipulated in section 1 that, “A school of osteopathic medicine is established and shall be located as determined by the state board of education at an existing campus of a state university with an existing school or college of medicine.” To comply with this legislation, the college charter was transferred to the Board of Trustees of Michigan State University and the college was relocated to Fee Hall on the East Lansing campus in 1971. At that time, it became known as the Michigan State University College of Osteopathic Medicine.

Since 2009, MSUCOM has operated under a model of “one college, three sites.” Locations in southeast Michigan at the Detroit Medical Center in Detroit and the Macomb University Center in Clinton Township are home to roughly one-third of each matriculating class.

Statewide Campus System (SCS)

MSUCOM has a long-established network of community teaching hospitals throughout Michigan that have historically supported the continuum of osteopathic medical education. Over time, these clinical and academic partners formed a consortium supported by the college and known as the MSUCOM Statewide Campus System (SCS). The SCS holds institutional accreditation by the Accreditation Council for Graduate Medical Education (ACGME) and serves as a regional ACGME training center. The SCS designs and delivers educational programs and workshops that support community-based hospital residency programs, as well as faculty development and scholarly activity consultation.

Degree Program

The College of Osteopathic Medicine is approved by MSU to offer a graduate professional degree program in Osteopathic Medicine. Students who complete the curriculum and requirements are recommended by the faculty of MSUCOM for conferral of the Doctor of Osteopathic Medicine (DO) degree by the MSU Board of Trustees. Following graduation, DOs will typically enter a graduate medical education program (residency) and pursue a career path in clinical medicine.

Accreditation

Michigan State University College of Osteopathic Medicine (MSUCOM) is accredited by the Commission on Osteopathic College Accreditation (COCA) to offer an academic program leading to the Doctor of Osteopathic Medicine (DO) degree. MSUCOM seeks to comply with all COCA standards for continuing accreditation. The process for submitting complaints relative to accreditation is outlined in the Policy on Submission and Review of Accreditation Complaints, which is described on the MSUCOM website at link below:

<https://com.msu.edu/about-us/accreditation>.

More information on COCA accreditation of colleges of osteopathic medicine can be found online at <https://osteopathic.org/accreditation/> or through the contact information below.

Secretary of the Commission on Osteopathic College
Accreditation American Osteopathic Association
142 E. Ontario Street
Chicago, IL 60611
Telephone (312) 202-8124 Fax: (312) 202-8209
Email: predoc@osteopathic.org

University Accreditation

Founded in 1855, MSU is the nation's pioneer land-grant university. With 17 colleges, MSU is home to nationally ranked and recognized academic, residential college, and service-learning programs and is a leading research university. MSU is a diverse community of dedicated students and scholars, athletes and artists, scientists and leaders.

MSU is accredited by the Higher Learning Commission. It is a member of the Association of Public and Land-grant Universities, Association of American Universities, American Council on Education, American Council of Learned Societies, Association of Graduate Schools, Council of Graduate Schools, Committee on Institutional Cooperation, and International Association of Universities.

College Locations and Contact Information

Website: www.com.msu.edu

Campuses

MSUCOM- East Lansing
East Fee Hall
965 Wilson Road
East Lansing, Michigan 48824
(517) 355-9616

MSUCOM-Detroit Medical Center
4707 Saint Antoine Street
Detroit, MI 48201-1427
(517) 884-9600

MSUCOM-Macomb University Center
44575 Garfield Road
Clinton Township, MI 48038-1139
(586) 263-6731

Graduate Medical Education

MSUCOM Statewide Campus System
965 Fee Road, A-336 East Fee Hall
East Lansing, Michigan 48824
(517) 432-2853
www.scs.msu.edu

College Leadership

OFFICE OF THE DEAN

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Dean

Kimberly LaMacchia
Administrative Director and Executive Assistant

ADMISSIONS AND STUDENT AFFAIRS

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Senior Associate Dean

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Director of Student Engagement & Leadership

Rosemarie Handley, MS
Director, Osteopathic Medical Scholars Program

Alison Jenner, MS
COM Registrar

Gerica Lee, MA
Early Assurance Program Coordinator

Mollie Asiedu, MS
Director, Pathway Programs

Lyman Mower, MA
Director of Admissions

John Taylor, PsyD
Director of Wellness and Counseling

COMMUNICATIONS

Terri Hughes-Lazzell
Director

DETROIT MEDICAL CENTER SITE

Anissa Mattison, DO
Assistant Dean

Debalina Bandyopadhyay, PhD
Director of Operations

DIVERSITY AND CAMPUS INCLUSION

Marita Gilbert, Ph.D.
Associate Dean

INSTITUTE FOR GLOBAL HEALTH

William Cunningham, DO
Associate Dean and Director

MACOMB UNIVERSITY CENTER SITE

Bruce Wolf, DO
Assistant Dean

Sarah Weitz, MS, RD
Director of Operations

MEDICAL EDUCATION

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Senior Associate Dean

Lauren Azevedo, DO
Director of Preclerkship Clinical Education

Susan Enright, DO
Assistant Dean of Clerkship Education

Martha Faner, PhD
Director of Curriculum Integration

Kim Peck, MBA
Director of Academic and Career Advising

Kim Pfothauer, DO
Director of Clerkship Education

Jessica Wicks, PhD
Director of Instructional Design and Assessment

RESEARCH

Furqan Irfan, MBBS (MD), PhD
Director, Research Development

John Goudreau, DO, PhD
Associate Dean and Co-Director, DO-PhD Program

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Brian Schutte, PhD
Co-Director, DO-PhD Program

STATEWIDE CAMPUS SYSTEM

C. Patricia Obando, PhD
Assistant Dean

Deborah Virant-Young, PharmD, BCPS
Director of Faculty Development

Meghan Tappy
Administrative Director, SCS
Director of Continuing Medical Education

Diversity and Inclusion

Office for Institutional Diversity and Inclusion

The Office for Institutional Diversity and Inclusion (IDI) serves as an institutional focal point for promoting inclusion and diversity at MSU, providing leadership and support for university-wide initiatives. A staff of experts work diligently to facilitate and support a campus environment that provides students, faculty, and staff with opportunities for excellence. www.inclusion.msu.edu

Anti-Discrimination Policy

MSU is committed to an inclusive atmosphere where students, faculty, staff, and guests may participate in university life without concerns of discrimination. Diversity is one of MSU's principal strengths and the university takes its responsibility under federal civil rights laws to prohibit discrimination very seriously.

The Anti-Discrimination Policy (ADP) outlines the types of prohibited discrimination and harassment at MSU. Under the ADP, university community members are prohibited from engaging in acts which discriminate against or harass any University community member on the basis of age, color, gender, gender identity, disability status, height, marital status, national origin, political persuasion, race, ethnicity, religion, sexual orientation, veteran status, or weight.

- [Anti-Discrimination Policy \(ADP\)](#)
- [ADP User's Manual](#)

Policy on Relationship Violence and Sexual Misconduct

The Policy on Relationship Violence and Sexual Misconduct (RVSM Policy) is a subset of the ADP, which prohibits university community members from engaging in relationship violence, stalking, and sexual misconduct. The RVSM Policy also describes the process for reporting violations, outlines the process used to investigate and adjudicate alleged violations, and identifies resources available to members of the university community who experience relationship violence, stalking, or sexual misconduct.

- [Policy on Relationship Violence and Sexual Misconduct \(RVSM\)](#), including appendices on the investigation process, resources, sanction and appeal procedures, and other important information
- [MSU's Office for Civil Rights and Title IX Education and Compliance website](#), including information on local and national resources available to reporters, claimants, and respondents; reference guides; news; campus initiatives, and the university's Title IX program mid-year and annual reports.

MSUCOM students will be required to complete online training modules covering the RVSM Policy. Access to the training will be provided to students via email from the university. Training is facilitated by the Prevention, Outreach and Education (POE) department (poe.msu.edu). The POE department promotes safety and improves quality of life by educating members of the MSU campus community on sexual assault and relationship violence, eliminating violence on campus and empowering staff, faculty and students to become advocates for a non-violent community and positively affecting social change.

The Office for Civil Rights (OCR) and Title IX Education and Compliance is responsible for leadership of MSU's civil rights compliance and efforts to cultivate a campus community that is free of discrimination and harassment. This includes oversight for the Office of Institutional Equity (OIE), and the POE. The Office for Civil Rights also

coordinates with MSU entities that provide crisis and advocacy services to survivors of sexual assault and relationship violence. OCR is also home to the Americans with Disabilities Act (ADA) Coordinator.
<https://civilrights.msu.edu/>

Office of Institutional Equity

The Office of Institutional Equity (OIE) addresses complaints related to discrimination and harassment based on age, color, gender, gender identity, disability status, height, marital status, national origin, political persuasion, race, religion, sexual orientation, veteran status, and weight under the Anti-Discrimination Policy and the Policy on Relationship Violence and Sexual Misconduct. Reports to OIE can be made via the online form, over the phone, or in-person: <https://oie.msu.edu>

Disability and Reasonable Accommodation Policy

The Disability and Reasonable Accommodation Policy prohibits discrimination and harassment against a qualified individual with a disability. The policy describes the process for seeking reasonable accommodation to ensure equal employment opportunities and equal access to university programs, services, and facilities.

- [Disability and Reasonable Accommodation Policy](#)
- [Accommodation Appeal Form](#)

Pursuant to Section 504 of the Rehabilitation Act, the Americans with Disabilities Act as amended by the ADA Amendments Act, the Michigan Persons with Disabilities Civil Rights Act (MPDCRA), and other applicable federal, state, and local laws and regulations, MSU prohibits discrimination and harassment against a qualified individual with a disability. MSU is committed to providing reasonable accommodation to ensure equal employment opportunities and access to university programs, services, and facilities.

The MSU Resource Center for Persons with Disabilities (RCPD) assists faculty members, staff, employees, job applicants, students, and others by maximizing ability and opportunity for full participation at MSU.

RCPD defines disability as a physical or mental impairment that substantially limits one or more major life activities, a record of such impairment, or being regarded as having such an impairment. RCPD defines a “qualified individual with a disability” as an individual who, with or without reasonable accommodations, can perform the essential functions of the academic program or job.

Students may contact RCPD to identify and register a disability and request accommodation. Following a needs assessment, RCPD may issue a Verified Individualized Services and Accommodations (VISA), which is an individualized document that enables students to validate and communicate their accommodation needs to faculty. A variation is the Verified Individualized Services and Temporary Adjustments (VISTA) document, which performs the same functions as a VISA for students with conditions of a temporary nature.

RCPD also assists employees with accommodation. More details are available on the RCPD website at www.rcpd.msu.edu.

Digital Content and Web Accessibility Policy

MSU is committed to facilitating access to university instruction, communication, research and business processes, while enhancing community building for the broadest possible audience. The university strives to employ principles of Universal Design and uses the Web Accessibility Technical Guidelines (WA Technical Guidelines) and standards in the design, implementation, enhancement, and replacement of web content and services. In doing so, MSU aims to improve access to both current and emerging technologies. The Digital Content

and Accessibility team leads web accessibility initiatives and implementation at MSU. The MSU IT Digital Content and Accessibility team provides resources and tutorials for accessible web development, course and content development, and reviews and evaluations of technology products and software for the MSU community. More information regarding MSU's Web Accessibility Policy and training programs can be found at http://webaccess.msu.edu/Policy_and_Guidelines/index.html.

Admissions and Enrollment

Office of Admissions

The Office of Admissions facilitates a holistic admission process that ensures development of a diverse and dynamic cadre of osteopathic physicians to provide exceptional health care globally in the 21st century. The Office of Admissions sponsors outreach and recruitment programs supportive of college and university goals and collaborates with underserved communities to develop resources that enhance underserved participation in medical career opportunities.

Admissions policies and procedures for new applicants can be found on the MSUCOM website at www.com.msu.edu/Admissions. MSUCOM students may participate with the Office of Admissions in a variety of outreach programs.

Dual Degree Programs

MSUCOM offers a dual degree DO-PhD program. Typically, students will apply to the PhD program in their area of interest prior to matriculation at MSUCOM. The usual time for completion of both degrees is seven to eight years. Graduates find careers in biomedical research or academic medicine. Their training enables them to be physician scientists working on basic science or disease-related problems. More information is available by contacting the Office of Research, Innovation and Scholarly Engagement (RISE) at MSUCOM.

Other programs combining the DO degree with a master's degree are available. MSUCOM offers a dual degree program with the MSU Broad College of Business leading to a master's in business administration. MSUCOM also offers an online master's in global health. MSUCOM students may participate in a joint DO-master's of public health program in conjunction with the MSU College of Human Medicine. More information about dual or joint degree programs may be found on the University Registrar page (reg.msu.edu).

Technical Standards

Michigan State University is committed to providing equal opportunity for participation in all programs, services, and activities. MSUCOM will consider for admission and participation in its program any candidate who demonstrates the ability to acquire knowledge necessary for the practice of osteopathic medicine, as well as the ability to perform or to learn to perform the Technical Standards as described in this document. Candidates will be evaluated not only on their scholastic accomplishments, but also on these technical standards, which are necessary to meet the full requirements of the school's curriculum and to graduate as skilled and effective practitioners of osteopathic medicine.

The College of Osteopathic Medicine requires that all candidates for the Doctor of Osteopathic Medicine degree meet the following technical standards for admission and participation in its program. The technical standards reflect five categories of required skills: observation; communication; motor; intellectual, conceptual, integrative, and quantitative abilities; and behavioral and social attributes. All applicants and matriculates are held to the same academic and technical standards. These technical standards can be met with or without reasonable accommodations. Students who may qualify for and wish to seek accommodations should consult with the MSU RCPD (www.rcpd.msu.edu).

Observation

The candidate must be able to observe demonstrations and experiments in the basic sciences, including but not limited to anatomic, physiologic, and pharmacologic demonstrations, as well as microbiologic cultures and microscopic studies of micro-organisms and tissues in normal and pathologic states. A candidate must be able to observe and interpret the physical and emotional status of a patient accurately at a distance and close at hand; acquire information from written and electronic sources; visualize information as presented in images from paper, films, slides or video; interpret x-ray and other images as well as digital or analog representations of physiologic phenomenon (such as electrocardiograms). Observation necessitates the functional use of the visual, auditory, and somatic senses, enhanced by the functional use of the sense of smell and other sensory modalities. The use of a trained intermediary to perform the necessary skills on behalf of the candidate is not permitted.

Communication

A candidate must be able to communicate effectively and sensitively with patients. A candidate must be able to elicit information from patients, describe changes in mood, activity and posture, and perceive nonverbal communications. Communication includes verbal communication, as well as reading, writing, and the use of electronic communication devices. The candidate must be able to communicate effectively and efficiently in oral, written, and electronic form with all members of the health care team.

Such communication requires the functional use of visual, auditory, and somatic senses enhanced by the functional use of other sensory modalities. When a candidate's ability to communicate through these sensory modalities is compromised the candidate must demonstrate alternative means and/or abilities to meet communication standards. If the alternatives are acceptable, it is expected that obtaining and using such alternate means and/or abilities will be the responsibility of the candidate. The use of a trained intermediary to perform the necessary skills on behalf of the candidate is not permitted.

Motor

Candidates must have sufficient motor function to elicit information from patients by palpation, auscultation, percussion, and other diagnostic maneuvers. The motor skill of palpation is important in the total osteopathic diagnostic process and especially to the development of the art of osteopathic palpatory diagnosis and treatment of the neuromusculoskeletal system. Accordingly, it is required that students have direct physical contact in clinical teaching situations with faculty, fellow students, and live models of all genders.

A candidate must be able to do basic laboratory tests (urinalysis, CBC, etc.), carry out diagnostic procedures (proctoscopy, paracentesis, etc.), and read EKGs and radiologic images. A candidate must be able to execute motor movements reasonably required to provide general care and emergency treatment to patients. Examples of emergency treatment reasonably required of candidates are cardiopulmonary resuscitation, the administration of intravenous medication, the application of pressure to stop bleeding, the opening of obstructed airways, the suturing of simple wounds, and the performance of simple obstetrical maneuvers. Such actions require coordination of both gross and fine muscular movements, equilibrium, and functional use of the senses of touch and vision. The use of a trained intermediary to perform the necessary skills on behalf of the candidate is not permitted.

Intellectual – Conceptual, Integrative, and Quantitative Abilities

Candidates must have the abilities of measurement, calculation, reasoning, analysis and synthesis. Problem solving, the critical skill demanded of physicians, requires all of these intellectual abilities. In addition, the

candidate must be able to comprehend three dimensional relationships and to understand the spatial relationships of structures. Candidates must be able to perform these problem-solving skills in a timely fashion. The use of a trained intermediary to perform the necessary skills on behalf of the candidate is not permitted.

Behavioral and Social Attributes

A candidate must possess the emotional health required for full utilization of their intellectual abilities, the exercise of good judgment, the prompt completion of all responsibilities attendant to the diagnosis, and the development for mature, sensitive, and effective relationships with patients. Candidates must be able to tolerate physically taxing workloads and to function effectively under stress. They must be able to adapt to changing environments, to display flexibility, and to learn to function in the face of uncertainties inherent in the clinical problems of many patients. Compassion, integrity, concern for others, interpersonal skills, interest, and motivation are all personal qualities that are assessed during the admissions and education processes. A candidate must be able to communicate with and care for, in a nonjudgmental way, all persons including those whose age, color, gender, gender identity, disability status, height, marital status, national origin, political persuasion, race, religion, sexual orientation, veteran status, or weight culture are different from their own. A candidate must also be able to examine the entire patient, regardless of gender, and regardless of the social, cultural, or religious beliefs of the patient or of the medical student.

Transfers

Due to the unique nature of the integrated curriculum, MSUCOM does not accept transfer students to the Doctor of Osteopathic Medicine program. MSUCOM does not accept transfer credit from other institutions of higher education and does not offer advanced standing to admitted students based on course work completed in foreign medical schools or in programs that lead to other professional or academic credentials such as MD, DDS, DO, DVM, PT, or PhD degrees.

COM Office of the Registrar

The Office the COM Registrar (COMReg) is responsible for and management of all academic records for students and alumni and adheres to the standards set forth by our university and college accreditation bodies. The office coordinates enrollment and registration, final grade collection, record keeping, verifications and certifications, college compliance and conferral of Doctor of Osteopathic Medicine (DO) degrees.

The Office of the COM Registrar will assist students with questions, including coordination, immunizations, compliances, forms, enrollment, grades, program and graduation requirements. In addition, representatives at the Detroit Medical Center (DMC) and Macomb University Center (MUC) sites can assist students with documentation and compliance. Please note, students are expected to maintain a **current mailing address within the student information system** and communicate any **name changes** to the COM Registrar.

Background Checks and Drug Screening

Students will undergo formal background checks and drug screening prior to matriculation and prior to clerkship. On occasion, sites for elective rotations in OMS-IV may request a more recently conducted background check and/or drug screen, which would be arranged by the student at their expense. It is the responsibility of students to alert MSUCOM to any charges related to alcohol, drugs or related substances, as well as any felonies that may appear on their background check. It is also the responsibility of students to alert MSUCOM in advance to any prescription medication use or medical therapy that may impact the results of a drug screen.

Positive drug screening results not related to a currently prescribed medication or medical therapy will be

reported to the MSUCOM administration. Any student with a positive drug screen not related to a currently prescribed medication or medical therapy may be asked to obtain a substance abuse assessment from an agency external to the college. Information related to any charge or suspicion of illegal activity or misuse of alcohol or drugs is confidential and will only be shared with administrators on a need-to-know basis.

Enrollment and Billing

The COM Office of the Registrar handles enrollment each semester. All billing statements will be created and available electronically from MSU Student Accounts. Communication will be sent via e-mail from Student Accounts to the student's MSU e-mail address whenever a new billing statement has been generated.

General rules concerning enrollment, tuition billing, and payment, along with other university information, may be found on the university Registrar's website at www.reg.msu.edu.

It is the student's responsibility to see that matters relating to enrollment, tuition/fee payment, and financial aid issues are handled in a timely fashion.

Office of Financial Aid

The MSU Office of Financial Aid has dedicated staff to assist medical students in the colleges of Human Medicine (CHM), Osteopathic Medicine (COM), and Veterinary Medicine (CVM) by distributing financial aid information, coordinating financial aid workshops, and by providing individualized financial aid counseling. Each MSUCOM student will receive two mandatory financial aid sessions during the four-year program. One-on-one advising is also available to current, prospective, and newly admitted students.

General resources on student finances and financial aid, as well as information on costs, budgets, tuition, and fees are available online at the MSU Medical Student Financial Aid website at <https://finaid.msu.edu/med/default.asp>.

Fees and Refunds

MSUCOM students must follow all MSU policies, rules, and regulations regarding tuition, fees, and refunds for Graduate-Professional students. Tuition and fees are set by the university. General information, policies, procedures and regulations relative to tuition and fees may be found within the MSU Academic Programs Catalog on the MSU Office of the Registrar website at <https://reg.msu.edu/AcademicPrograms/Text.aspx?Section=112>.

Enrolled students are assessed charges for tuition and fees on a semester basis. A refund of tuition and fees is determined as follows:

- For courses dropped or student withdrawals through the first one-fourth of the semester of instruction (measured in weekdays, not class days), 100% of the semester course fees and tuition will be refunded.
- For courses dropped or student withdrawals after the first one-fourth of the semester of instruction, and through the end of the semester, no refund will be made.
- Further information on Financial Aid Refund Policy can be found on the MSU Registrar website and on the MSU Medical Student Financial Aid website.

Scholarships

Through the generous support of many individuals and organizations, MSUCOM offers an array of scholarships to incoming and enrolled students. These scholarships and loans vary in the amount of funding, criteria, timing, and purpose, all of which are established by the donors when the initial agreements are signed. Students wishing to apply for MSUCOM scholarships should review the descriptions, background information, amounts, and eligibility criteria published on the MSUCOM Scholarships website at com.msu.edu/admitted-applicants/financial-aid-and-scholarships.

The application process includes:

- Determination of eligibility. Students should carefully review the selection criteria. Incoming students are not regarded as first-year students until the start of their first semester.
- Submission of the online scholarship application form.
- The online application form and essay must be submitted by 11:59 p.m. on the application due date. No late applications will be accepted.

The MSUCOM Scholarship Committee meets mid-Spring to review applications, assess the ability of applicants relative to the criteria, and award scholarships and loans. Additional information, such as a letter of support, may be requested by the committee if a student is deemed competitive for a particular award. Students may be invited for an interview with the Scholarship Committee. All information used in the decision-making process, which may include written applications, interviews, financial need, scholastic achievement, etc., is held in strict confidence.

Scholarships are generally awarded during the spring semester and applied to the tuition bill of the subsequent fall and spring semesters.

Academics and Assessment

Curriculum Overview

The curriculum leading to the Doctor of Osteopathic Medicine (DO) degree is a four-year program divided into two components: the preclerkship curriculum, encompassing the first two years; and the clinical clerkship curriculum, scheduled in the third and fourth years. The curriculum is designed to foster development in the core competencies of the osteopathic professional along with additional competency domains that align with our mission at MSUCOM.

Core Competencies

The seven core competencies of the osteopathic profession are medical knowledge, patient care, communication, professionalism, practice-based learning, systems-based practice, osteopathic principles and practice (OPP), and osteopathic manipulative treatment (OMT). The four-year curriculum provides education, training, and assessment to ensure each student develops competency in these domains.

Program Level Educational Objectives

The Program Level Educational Objectives expand upon the core competencies by explaining the knowledge, skills, and attitudes/behaviors (KSAs) that osteopathic medical students are expected to attain prior to graduation. MSUCOM faculty have identified and endorsed the following objectives:

Osteopathic Principles, Practice, and Manipulative Medicine. MSUCOM graduates will be able to:

1. Demonstrate and apply knowledge and skills related to osteopathic principles and practice such that care of patients is approached from the distinct behavioral, philosophical, and procedural aspects of osteopathic medical practice (K, S, A).
2. Recognize, diagnose, and treat patients with somatic dysfunction using hands-on osteopathic manipulative treatment (OMT) in the clinical setting (K, S, A).

Patient Care and Procedural Skills: MSUCOM graduates will be able to:

3. Provide osteopathic medical care that is patient-centered, compassionate, evidence-based, timely, and equitable to promote health and the body's self-regulatory and self-healing nature. (K, S)
4. Determine and monitor the nature of the patient's concern or complaint; implementing mutually agreed upon diagnostic and patient care plans that include appropriate patient education and follow-up. (K, S, A)
5. Perform all diagnostic and therapeutic clinical procedures essential for generalist practice in the delivery of high-quality patient care, promotion of wellness, and prevention of disease. (K, S)

Medical Knowledge. MSUCOM graduates will be able to:

6. Interpret and apply established and evolving principles of foundational biomedical and clinical sciences to explain principles of health, disease, and diagnostic and treatment options. (K)

Practice-Based Learning and Improvement. MSUCOM graduates will be able to:

7. Assimilate and apply evidence-based medicine principles and practices, fundamental biostatistical and epidemiologic concepts, and clinical decision-making skills to evaluate the validity and clinical significance of established and evolving scientific evidence. (K, S, A)

8. Demonstrate practical strategies for integrating best medical evidence and evidence-based principles and practices into patient care. (K, A)
9. Leverage systematic methods to ensure continuous self-evaluation of clinical practice patterns and practice-based improvements, including those that reduce medical errors and promote optimal, equitable health outcomes. (K, S, A)

Interpersonal and Communication Skills. MSUCOM graduates will be able to:

10. Exhibit skills and behaviors that facilitate effective information gathering and giving, empathic rapport building, and shared decision-making in interactions with the patient, the patient's family and caregivers, and other members of the interprofessional collaborative team. (S)
11. Effectively document and synthesize clinical findings, diagnostic impressions, and diagnostic and treatment instructions in verbal, written, and electronic formats. (S)

Professionalism. MSUCOM graduates will be able to:

12. Adhere to the ethical, behavioral, and social science principles that underpin medical professionalism, demonstrating accountability to patients, society, and the profession in medical education, training, research, and practice. (K, A)
13. Establish, maintain, and conclude the physician-patient relationship in a manner that is responsive to the needs of patients, appropriate to one's scope of practice, and supersedes self-interest. (K, A)

Systems-Based Practice. MSUCOM graduates will be able to:

14. Describe the larger context and systems of health care, including one's role and responsibilities in this system, and potential impacts on practice and patient care. (K)
15. Identify areas for improvement to promote quality and patient safety while reducing medical errors, inequities, needless pain and suffering, waste, and other inefficiencies. (K, A)

Scientific Method. MSUCOM graduates will be able to:

16. Apply knowledge of the scientific method, research methods, and basic scientific and ethical principles of clinical and translational research to collect data, test and verify hypotheses, and conduct and evaluate research, applying findings into patient care as appropriate. (K)

Self-Directed and Lifelong Learning. MSUCOM graduates will be able to:

17. Seek and apply continuing knowledge for lifelong learning and practice improvement, formulating appropriate clinical questions and receiving related evidence as appropriate to inform patient care. (S, A)

Interprofessional Education for Collaborative Practice. MSUCOM graduates will be able to:

18. Foster a climate of shared values, mutual respect, and effective team communication with other health professionals, patients and their families, and broader communities in health promotion and disease treatment. (S, A)
19. Practice collaboratively and appropriately as a member or a leader of an interprofessional health care team in accordance with IPEC core competencies. (K, S, A)
20. Use one's role and those of other professions to promote effective, efficient, equitable care while learning in academic and clinical environments that promote interactions with other health professions and professionals. (K, A)

Societal and Cultural Awareness and Advocacy. MSUCOM graduates will be able to:

21. Provide sensitive, responsive patient care to a culturally and socially diverse patient population in varied clinical settings and across the lifecycle. (K, A)

22. Leverage system resources to advocate for and maximize the health of the individual and communities or populations at large. (K, A)

Preclerkship Curriculum

In academic year 2023-2024, MSUCOM launched an update to the preclerkship curriculum, representing the input of faculty, staff, and students as well as innovations and themes in medical education. These changes will take effect with the incoming Class of 2027, while the Class of 2026 will complete the OMS-II year in the legacy version of the curriculum.

The new curriculum includes three segments:

- **Foundations: Semesters 1 and 2**

The student will develop a base of knowledge and skills in the foundational biomedical sciences and principles of osteopathic medicine. Semester 1 (summer) will include gross anatomy and an introduction to osteopathic medicine and clinical skills. Semester 2 (fall) begins with a combined foundational biomedical science course that will introduce fundamental principles of the interrelated disciplines of physiology, pathology, pharmacology, microbiology, immunology, genetics, and biostatistics. Semester 2 continues with two transitional courses that will pair biomedical and clinical sciences. The Musculoskeletal System course will integrate the gross anatomy lab and osteopathic principles with clinical conditions. The Hematology, Oncology, and Infectious Diseases course will present the hematopoietic system, as well as principles of oncology and infections that will be further explored in subsequent systems courses. The individual Osteopathic Patient Care (OPC) and Osteopathic Manipulative Medicine (OMM) course series begin in Semester 2 and will continue throughout preclerkship.

- **Systems: Semesters 3, 4, and 5**

Beginning in Semester 3, instruction will follow an organ systems-based approach. Each systems course will explore normal structure and function with integration of biomedical and clinical sciences. System-specific patient presentations, conditions, and their treatment will be introduced. Systems in Semester 3 include the Neurological System, Psychopathology, Genitourinary System, and Endocrine System. Semester 4 represents the start of the OMS-II year; courses include the Gastrointestinal System, Integumentary System, and Reproduction, Development, and Sexuality. Semester 5 completes the Systems segment with the Cardiovascular System and Respiratory System courses. Throughout this segment, the longitudinal clinical skills courses in osteopathic patient care and osteopathic manipulative medicine will help students to further develop clinical skills and address competencies in professionalism, communication, ethics, and interprofessional collaborative care.

- **Capstones: Semester 6**

In the final semester of the preclerkship curriculum, the focus will shift toward application of biomedical and clinical sciences to the delivery of care in the clinical setting. Principles of patient management will be explored in the Ambulatory Care and Hospital Care capstone courses. Other domains of healthcare delivery and infrastructure will be addressed in the Health Systems Science capstone course. Final summative assessments of data gathering, physical examination, documentation, and osteopathic manipulative medicine skills will be assessed in the capstone OSCE examinations. This semester will assist the student in preparing to enter clinical clerkships and to complete the COMLEX-USA Level 1 examination.

- **Clinical Experience:**

Each student will complete a clinical experience during the preclerkship. This requirement may be met by completing a preceptorship rotation in family medicine or an international rotation. Other options to fulfill

the clinical experience requirement are currently in development.

Instruction is provided by foundational biomedical science, behavioral science, and clinical faculty in classroom, online, laboratory, and small group learning activities. Assessment by written and/or practical examinations are incorporated in each course. The National Board of Osteopathic Medical Examiners COMAT examinations provide additional formative assessment of knowledge during years one and two.

Most courses will provide digital course materials through D2L. Multimedia course materials may include prerecorded lectures, required or suggested readings, access to online textbooks through MSU Libraries, and other resources. Some courses will utilize third-party systems or applications to enhance learning. These resources are described in greater detail under the Information Technology Resources section of the Handbook.

Clerkship Curriculum

The clerkship curriculum includes required core rotations and elective rotations in primary care, medical, and surgical disciplines, as well as longitudinal courses in the third and fourth year. The roster of required rotations and other clerkship elements are reviewed and periodically updated by the College Curriculum Committee. The clerkship curriculum begins with a Transitions to Clerkship course. Students complete clinical rotation assignments in the core disciplines of family medicine, pediatrics, internal medicine, emergency medicine, obstetrics/gynecology, surgery, psychiatry, and neurology, and additional weeks of elective rotations. Following the core rotations, students will take the COMLEX-USA Level 2-CE written examination. Each student must also complete and pass a required Clinical Performance Competency Assessment administered at the college.

Two courses run concurrently with rotations during the clerkship curriculum. In the third year, students participate in the Core Clinical Concepts (C3) longitudinal course to develop the clinical skills needed for residency and beyond. The C3 curriculum includes nine one-month modules of clinical education encompassing self-directed online learning and classroom instruction at the student's base hospital. This didactic curriculum includes symptom-based topics that can relate to multiple specialties. During the fourth year, students participate in a longitudinal course addressing clinical skills for senior osteopathic medical students.

Policies and procedures relating specifically to the clerkship curriculum are provided on the MSUCOM website and will be reviewed with students at clerkship orientation programs. General policies on supervision in the clinical setting, etc., are found in this Student Handbook.

Osteopathic Principles and Practice

In the preclerkship curriculum, students are introduced to osteopathic principles and practices (OPP) and osteopathic manipulative treatment (OMT); also referred to as osteopathic manipulative medicine or osteopathic manual medicine (OMM). The osteopathic philosophy incorporates a holistic approach to the understanding of disease and wellness, expressed in the tenets of the osteopathic profession:

- The body is a unit; the person is a unity of body, mind, and spirit.
- The body is capable of self-regulation, self-healing, and health maintenance.
- Structure and function are reciprocally interrelated.
- Rational treatment is based on the above three principles.

The use of palpatory skills and treatments is introduced in the first semester in the Introduction to Osteopathic Medicine and Clinical Skills course. The Osteopathic Manipulative Medicine (OMM) course series in semesters two through six will address OMM techniques used by osteopathic physicians to diagnose illness and injury and promote the body's natural ability toward self-healing. In these courses, students will work with peers to

practice skills, with attention to promoting a safe instructional environment. For more information on this, please see the Policy on Osteopathic Clinical Training and Student Safety in the Appendix.

The use of OPP and OMM are included in the clerkship curriculum through the C3 didactics program and objectives in required and elective rotations in the third and fourth years.

Interprofessional Education and Team-Based Collaborative Care

Delivery of healthcare that is patient-centric and uses effective communication is fundamental to the osteopathic philosophy. Interprofessional education is defined by the World Health Organization as “when two or more professions (students, residents, and health workers) learn with, about, and from each other to enable effective collaboration and improve health outcomes.” MSUCOM students have educational and clinical experiences throughout the four-year curriculum that are designed to promote effective interactions with patients, families, and members of the healthcare team and align with the Interprofessional Education Collaborative (IPEC) core competencies, which include Roles and Responsibilities, Values and Ethics, Teams and Teamwork, and Interprofessional Communication.

Scientific Method and Evidence-Based Medicine

Principles of scientific methodology and its application are incorporated into the foundational basic science and systems courses during the preclerkship curriculum. In the Osteopathic Patient Care course series, students learn and apply critical review of medical literature and concepts of evidence-based medicine. Learning objectives within these themes are continued into the clerkship curriculum, where students will apply the principles to delivery of patient care.

Self-Directed Learning

The MSUCOM curriculum assists students in developing skills and strategies for lifelong learning. Students are encouraged to utilize technology to help identify and synthesize information. Principles of critical review of medical literature are introduced early in the curriculum and are reinforced in the OPC course series and in clerkship rotations. Academic advisors and self-directed guides are available to help students develop useful learning strategies. The format of the curriculum includes flipped classroom and other techniques that encourage self-directed learning and help students learn to manage their time effectively. In clerkship, students are expected to identify and utilize resources to enhance learning in the clinical setting.

Educational Sites

Preclerkship Site Selection

Upon receiving an offer of admission, applicants to MSUCOM will indicate their preclerkship site preference. Site assignments will be confirmed upon receipt of the admission deposit and required forms, and incoming students are notified of their site placement by a confirmation email. MSUCOM cannot guarantee that admitted applicants will be placed at their preferred site. Enrolled preclerkship students may request a site transfer between MSUCOM locations by completing a request form and accompanying letter explaining the reason for the request. Criteria details and a link to the form are available on the MSUCOM Enrollment Services and Student Records webpage.

Clerkship Base Hospitals

MSUCOM has a network of community hospitals across the state of Michigan at which students complete core requirements of the clerkship curriculum. Students have an opportunity to identify institutions as their potential base hospital site. Base hospital assignments are determined through a selection process in the second year.

Course Catalog

The MSUCOM Course Catalog provides additional detail regarding the curriculum, including descriptions of required and elective rotations. It may be found on the college website under the Current Students tab.

Electives

MSUCOM offers over 30 electives in research and scholarly activity, international rotations, study skills, leadership, and other topics. To participate in college electives a student must:

- Meet eligibility requirements and prerequisites
- Complete the necessary steps for application, approval, and enrollment
- Meet all college and university requirements relating to immunizations and compliances

A list of preclerkship and clerkship electives is provided in the MSUCOM course catalog, and offerings by semester are available on the MSUCOM website under Academic Programs.

Independent Study

To participate in an independent study course, a student must identify a faculty member to serve as a mentor and provide oversight for the course. The faculty mentor will be responsible for submitting the independent study course content for approval.

The Office of Academic and Career Advising

The Office of Academic and Career Advising serves to guide MSUCOM students toward realization of their full potential as osteopathic physicians by helping them to successfully establish their personal and professional goals and values; build a strong academic foundation; prepare for licensure board examinations; choose a “best fit” medical specialty; and obtain a sought-after residency position.

Advisors are available at each of the three sites, as well as virtually, to meet with students. The Office of Academic and Career Advising provides relevant information to students at various stages of the curriculum through “just-in-time” orientation programs, newsletters, online video modules, and email communication.

Academic Advising

The Office of Academic and Career Advising can be reached via email at COM.ACAdvising@msu.edu, in person, or by telephone. To schedule an appointment with an advisor please utilize [MSU’s Student Information System](#). Appointments are available at each site or via Zoom throughout the four-year curriculum.

In addition to working directly with an advisor, students have access to a variety of academic support resources directly from the Academic and Career Advising website and the [On Target for Academic Success SharePoint page](#). Available materials include semester roadmaps, course study guides, handouts, self-assessments, timelines, and videos, and address topics regarding academic skills and strategies, peer tutoring, and more.

Academic Success Check-Up

During the preclerkship portion of the curriculum, student academic performance will be monitored and reviewed by the Office of Academic and Career Advising for indicators of marginal performance (i.e., risk factors) that may place the student at increased risk for negative academic outcomes (e.g., academic dismissal or failure of licensure exams), and/or jeopardize their ability to obtain a residency training position. Students identified will be notified and required to attend a one-on-one mandatory Academic Success Checkup with a college academic advisor.

Academic Success Workshops

The college offers resources to enhance skills in self-directed learning. These include a series of Academic Success Workshops organized and presented by the On Target for Academic Success Team. The objectives of the workshops are to help students think about what they are learning in a way that allows them to process and connect the information through pattern recognition and application of knowledge.

Career Advising

Beginning the first preclerkship year and extending through graduation, students meet with advisors through both one-on-one and group meetings to plan for specialty selection and graduate medical education.

Students will schedule a mandatory career planning meeting with a career advisor during the preclerkship curriculum to ensure they are accurately informed, on track, and educated about career planning and the residency application process. In addition to required meetings, students may also voluntarily seek career-related counsel and may schedule an appointment with any of the career advisors via email, phone, Zoom or in person. Each student is also provided with a subscription to the Careers in Medicine service of the American Association of Medical Colleges (AAMC).

Career advising topics include base hospital selection, specialty selection, building a competitive portfolio, gauging competitiveness for specialty choices and residency programs, selecting residency programs, addressing application red flags, navigating ERAS, preparing for interview season, creating rank order lists, and dealing with a failure to match. Advisors also assist students in identifying alternative career paths if they have had a change of heart about pursuing medicine, or for whatever reason are not able to be successful in the medical school curriculum.

Other career related advising programs and services include:

- Group presentations and webinars
- Resident and Physician mentoring programs
- Online Video Modules
- ERAS (Electronic Residency Application Service) support
- Personal statement and curriculum vitae writing assistance and proofreading services
- Weekly career planning update communications

Licensure Examination Preparation

As described in the section on Academic Policies in this Student Handbook, MSUCOM students are required to take and pass the Comprehensive Osteopathic Medical Licensure Examination of the United States (COMLEX-USA) Level 1 and Level 2 Cognitive Evaluation (2-CE) as a requirement for conferral of the DO degree.

MSUCOM provides guidance and resources to assist students in preparing for the licensure examinations. In OMS-II and OMS-III, each student will have access provided by the college to a nationally recognized question bank (COMBANK, TrueLearn) as a tool for self-assessment and preparation for the NBOME examinations. Resources and strategies for preparing for licensure board examinations (“board prep”) are available through the Office of Academic and Career Advising and highlighted during just-in-time orientation programs, newsletters, and online video modules.

PEAK Program

The PEAK Program for Healthy Cognitive Living and Academic Success was developed and is facilitated by Mangala Sadasivan, PhD. This program promotes cognitive health by emphasizing principles of learning and the use of internal controls to help balance emotional and cognitive demands, resulting in efficiency and maximization of learning potential. MSUCOM students may be referred to the PEAK program based on poor academic performance and need to develop study skills, test-taking skills and/or time management skills. An evaluation process is used to determine if an individual student is suitable for the PEAK program. Additional information about the PEAK program is available through Academic and Career Advising.

Wellness and Counseling Services

The Office of Wellness and Counseling is committed to helping students develop into well-rounded, compassionate, and mindful osteopathic practitioners. The office uses a team-oriented, interdisciplinary approach made up of qualified clinical health professionals to provide both individual and group counseling, mental health presentations, and student-led initiatives to enhance students' mental health and well-being during the rigors of medical school. Confidentiality is paramount and building student trust is of the utmost importance. Personal counseling sessions are free and open to all COM students by phone, ZOOM, or at one of the three sites.

During medical school, students may meet with personal counselors at each of the three sites, as well as attend presentations on topics such as mindfulness, meditation, stress reduction, burnout, and resilience. Various wellness and counseling groups also foster community and belonging through student-to-student mentoring, group meditation and mindfulness sessions, and mental health workshops. Appointments are also available via Zoom or telephone.

Clerkship students always have direct access to counseling services by confidential Zoom conferencing or phone consultation. Due to the unique scheduling requirements of clerkship students, personal counselors are available to meet after regular business hours.

MSUCOM CARE Team

The MSUCOM CARE Team is committed to improving the wellbeing of students and promoting student success at all three sites of the Michigan State University College of Osteopathic Medicine by proactively and collaboratively identifying and assisting students in distress. The team coordinates with students, faculty, and staff using thoughtful approaches to identify, assess, and intervene with individuals of concern.

The MSUCOM CARE Team strives to identify distressed students; provide resources, referrals, and other forms of support to individuals in distress; prevent escalation of concerning situations; enhance the wellbeing and safety of the MSUCOM community; collaborate with faculty, staff, administration, and concerned others; educate the MSUCOM community about identifying concerning behaviors; and foster a culture in which concerns for others can be respectfully shared. Further information can be located on the CARE Team website com.msu.edu/current-students/student-life/wellness-and-counseling/care-team

Mental Health Policy

The College of Osteopathic Medicine offers access to mental health services through the Office of Wellness and Counseling and through Counseling and Psychological Services (CAPS) caps.msu.edu available through Michigan State University. The Office of Wellness and Counseling abides by strict confidentiality practices and protection of students' rights at all times. Upon a student's initial appointment, the student will complete a Student Informed Consent to Services form. The Office follows The Family Educational Rights and Privacy Act (FERPA) with all student data collected. If a student desires to share their information with a third party, such as during a referral process, the student will complete an Authorization for Release of Information form.

For staff contact information, college and university resources, and self-help information, visit the Office of Wellness and Counseling webpage at com.msu.edu/current-students/student-life/wellness-and-counseling

Physical Health Services

It is the policy of MSUCOM that students may seek diagnostic, preventive, and therapeutic health services at the provider of their choice. The following information is provided as a resource to assist students in seeking health care services that are available as students enrolled at Michigan State University and in locations throughout the Statewide Campus System network .

Olin Health Center olin.msu.edu/services/index.html

All MSUCOM students may seek health care services at Olin Health Center, MSU’s student health center. The main clinic is located on North Campus in East Lansing. The health center also offers “neighborhood” locations across the main MSU campus; the location closest to Fee Hall is in room 127 South Hubbard Hall.

Available on-site services offered at Olin Health Center include:

- Primary and specialty care
- Laboratory and radiology services
- Immunizations
- Nutrition and wellness counseling
- Women’s health
- Work-related injuries include blood-borne pathogen care

Additional services offered 24-7 include:

- 24-hour PIN (Phone Information Nurse) – call 517-353-5557
Health-related questions are answered by registered nurses who have been specifically trained for phone triage.
- 24-hour ULifeline (suicide hotline and mental health support)
Students can access mental health resources and complete a self-assessment. For immediate help, students can go to ulifeline.org/msu/ or text "START" to 741-741 or call 1-800-273-TALK (8255).

Emergency Care

In case of an emergency, students should call “911” for local emergency services. The nearest emergency room locations by preclerkship site are as follows:

East Lansing: Sparrow Hospital Emergency Department
1215 E. Michigan Ave., Lansing, MI
48912 517-364-1000
<http://www.sparrow.org/emergencyservices>

Sparrow Emergency Center Okemos
2446 Jolly Road, Suite A, Okemos, MI 48864
517-253-5500
<http://www.sparrow.org/emergencyservices>

McLaren Greater Lansing
2900 Collins Road
Lansing, MI 48910
517-975-7500
<http://www.mclaren.org/main/emergency-services>

- Macomb: Henry Ford Macomb Emergency Department
15855 19 Mile Road
Clinton Township, MI 48038
586-263-2300
<https://www.henryford.com/locations/macomb>
- Detroit: DMC Harper University Hospital Emergency Department
3990 John R Street
Detroit, MI 48201
313-745-8040
<https://www.dmc.org/locations/detail/dmc-harper-university-hospital>

Additional Resources in Southeast Michigan

MSUCOM students may access physicians, laboratory and diagnostic imaging, and other services at the following local affiliated sites, or at the location of their choosing.

- Detroit: Detroit Medical Center (DMC)
Multiple locations in Detroit, Michigan
Provider Directory: [dmc.org/locations/detail/dmc-harper-university-hospital](https://www.dmc.org/locations/detail/dmc-harper-university-hospital)
- Macomb: Henry Ford Macomb Hospital
15855 19 Mile Road, Clinton Twp., MI 48038
Provider Directory: [henryford.com/physician-directory](https://www.henryford.com/physician-directory)
- McLaren Macomb Hospital
1000 Harrington Street, Mt. Clemens, MI 4804
Provider Directory: [mclaren.org/main/physician-directory](https://www.mclaren.org/main/physician-directory)

Medical Care at Clerkship Affiliates

During clerkship rotations, MSUCOM students may seek routine or emergency care, laboratory and diagnostic services at the provider or hospital of their choice. Students may also wish to seek services at their base hospital. Please see each hospital's website for details on services provided and where locations and telephone numbers are listed. Students should be prepared to provide their health insurance information for billing purposes.

For work-related injuries, including blood-borne pathogen or other exposures, while at a clerkship location, MSUCOM students should follow local hospital protocols for evaluation and management. Students should provide their health insurance information for billing. Costs related to an exposure that are not covered by the student's insurance may be covered by MSUCOM. Students must file the appropriate report (see policy on exposure protocol).

Health Insurance

While enrolled at MSUCOM, all students must be covered by health insurance. Students who are admitted to the College are automatically enrolled in the MSU Student Health Insurance Plan (SHIP), which is offered through Blue Care Network Health Insurance and administered through MSU Human Resources Benefits Office. More details on this coverage may be found online at hr.msu.edu/benefits/students/health/.

Students who provide verification to the university of comparable health insurance coverage through another vendor may waive SHIP Blue Care Network coverage by completing a waiver form in each semester of enrollment. The form may be found online at hr.msu.edu/benefits/students/health/waiver.html.

Questions regarding the MSU health insurance plan may be directed to MSU Human Resources at 517-353-4434 or via email at solutionscenter@hr.msu.edu.

Disability Insurance

MSUCOM provides a disability insurance policy to enrolled students, with coverage that will pay a monthly benefit in the event a student becomes disabled due to sickness or injury. Students have the option to purchase continued coverage upon graduation. The plan is currently issued through Guardian Life Insurance Company of America. More information is available through the plan administrator, Ins Med Insurance Agency, Inc. at 800-214-7039, via email at infor@insmedinsurance.com or online at insmedinsurance.com.

Dental and Vision Insurance

Dental insurance through Delta Dental of Michigan and vision insurance through VSP are available to MSUCOM students as optional coverage. Details and online enrollment are available through the MSU Human Resources website at hr.msu.edu/benefits/students/dental/ through MSU Human Resources Benefits Office. Questions regarding these plans may be directed to MSU Human Resources at 517-353-4434 or via email at solutionscenter@hr.msu.edu.

Student Leadership and Engagement

The Office of Student Leadership and Engagement serves the student body through offering collaborative extracurricular activities which enhance one's leadership skills and provides access to professional development activities.

The office provides support to over 40 professional student organizations across all sites including advice, guidance, and leadership to student executive boards with their constitutions, registration, finances, social events, clothing, fundraisers, scheduling meetings, social and community service events, and working with organizations faculty advisors. Please review the MSUCOM SGA Policies and Procedures Guide [Student Organizations | MSU Osteopathic Medicine](#) for additional information.

College activities, such as orientation, convocation, and graduation are coordinated through this office, as are elections for class governments, Student Government Association, and the other student organizations. The office also operates the COM Merchandise Store and manages student orders from each site.

Research and Scholarly Activity

Michigan State University ranks as one of the top 100 research universities in the world. MSU research excellence has been recognized through institutional membership in the American Association of Universities (AAU) since 1961. The university attracts and welcomes an international community of outstanding graduate students, postdoctoral associates, and faculty visitors to a broad range of highly ranked graduate programs, research centers, and interdisciplinary collaborations.

As the nation's pioneer land-grant institution, MSU serves the people of Michigan, the United States, and the world, creating and applying knowledge to develop sustainable solutions to humanity's most challenging problems.

Policy on Student Research and Scholarly Activity

MSUCOM seeks to promote the advancement of scientific and medical knowledge and to further the impact of osteopathic medicine. The college supports the academic and scholarly pursuits of its students and faculty. This policy specifically addresses the research and scholarly activities of students.

MSUCOM does not require students to complete a research or scholarly activity project as a requirement of its Doctor of Osteopathic Medicine program. However, MSUCOM is committed to assisting students in pursuing these opportunities if they wish to do so.

Each student will be asked to report on any ongoing or completed research and scholarly activity projects conducted during the four-year program.

Required education in research principles

Students are introduced to principles of research methodology and biostatistics in the Foundations segment of the preclerkship curriculum, with additional information incorporated into the Health System Science capstone in Semester 6.

All MSUCOM students are required to complete training in the "Responsible Conduct of Research" (RCR). This training is provided through a combination of live presentation and online modules in OMS-I and OMS-II. For details, consult the ["Responsible Conduct of Research Checklist."](#) Topics include general principles of research ethics, human subject protection, and the responsibilities of MSUCOM students in both basic biomedical and clinical research.

Completion of the RCR series is a requirement for conferral of the DO degree as noted in the Policy for Retention, Promotion, and Graduation. Compliance is audited by the MSUCOM Office of Enrollment Services and Student Records.

Application of medical research, evidence-based medicine, and the scientific method are incorporated in other coursework in the preclerkship and clerkship curricula.

Research opportunities

MSUCOM students may pursue research and scholarly activities in areas of individual interest. Faculty mentors are available at each site to provide guidance. All research proposals must conform to MSU research and institutional review board (IRB) policies and procedures. Students may not serve as principal investigators for projects reviewed or approved by MSU IRB.

MSUCOM students may participate in research and scholarly activities in partnership with faculty of MSU and MSUCOM, as well as clinical faculty and residents within the Statewide Campus System network. Students who wish to earn credit for research and scholarly activity projects may do so by enrolling in a research elective. Details for electives during the preclerkship and clerkship programs are available on the MSUCOM website under "Electives."

Research and scholarly activity electives

Students wishing to earn credit for basic science, clinical, or translational research projects may enroll in the preclerkship research elective (OST 599) and/or the clerkship research elective (OST 615). Detailed descriptions of the course requirements are available in the syllabi and on the Research webpage.

Students seeking an introduction to scholarly activity as utilized in most residency programs may enroll in the Scholarly Activity Seminar elective (OST 593). Alternatively, students may enroll in an independent study elective (OST 590), in which students may engage with a faculty mentor for other scholarly activity projects.

For other opportunities outside these elective courses, students may submit manuscripts, including case reports for publication in the online Spartan Medical Research Journal. Students are invited to participate in the annual Statewide Campus System Research Day, which is an adjudicated competition open to students, residents, and faculty.

Information Technology Resources

MSU Email and NetID

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.

Student Information System – Campus Solutions

The Student Information System (SIS) is the official record system at MSU. Students are able to view enrollment, tuition charges and account summary, update their addresses, view holds, and review their academic progress. To access the Student Information System, you will need to use Multi-Factor Authentication. Visit the Multi-Factor Authentication website to set up an account.

Web Accessibility

Web accessibility is the practice of removing barriers that inhibit persons with disabilities from accessing information found on the internet. In 2008, MSU released its Web Accessibility Policy. In brief, the policy requires all university web pages used to conduct core business to meet the Web Content Accessibility Guidelines version 2.0, a set of guidelines adopted by federal agencies and courts as the standard for accessibility.

This practice requires that all multimedia posted for students is closed captioned, and all digital documents properly formatted for screen reader use. While not all lectures or other academic events are intended to be broadcast or recorded, such sessions may be viewable as a livestream as they occur. Lectures will be posted after they are captioned, with a preliminary version typically available on the same day.

Desire 2 Learn (D2L)

Desire 2 Learn (D2L) is a MSU-supported online learning management system. All required courses in the curriculum utilize D2L for posting electronic course packs, course schedules, and other materials. Access to course content is available only to enrolled students and only for the duration of the course.

MediaSpace

The ability to view lectures, either by streaming live or previously recorded lectures on-demand, is made available on a course-by-course basis, determined by the course coordinator. The ability to view lectures on MediaSpace is not guaranteed. On-demand recordings will be made available after accessibility requirements for the recordings have been met.

MSU IT's Digital Classroom Services unit works to provide consistent viewing experience in the MediaSpace service. However, due to bandwidth and server capacity limitations, lecture playback may exhibit inconsistent behavior.

Content that has been requested to be recorded by COM will be posted to MediaSpace once accessibility requirements are met. If there are technical difficulties with the recording of a presentation, COM Academic Programs will be notified by MSU IT, and AP will send an email out notifying students when the lecture will be available.

Academic Calendar and Medtrics

The academic calendar for each class has traditionally been posted to the MSUCOM website under the Current Students tab. The calendar is a composition of course schedules, allowing students the ability to conveniently see dates and times of learning events. The calendar does not denote when events are mandatory; this information is available in course syllabi.

The academic calendar for the Class of 2027 and subsequent classes will be based in the Medtrics system, which students will access using their MSU credentials through a single sign-on feature.

iClicker

iClicker is free to use for MSU students. Dedicated iClicker devices are no longer used; students may download the iClicker Student app on a personal smart device (e.g., smartphone or tablet) or run iClicker in a browser on a Mac or Windows laptop. Students should create an iClicker Student account and bring a device with the iClicker Student app installed to every class. iClicker polling may be used by faculty at any time and learning events will proceed as planned whether or not a student has forgotten their device.

iClicker may be used to provide practice with concepts and principles, to stimulate discussion, to take attendance and/or administer assessments. Questions may be posed at any time during the class session. No makeup experience will be provided should a student forget their device.

If iClicker is used to take attendance for an on-campus event, students will be expected to arrive at the physical location on time and to stay for the duration of the assigned activity. If iClicker is used to take attendance for an online event, students 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 a student provide access to their iClicker account to another student by sharing their device and/or account login, nor should a student accept another student's device or login credentials to access iClicker on their behalf. Answering questions or checking in for attendance on behalf of another student by using their device or account is considered academic dishonesty and may result in disciplinary action up to and including dismissal from the college.

For more information on iClicker, iClicker Student, and how to set up an account and log in on your device, see tech.msu.edu/service-catalog/teaching/student-response/iclicker/ under the "For Students" section.

MSU Libraries lib.msu.edu/

All MSUCOM students have access to MSU Libraries, including online textbooks; healthcare databases, such as PubMed; and point-of-care references, including DynaMed. Print materials can also be requested for sign-out from any MSUCOM campus.

Policies, Procedures and Expectations

Medical Student Rights and Responsibilities

The rights and responsibilities of students enrolled in Michigan State University College of Osteopathic Medicine (MSUCOM) are defined by the medical colleges of Michigan State University, including MSUCOM, MSU College of Human Medicine, and MSU 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: spartanexperiences.msu.edu/about/handbook/medical-student-rights-responsibilities/index.html

Retention, Promotion, and Graduation

The MSUCOM Policy for Retention, Promotion, and Graduation (RPG) defines the college standards regarding grading, student promotion, retention, and graduation. This policy is included in the Appendices of this Handbook.

Maximum Duration of Program

As defined in the MSUCOM Policy for Retention, Promotion, and Graduation, the standard duration of the curriculum leading to the DO degree is four years. The maximum allowable time to complete the DO degree program is six years. Effective summer semester 2019, the maximum allowable time is inclusive of personal leaves of absence and academic extensions; leaves taken prior to summer semester 2019 will not be counted toward the maximum allowable time. Dual-degree candidates may exceed this period as noted in the Policy for Retention, Promotion, and Graduation, and are expected to complete the DO degree requirements within four to six years.

Recommendation of Candidates for Graduation

Conferral of the DO degree is under the authority of the Board of Trustees of Michigan State University. Requirements are defined in the MSUCOM Policy on Retention, Promotion, and Graduation.

The procedures for recommendation of candidates for graduation are as follows: The COM Registrar will present a list of candidates who have met the requirements for the conferral of a Doctor of Osteopathic Medicine (DO) to the Committee on Student Evaluation (COSE) for review and approval. The COSE presents the candidate roster to the College Advisory Council (CAC). The CAC will include the “presentation of the qualified candidates” as an action item on the agenda of the spring meeting of the faculty assembly, where the faculty will act on the recommendation via voice vote.

Committee on Student Evaluation (COSE)

The College provides instruction and assessment aligned with the seven osteopathic core competencies of medical knowledge, patient care, communication, professionalism, practice-based learning, systems-based practice, and osteopathic principles and practice/osteopathic manipulative treatment. The Committee on Student Evaluation (COSE) is responsible for reviewing the academic performance and professional conduct of MSUCOM students, administering the MSUCOM Policy for Retention, Promotion, and Graduation, and approving candidates for conferral of the DO degree.

The COSE meets following each semester to review student performance and assign an academic standing to each student. Students with academic or conduct issues may be invited to meet with the COSE or with one of its subcommittees as part of a holistic review.

The clerkship subcommittee of the COSE acts to review student performance throughout the clerkship curriculum and to address issues with the intention of improving student performance.

Grading Policies

MSUCOM employs the P-N (Pass-No Grade) grading system for preclerkship and clerkship courses. The issuance of a P or N grade is in accordance with university policy. Grading on the P-N system may be postponed through use of a conditional grade (I-Incomplete or ET-Extension) in accordance with university definition and policy and as approved by the university Committee on Curriculum.

On the official MSU transcript, the following grades may be noted:

- P grades received in any course are permanently recorded.
- N grades received in any course are recorded. If the course is successfully remediated, the N grade will be replaced by a P grade, with a note on the official transcript to reflect the course was passed with remediation. If remediation is not successful, the N grade will remain with a note on the transcript that remediation was attempted. If a course is repeated, the original N grade will remain on the transcript and will not be removed when the course is successfully repeated in another term.
- An I grade assigned in any course will be recorded on the student's official MSU transcript until all requirements of the course are completed, at which time it will be permanently changed to an I/P or an I/N grade, as appropriate.
- An ET grade assigned in any course will be recorded on the student's official MSU transcript until all requirements of the course are completed, at which time it will be permanently changed to a P or N grade, as appropriate.
- An NGR will be automatically assigned if a grade is not reported after five days of a course ending in the clerkship years. NGR (no grade reported) will be listed on the record until a final grade has been submitted.

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Each course provides a syllabus, which specifies the grading methods and criteria for remediation, if applicable, as determined by the course faculty. During the preclerkship curriculum, percentage grades are calculated based on the number of points earned out of the available points. Cumulative percentage grades are calculated through semester six and are used to determine class ranking categories.

While a course is in progress, students may view grades for individual examinations, quizzes, or assignments, and track their cumulative percentage grade in the course on D2L. There may be a lag time between completion of the examination and posting of the scores.

Each student has access to a "Student Grade Report" through the "Student Portal." This report shows the student's percentage and percentile rank in each course, as well as overall cumulative score and quintile rank for all courses. Only the student's first-time performance is included in the quintile calculation. If student performance in a course is not listed on the Student Grade Report, then it is not included in the calculation of class ranking categories. This information is included in the Medical Student Performance Evaluation (MSPE) for each student as part of the (Electronic Residency Application Service (ERAS) process. The MSPE represents a

summary of the student's academic performance, professionalism, and noteworthy characteristics. The college is obligated to submit updates to the MSPE for a period of 45 days after conferral of the DO degree.

During the clerkship curriculum, the student is enrolled in a series of core and elective/selective clinical rotations, each of which is a course that has a unique set of academic and clinical grading components outlined within its syllabus. Grade determination of P or N for each clinical rotation is based on successful completion of all academic and clinical grading components, including meeting expectations outlined on the Clinical Clerkship Performance Evaluation. Students may earn the designation of "Honors" or "High Pass" in certain clerkship core rotations by meeting the requirements outlined in the syllabus. While the resulting grade in the course will be noted as a "P," the designation of "Honors" or "High Pass" will also be noted on the official MSU transcript and in the MSPE for residency application.

Remediation

Students who receive a "N" grade in a required course may be eligible to attempt remediation in that course under terms defined in the course syllabus. If eligible, the student will be notified and must inform the college of their intent to take the remediation exam or retake the course at its next offering.

For courses completed in or after fall semester 2021: if the student takes and passes the remediation exam the course grade will be updated from "N" to "P" on the student's transcript, along with the notation "Initial N grade was updated to P via remediation." If the student takes and fails the remediation exam, the course grade will remain an "N," along with the notation "Remediation attempted." For courses completed prior to fall semester 2021, the original "N" grade will remain on the student's transcript even upon successful remediation of the course.

Students who receive an "N" grade in a required course who are not eligible for remediation or who fail the remediation requirements must repeat the course. During the preclerkship curriculum, a student who must repeat a course and is eligible to remain in the program will be placed on an academic extension until the next semester in which that course is offered.

Computer-Based Testing Policy

MSUCOM utilizes a "bring your own device" computer-based testing model for most examinations during the preclerkship curriculum. The platform used by the college is ExamSoft; the student application for downloading and taking examinations through Examsoft is called Examplify. Students will be provided with instructions and access to download the software to their device.

This policy will describe the policies and protocols for computer-based examinations used in required coursework in the OMS-I and OMS-II program years. Written examinations and other assessments may be administered as:

- a. Proctored examinations in a classroom or testing center
- b. Virtual-proctored examinations using monitoring software or a second device
- c. Self-proctored examinations in which the student is on their honor

Other protocols may be used for other assessments within COM courses, and in assessments offered through the National Board of Osteopathic Medical Examiners (NBOME).

All MSUCOM students are expected to demonstrate academic integrity in completing examinations and other assessments and adhere to classroom and testing policies.

1. Examination platform and overview

- a. MSUCOM uses the **ExamSoft** system for administration of major course examinations.
- b. Students will download **Examplify**, which is ExamSoft's test-taking application, to their own device (laptop or tablet). Exams may not be taken on a smartphone.
- c. Students will also use **ExamID**, which is a two-step identity verification system using facial recognition, when logging in to take their exam. Students will be asked to complete an online registration process to consent to the use of the technology.
- d. Exams will be administered on-campus in designated MSUCOM classrooms or as online exams. The format for the examination will be determined by the college.
 - On-campus exams may be monitored by MSUCOM staff or proctors. If an exam is scheduled as an on-campus exam, a student may not request to take the exam remotely.
 - Online exams may be monitored using technology, including video proctoring via the Examplify platform. See additional information below regarding online exam protocols.
- e. Students will be responsible for updating the software as recommended by ExamSoft, and for ensuring they have a device that is compatible with the technology, including a web camera.

2. Prior to exam day

- a. Students will receive an email notification when a scheduled examination is available for download. It is the responsibility of the student to download the exam to their device prior to arrival for on-campus exams, or prior to the published start time for remote exams.
- b. Students are encouraged to complete the download by 1:00 pm on the weekday prior to the exam, in case of technical issues. The exam cannot be opened until the start code is entered at the designated start time.
- c. Students must verify their assigned exam room in advance. Students will be expected to take exams at their assigned site and location. Exceptions may be made with sufficient advance notice; students should contact a site administrator or curriculum assistant.
- d. Devices should be fully charged prior to the exam. Power cords or chargers are permitted in the exam room.

3. Exam day procedures – on-campus exams

- a. **Arrival and check-in:** The exam classrooms will be open 30 minutes prior to the published exam start time. Students are expected to arrive prior to the exam start time for check-in procedures. The classroom doors will close **5 minutes prior** to the start of the exam. Students who arrive late will not be admitted to the classroom (see section below on Late Arrivals and Absences).
- b. **Permitted items:** Each student **must** have their charged device (laptop or tablet) with the exam downloaded to be admitted to the classroom. The student **may** also bring the following items into the exam room:
 - Power cord or charging cable
 - Mouse
 - Pen or pencil
 - Soft foam earplugs
- c. **Prohibited items:** The student **may not** bring any other items into the exam room. Students should leave sufficient time to store their personal belongings in their locker. The list below describes items that are prohibited.
 - Cell phone
 - Watches, FitBits, or similar devices
 - Headphones, earphones, earbuds

- Calculators
 - Backpacks, bags, briefcases, purses
 - Notes, notebooks, reference materials, books, scratch paper from home
 - Food, drinks, water bottles (see section below on Accommodations)
- d. **Hats and clothing: Students** cannot wear baseball caps, hoods, sunglasses, or any other item which would prevent proctors from observing their eyes. Students may wish to dress in layers due to temperature variations in the exam room. Coats, sweaters, etc. must be placed on the back of the student’s chair.
- e. **Items provided by proctors or available in the exam room:**
- One sheet of scratch paper will be provided and must be returned on exiting the exam room.
 - Tissues
 - Soft foam earplugs
- f. Exam proctors have the right to examine and retain any prohibited items. A student who is found to be in possession of notes or electronic devices other than their laptop, tablet, or iPad will be reviewed for potential academic misconduct.

4. During the exam

- a. **No talking:** There will be no talking or communicating with other students while the exam is in progress. Students will be expected to keep their focus on their own device.
- b. **Technical issues:** Proctors can assist with technical issues with the exam software but will not answer questions about the content of any exam items.
- c. **Comments on exam items:** During some exams, the comment feature in Exemplify may be activated. This allows the student to add a comment to an exam item. If this feature is not enabled, the student may submit a comment using the scratch paper provided by proctors and providing it to a proctor at the end of the exam. Faculty will review comments submitted through the system and on paper.
- d. **Exam room environment:** Proctors will attempt to keep the testing environment as free from preventable distractions as possible. While it must be recognized that some distractions cannot be controlled (such as trains in East Lansing), administrators and/or proctors will address correctable distractions to keep the exam room as quiet as possible during the test. Proctors may address disruptive or distracting behavior by relocating students within the exam room or to a separate testing room.
- e. **Restroom breaks:** The student may be excused by a proctor if a restroom break is needed. The exam time will continue to run during restroom breaks. Students must leave their device and scratch paper in the exam room. Students may not access notes or electronic devices while outside the exam room. Proctors may limit the number of students who may leave the exam room at one time.
- f. **COVID-19 and other precautions:** Measures to reduce the risk of spreading COVID-19, including use of masks or distancing, may be added to this protocol based on current MSU and site policies. Additionally, to reduce noise or lessen the potential spread of illness, proctors may relocate individuals who are repeatedly coughing or sneezing to a separate proctored location prior to or during the exam. If a student is relocated during an exam, their device will be shut down to stop their exam timer until they are ready to resume in their new test location, at which time the resume code will be used to restart their exam.
- g. **Exam completion:** On completion of the exam, or at the end of the allowed exam time, the student will submit their exam for upload. The Exemplify system will show a green “congratulations” screen to indicate the exam has been closed and uploaded. Prior to exiting the

exam room, the student will show the green screen to the proctor and return scratch paper.

5. Absences and Late Arrivals:

- a. **General: Students** are expected to take exams as scheduled and to arrive on time. The door to the exam room will be closed 5 minutes prior to the start of an exam.
- b. **Makeup exams:** Availability of make-up exams is defined in the course syllabus. If an excused absence is granted, and make-up exams are available as defined in the course syllabus, arrangements will be made for a make-up examination at a date, time, and location and in a format determined by the course coordinator.
- c. **Absences:** A student who is ill or has a personal or family emergency may request an excused absence as defined by the Excused Absence Policy and related procedures.
- d. **Late arrivals:** A student who arrives after the exam room doors are closed will be considered a late arrival. The student may submit an excused absence request.
- e. **Excused absence:** If an excused absence is granted, the student will be permitted to take a make-up exam for full credit.
- f. **Unexcused absence:** If an excused absence is not granted, the student will be permitted to take a make-up examination with point deductions as defined below.
 - i. On the first unexcused absence, there will be a 10% deduction.
 - ii. On the second unexcused absence, there will be a 20% deduction, and the student will meet with a college administrator.
 - iii. On the third unexcused absence, there will be a 20% deduction, a face-to-face meeting with a college administrator will be required, and a letter of unprofessional conduct will be placed in the student's academic file.
 - iv. Any further unexcused absences from an examination will be addressed on a case-by-case basis.
 - v. Unexcused absences will be tracked longitudinally through semesters 1 through 6.

6. Unexpected Technology Issues:

- g. If a student experiences a technology failure with their personal device or the Exemplify software, the examinee must inform a proctor.
- h. If the issue occurs before the exam begins, the proctor will provide a substitute device or paper version.
- i. If the issue occurs any time after the exam is started, the student will be provided with a substitute device and given the opportunity to restart the examination. If no substitute device is available, the student will complete the examination via paper.
- j. Upon completion of the exam, the substitute device or paper examination must be returned to the exam administration staff.

7. Academic Integrity:

- k. Each student must adhere to this policy and any additional instructions provided by the exam administration staff. A failure to do so may be considered a violation of MSU and MSUCOM policies on academic integrity and may result in disciplinary actions that may include a loss of credit for the exam or other sanctions as defined in the course syllabus or the "Medical Student Rights and Responsibilities" document.

8. Accommodations:

- l. MSUCOM curriculum assistants will work with a student who has an active Verified Individualized Services and Accommodations (VISA) document through MSU's Resource Center

for Persons with Disabilities (RCPD) to address modifications to exam day procedures on an individualized basis.

Preclerkship Attendance and Absence Policy

Osteopathic medical education requires the student to attend and participate in scheduled course events, as well as to keep pace with instruction and assessments. Attendance and participation in MSUCOM courses are expected for student success, and unexcused absences may be reflected in the faculty's assessment of student performance.

As future osteopathic physicians, MSUCOM students will enter careers in which attendance and participation are integral to the functioning of the healthcare team. Students are expected to demonstrate personal responsibility in participating in coursework and integrity in seeking excused absences. Communication regarding planned or unplanned absences must be communicated in a timely, professional, and honest manner.

For required courses in the MSUCOM curriculum, the student must follow the requirements outlined in the course syllabus. Students whose request for an excused absence is approved will still be responsible for course content and expected to meet the course requirements as outlined in the course syllabus.

The following policy addresses student absences during years one and two of the curriculum (preclerkship). A separate policy exists for absences during years three and four of the program (clerkship).

Mandatory class sessions and examinations

- a. Students are expected to attend all scheduled class sessions (e.g., lectures, laboratories) and take all examinations during their posted times. Each course may determine the number of excused or unexcused absences that are allowable and may define whether a makeup opportunity will be offered.
- b. If a student is unable to attend a mandatory session or examination due to illness, emergency, or planned event, the student may request an excused absence through the process described below. If the request is approved, the absence will be considered "excused." Refer to the course syllabus for details on excused absences and makeup opportunities.
- c. An absence from a mandatory class session or examination will be considered "unexcused" if an excused absence request is not made in a timely fashion, or if the excused absence request is denied. Refer to the course syllabus for outcomes associated with an unexcused absence. In most cases, a request should be submitted within 24-48 hours.

Process for excused absence requests

- a. To request an excused absence, the student must complete an *Excused Absence Request Form* prior to the scheduled mandatory class session or examination, or as soon as possible after the event (see below). The form is available online through the Student Portal.
- b. Supporting documentation may be requested, e.g., note from healthcare provider.
- c. Excused absence requests will be reviewed by college personnel. In some courses, additional approval may be required, such as by the course coordinator.
- d. If the student is unable to access the student portal due to illness or injury, a family member or other designee may contact the site by telephone or email.
- e. If a student has three excused or unexcused absences in one semester, they will be required to meet with the administration. In addition, the student's participation in extracurricular activities/eboards will be evaluated.

Emergencies

- a. In the event of an emergency, the student should submit the Excused Absence Request Form as soon as possible, and preferably prior to the start of the mandatory session or examination.
- b. Requests for an excused absence should be submitted as soon as possible but no later than 24-48 hours after the missed event. In most cases Failure to request an excused absence within this time may result in denial of an excused absence.
- c. Examples of emergencies include:
 - acute medical illness of the student or family member for whom the student is a primary caregiver
 - traffic accident or car trouble
 - family emergency related to illness or childcare
 - death of a family member/bereavement

When there is advance notice of absence

- a. When a student has a planned event that conflicts with a mandatory session or examination, a request for an excused absence may be submitted. Such requests will be reviewed on a case-by-case basis, taking into account the nature of the event, the potential for rescheduling, and the timeliness of the request. Students will be expected to plan appointments and events around their academic schedule whenever possible.
- b. Examples of non-emergency excused absence requests include:
 - Scheduled major medical or surgical procedure or birth of a child – request should be submitted with as much advance notice as possible.
 - Major personal or family event – request must be submitted **one month** in advance, providing details and supporting documentation. Additional documentation may be requested.
- c. The student should refer to the course syllabus for details on excused absences and allowances for makeup opportunities. Unit examinations will not be offered early due to a conflicting event.

Religious holidays and observances

- a. MSUCOM abides by MSU policies on permitting students to request excused absences for religious observances. In the event that a religious observance conflicts with a mandatory session or examination administration time, a student may submit an excused absence request prior to the event.
- b. Students should consult the course syllabus for details on availability of makeup opportunities.

Conferences, conventions, meetings, and college sponsored activities

- a. MSUCOM students are encouraged to participate locally, regionally, nationally, and internationally with osteopathic organizations and other medically-related groups. The college recognizes the student's academic program to be the priority and it is the student's responsibility to fulfill all course requirements. The student should refer to the course syllabus for details on excused absences and allowances for makeup opportunities.
- b. A student who wishes to attend a conference, convention, meeting, or college-sponsored activity that will cause them to miss a mandatory session or examination must submit an Excused Absence Request Form at least **one month** prior to the expected absence period. Details and supporting documentation, including the conference, convention, meeting or college sponsored activity announcement, or agenda, will be required.
- c. The following scenarios will be acceptable reasons for an excused absence:
 1. The student is an officer in a student organization and is expected to attend the meeting or conference on behalf of MSUCOM.
 2. The student is presenting research or scholarly activity.
 3. The student is attending a specialized student section of a professional conference.

- d. A student who wishes to attend a conference, convention, or meeting for a reason not listed above, e.g., general interest, networking, etc., will not qualify for an excused absence. The student may still choose to attend the event but may not be eligible for makeup opportunities without approval of the absence request.
- e. Unit examinations will not be offered early due to a conflicting event.
- f. Students may request travel sponsorships through both SOMA and SGA by completing a travel expenditure request form. Students must also submit an excused absence request based on the criteria above. Receiving travel sponsorship does not imply approval of an excused absence request.

Leave of Absence

A leave of absence is defined as a pre-approved leave from MSUCOM that suspends a student's course of academic and/or clinical study. Effective summer semester 2019, the period of the leave of absence will count toward the maximum time allowed for completion of requirements of the DO degree program or dual degree program. Leaves of absence that were approved and initiated during spring semester 2019 or earlier will not be counted toward the maximum time for degree completion.

1. Requesting a leave of absence

To request a leave of absence, the student must first meet with an advisor from the Office of Academic and Career Advising to discuss the intent to take a leave of absence. Should a student decide to move forward with their request, the advisor will instruct students to complete the [Leave of Absence request form](#) through the COM Office of the Registrar.

2. Once the leave of absence is approved:

- a. The student should consult with the Office of Financial Aid finaid.msu.edu/med/default.asp and the Student Insurance Office hr.msu.edu/benefits/students/health/index.html to determine how the leave will affect coverage.
- b. When a student is on a leave of absence, they may not be eligible for malpractice/liability insurance coverage, therefore, on-leave students may not be eligible to participate in any course activity, including but not limited to lectures, labs, electives, extra-curricular activities, clinical enrichment experiences, and course materials.
- c. A student on a leave of absence is still required to maintain their compliance requirements.

3. Requesting an extension to a leave of absence

- a. If a student wishes to request an extension to a leave of absence, a new request form must be completed. The student may be required to appear before the Committee on Student Evaluation (COSE) for approval.

4. Upon returning from a leave of absence

- a. If a student's leave is due to illness, the student may be requested to provide documentation to support their ability to return to the academic or clinical program. The student must adhere to the college curriculum requirements and retention policies in effect at the time of their return.
- b. The COM Office of the Registrar will contact the student one semester before they are scheduled to return. This initial email will simply inquire about the student's intent to return at the scheduled time.
- c. The COM Office of the Registrar will contact the student again regarding items required before returning.
- d. A student on a leave of absence who fails to return from the leave without notice will be considered discontinued from MSUCOM.
- e. A student returning from a leave of absence of two semesters or less will be expected to complete the curriculum as defined prior to the leave. If the leave of absence is three semesters or longer, the curriculum and other policies in place on the student's return will apply.

Policies related to absences and attendance during the clerkship program will be provided to students during mandatory clerkship orientation.

Parental Leave Resources

Michigan State University is committed to creating an accessible and inclusive environment for pregnant and parenting students. Title IX of the Education Amendments of 1972 (Title IX) prohibits discrimination based on sex in education programs or activities. This prohibition includes discriminating against or excluding a student from an education program or activity, extracurricular activity, athletic program, or other program or activity of the University, on the basis of the student's pregnancy, childbirth, false pregnancy, termination of pregnancy, or recovery from any of these conditions. The Office for Civil Rights & Title IX Education and Compliance (OCR) assists students in seeking academic modifications for students affected by pregnancy, childbirth, and pregnancy related conditions. Students may contact OCR at ocr@msu.edu or by calling **(517) 353-3922** if they are seeking any modifications, and Faculty and Staff are strongly encouraged to refer students to OCR for academic modifications. OCR will work with students and collaborate with appropriate University entities in order to determine appropriate academic modifications.

More information, including Frequently Asked Questions, can be found on the OCR website at: <https://civilrights.msu.edu/pregnancy-parenting/index.html>

Students may work with MSUCOM administration to discuss options for a short-term leave. Given the sequential nature of the preclerkship curriculum, there are limitations to the amount of time that may be accommodated during OMS-I and OMS-II. During clerkship, the student may work with the Clerkship Office to adjust their rotation schedule for parental leave. Students also have the option of requesting a year-long leave of absence. Please note that leaves count toward the student's program duration, which may not exceed six years, and may impact the student's graduation date.

Lactation facilities are available at each preclerkship site. Please also see the [Pregnancy Adjustments Form](#), which is used to request academic adjustments necessary for "pregnancy conditions", and has been used to obtain pumping/lactation accommodations for our students. More details are available [here](#) under "Pregnant and Parenting Student Information."

The MSU Student Parent Resource Center (SPRC) offers a supportive environment to obtain information and resources for student parents and their families on and off campus. The staff combines expertise and experience in college course instruction, academic advising, and referrals to community resources for a variety of services. Learn more on the SORC website: studentparents.msu.edu

COMLEX Policy

The Comprehensive Osteopathic Medical Licensing Examination of the United States (COMLEX-USA) examination series is administered by the National Board of Osteopathic Medical Examiners (NBOME). It is the nationally recognized licensure examination series for osteopathic physicians and an accreditation requirement of the college. MSUCOM provides guidance and resources to assist students in preparing for the COMLEX-USA examinations.

The Doctor of Osteopathic Medicine program requires the student to take and pass COMLEX-USA Level 1 and COMLEX-USA Level 2-CE for degree conferral. Please refer to the Policy for Retention, Promotion, and Graduation in the Appendices of this Handbook for full details. Because the COMLEX-USA examination series assesses osteopathic medical knowledge and clinical skills for licensure and competent practice as an osteopathic physician, it is the academic policy of the College that each student may have no more than three (3) attempts on each of the two COMLEX-USA examinations required in the DO degree program. Failure to attain a passing score or grade on either COMLEX-USA Level 1 or Level 2-CE after three (3) attempts and/or within the defined time periods will result in recommendation for academic dismissal from the DO program by the Committee on Student Evaluation (COSE). This recommendation will be forwarded to the dean for action. In accordance with Article 5 of the Medical Student Rights and Responsibilities (MSRR) document, academic dismissal may only be grieved on procedural grounds. Additional attempts will not be provided.

Students are expected to take COMLEX-USA Level 1 in the summer semester following completion of the preclerkship curriculum in semester six. Students must take and pass COMLEX-USA Level 1 to advance to the clerkship, and must do so within one year of completion of preclerkship courses. A deadline date for taking COMLEX-USA Level 1 will be set each year by the college, based on the NBOME score release dates. Prior to taking the exam, each student must take a college-sponsored COMSAE examination, as described below.

Students are expected to take the COMLEX-USA Level 2-CE examination in OMS-III or OMS-IV and must attain a passing score within 12 months from the date of the initial attempt or from the start of OMS-IV, whichever comes first.

Students who do not pass COMLEX-USA Level 1 or Level 2-CE on their first attempt are expected to retake and pass the exam within one (1) year. Refer to the Policy for Retention, Promotion, and Graduation for more details regarding the COMLEX-USA examination requirements.

Students may request testing accommodations directly from NBOME; instructions and forms are available at www.nbome.org. Form requests may be directed to the Senior Associate Dean for Medical Education, along with a copy of student's testing accommodations VISA from MSU. It is the student's responsibility to submit the request for accommodations; students should plan for sufficient time to allow for processing. The decision to grant accommodations on a COMLEX-USA rests solely with the NBOME.

COMSAE Policy

The Comprehensive Osteopathic Medical Self-Assessment Examination (COMSAE) refers to a set of examinations developed by the National Board of Osteopathic Medical Examiners (NBOME). These examinations are presented in a format and structure similar to COMLEX-USA cognitive examinations and are available in domains that parallel COMLEX-USA Level 1, Level 2-CE, and Level 3. Scoring is analogous to that of COMLEX-USA.

To help assess a student's readiness for successful completion of COMLEX-USA Level 1, MSUCOM students are required to take a timed, college-sponsored COMSAE examination during year two of the curriculum. This

requirement is outlined in the Policy for Retention, Promotion, and Graduation, which may be found in the appendices to this Handbook.

Students who are in good academic standing, have had no more than one remediated “N” grade, and who achieve a score of 450 or higher on a college-sponsored COMSAE exam may proceed to the COMLEX-USA Level 1 exam. Students who do not meet each of these criteria must first meet with an academic advisor to assess their readiness for the COMLEX-USA Level 1 exam. If a student does not achieve a score of 450 or higher on their first COMSAE attempt, they will be required to take a second college sponsored COMSAE. A student who does not earn a score of 450 or higher after two college-sponsored COMSAE examinations, and/or has accumulated two or more “N” grades during semesters one through six, will be required to meet with an academic advisor to review their academic performance and readiness for COMLEX-USA Level 1.

The COMSAE policy was implemented to maximize individual student performance on the COMLEX-USA Level 1 examination and to increase the likelihood of passing the examination on the first attempt. The threshold of 450 points on the proctored COMSAE was based on statistical analysis of MSUCOM student performance on COMSAE and COMLEX-USA Level 1 examinations. Statistical model predictions of our MSUCOM students’ results demonstrated that achieving a COMSAE score of ≥ 450 was highly correlated to a passing COMLEX-USA Level 1 score. This decision is validated by the NBOME. According to their website, historical data on COMSAE scores ranging from 451 to 550 are considered “acceptable performance,” while scores of 350 to 450 are considered “borderline performance.” MSUCOM will continue to monitor student performance and correlative data on COMLEX-USA and COMSAE examinations and may adjust these thresholds accordingly.

COMAT Policy

NBOME offers COMAT achievement examinations in the following categories:

- a. Clinical subject examinations: these are required assessments in core clerkship rotations as noted in the corresponding syllabi.
- b. Targeted foundational biomedical sciences examinations: these may be offered as formative examinations in the preclerkship curriculum in selected disciplines.
- c. Comprehensive foundation biomedical science examination (C-FBS): this examination is offered in year two of the curriculum; students are strongly encouraged to complete this examination and utilize feedback as part of their self-assessment and study plan for COMLEX-USA Level 1.

Duty Hours and Fatigue Mitigation

MSUCOM recognizes the impact of academic or clinical workload on medical student well-being and prepares students for the clinical schedules of clerkship and residency. 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.

The College will provide information and resources to ensure that osteopathic medical students are aware of:

- The rationale for duty hour restrictions in residency and the importance of adherence.
- The impact of fatigue, sleep deprivation, burnout, and other issues that relate to physical and psychological well-being.
- Fatigue management and mitigation strategies, as well as other ways to promote well-being.
- Expectations regarding duty hours on clerkship rotations and how to address concerns.

Information on duty hours during clerkship rotations will be provided to students in the clerkship orientation

Supervision

Supervisors of Osteopathic Medical Students in the Clinical Setting

The MSUCOM curriculum includes required clinical experiences in various clinical learning environments. The role of the student is to participate in patient care in ways that are appropriate for the student's level of training and experience and to the clinical situation. The student's clinical activities will be under the supervision of licensed physicians or other healthcare providers. This supervising physician may delegate the supervision of the medical student to a resident, fellow, or other qualified healthcare provider, however, the supervising physician retains full responsibility for the supervision of the medical students assigned to the clinical rotation and must ensure their designee(s) are prepared for their roles for supervision of medical students. The physician supervisor and their designee(s) must be members in good standing in their facilities and must have a license appropriate to their specialty of practice and provide supervision that is within their scope of practice as delineated by the credentialing body of the facility.

Level of Supervision/Responsibilities

Clinical supervision is designed to foster progressive responsibility as a student continues through the curriculum, with the supervising physicians providing the medical student the opportunity to take a greater role in patient care as the student demonstrates ability. MSUCOM students will be expected to follow clinical policies of the facility regarding medical records and clinical care. Medical student participation in patient history/physical exam, critical data analysis, management, and procedures will include factors, but not limited to:

- a. The student's demonstrated ability.
- b. The student's level of education and experience.
- c. The learning objectives of the clinical experience.

First and second year students will be directly supervised at all times (supervising physician or designee present or immediately available). Third- and fourth-year students will be supervised at a level appropriate to the clinical situation and student's level of experience. For some tasks, indirect supervision may be appropriate for some students. Direct supervision would be appropriate for advanced procedures.

Supervising physicians will provide medical students with timely and specific feedback on performance. The supervising physician will complete a mid-rotation evaluative discussion with the medical student. Supervising physicians will complete a summative evaluation and are encouraged to contact the course/clerkship director with any gaps in student performance.

Medical students with any concern regarding clinical, administrative, educational, or safety issues during a rotation will be encouraged to contact the supervising physician or clerkship/course director.

Clinical Chaperone Policy

In all clinical settings, a MSUCOM student may only perform a sensitive examination, treatment, or procedure if a chaperone is present.

Definitions

- a. Sensitive examinations of patients 3 years of age and younger: the patient's parent or caregiver may serve as chaperone for a sensitive examination performed by the student, such as examination of the

perineum of an infant, as part of the physical examination. The student is expected to explain the reason for and steps of the examination to the parent or caregiver. Alternatively, a clinical staff member or supervising physician or their designee (e.g., nurse practitioner, physician assistant, resident physician) will be present.

- b. Sensitive examinations of patients 4 years of age and older: a clinical staff member or supervising physician or their designee (e.g., nurse practitioner, physician assistant, resident physician) will be present for a sensitive examination performed by the student.
- c. Treatments or procedures involving sensitive areas: the supervising physician or their designee (e.g., nurse practitioner, physician assistant, resident physician) will be present for any treatment or procedure performed by the student per the MSUCOM Medical Student Supervision Policy, regardless of the age of the patient.
- d. Sensitive Examination, treatment, procedure – those that occur with the patient, whether disrobed, partially disrobed or in street clothing, involving the breasts, genitalia, or rectum. Examples include breast exams, procedures of the pelvic floor or urogenital diaphragm, vaginal or rectal exams.

Process

1. Prior to performing any sensitive examination, treatment or procedure, the MSUCOM student must discuss the case with the attending physician or their designee (resident, physician assistant, nurse practitioner, etc.) and obtain appropriate consent.
2. Discussions must include clinic/hospital policies governing chaperones and the MSUCOM Medical Student Clinical Chaperone Policy. The student must comply with both the MSUCOM Chaperone Policy and the clinic/hospital policy where the rotation occurs. A student working in a MSU HealthTeam clinic will follow applicable HealthTeam policies and electronic medical record training or documentation requirements.
3. In the event the chaperone, for any reason, is not present for a student sensitive examination, treatment or procedure, the student will not be permitted to perform the exam, treatment, or procedure.

Professional Liability Coverage

MSUCOM provides professional liability coverage to students for participation in courses (rotations) in which they are formally enrolled, or for other preapproved activities. A preclerkship student needing proof of coverage must contact the COM Office of the Registrar. A clerkship student needing proof of coverage must contact the MSUCOM Academic Programs Clerkship Team.

Student Records

MSU College of Osteopathic Medicine maintains student education records and is responsible for their access to and release as governed by the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g (FERPA). Education records are those records, files, documents, and other materials which contain information related to a student and are maintained by the university or by a party acting on behalf of the university. (reg.msu.edu/ROInfo/Notices/PrivacyGuidelines)

The student education record consists of both paper and electronic files. MSUCOM has a permanent and safe system for keeping student records. Electronic records are kept in secured computerized student information systems administered by the COM Office of the Registrar in East Lansing. These records are electronically backed-up for security. Access to these systems is limited to authorized staff only.

The following items are not included within the MSUCOM student record:

1. Health and immunization records.

2. Law enforcement or campus security records.
3. Employment records.
4. Physician, psychiatrist, psychologist, or other recognized professional or paraprofessional.

All student records are confidential and strict adherence to FERPA and the MSU Access to Student Information Guidelines is followed. Students have access to their files, within established procedures along with authorized staff. All “need to know” requests for student information by those who have a “legitimate educational interest” are screened by the COM Office of the Registrar, and a determination made according to established guidelines. An individual has a legitimate educational interest in education records if the information or record is relevant and necessary to the accomplishment of some employment or other institutional task, service, or function.

Any release of student records requires written authorization from the student unless an exception under FERPA permits disclosure. In all cases, student information is considered strictly confidential and kept in a secured filing system that is only accessible to authorized personnel.

Secure online access to electronic systems is granted by a College Security Administrator and all users are required to follow FERPA. Information released to a third party requires completion of the release of information authorization form. All data requests are subject to approval and compliance with FERPA and university policy. MSU College of Osteopathic Medicine does not release student names and addresses for commercial purposes. For the full MSU policy, see the Michigan State University Access to Student Information guidelines in the General Information, Policies, Procedures and Regulations section of Academic Programs. Requests for student information should be submitted to the MSUCOM Office of the Registrar using the Data Request Form available at: com.msu.edu/current-students/enrollment-services-student-records/records

Students are responsible for ensuring that their addresses, contact information, and emergency contact information is up to date throughout their enrollment within the student information system, Campus Solutions.

Academic and Career Advising Records

Written documentation of all official encounters between students and Academic and Career Advising personnel are placed in the notes section of the Electronic Student Academic Folder (ESAF). Records are maintained electronically under the purview of the MSU Office of the Registrar utilizing a password-protected system. Records are not strictly confidential as they can be viewed by MSU personnel who are authorized to use the system. In MSUCOM, this includes the senior Associate Dean of Medical Education, Senior Associate Dean of Admissions and Student Affairs, Assistant Dean of Clerkship, COM Registrar, and the Academic and Career Advising team. Under FERPA, students maintain the right to review all notes stored in ESAF.

Confidentiality of Health Records

MSU requires certain health records of all enrolled students. These records are maintained in accordance with the Health Insurance and Portability and Accountability Act (HIPAA) and MSU policies. These policies may be found online at: healthteam.msu.edu/patients/patient-rights.aspx

Because osteopathic medical education includes education in clinical settings, MSUCOM students must comply with measures to promote their personal health and safety, as well as the health and safety of patients and others. Documentation of compliance will be maintained in each student’s record. This documentation may include results of tests for tuberculosis and evidence of immunizations or similar information. This information will be maintained securely. Personnel in the Office of Enrollment Services and Student Records, as well as

Student Life personnel at the Macomb and Detroit sites, may have access to this information to ensure compliance. This information may be required at clinical rotation sites.

The medical records of students who seek medical care with MSU affiliated healthcare providers and/or Olin Health Services on the MSU East Lansing campus will be maintained confidentially by those providers and will not be part of a student's academic record unless the documentation is provided to meet compliance requirements.

Students may be required to submit a physician's note or other documentation in association with an Excused Absence Request. Such documentation will be viewable only by those individuals responsible for the Excused Absence Request review process. Medical documentation submitted by or on behalf of the student regarding exceptional circumstances, such as a leave of absence or review of performance issues, will be maintained in a confidential, secured file by the Office of Enrollment Services and Student Records.

Professional Conduct

Attestation

Students, at the time of orientation, are asked to sign their name to indicate not only that they have read and understand the MSUCOM Student Professionalism Policy (see full policy in Appendix 8), but also that they agree to be held accountable to the outlined professionalism principles during their tenure at MSUCOM.

Statement of Professionalism

The goal of the College of Osteopathic Medicine (COM) is to create individual professionals; medical providers who can access and examine critically, a reliable and extensive fund of knowledge and apply it consistently to maximize the clinical benefit of patients. COM students are expected to demonstrate academic professionalism and honesty, and to maintain the highest standards of integrity according to a code of honor that embodies a spirit of mutual trust and intellectual honesty. Michigan State University's [Medical Student Rights and Responsibilities](#) (MSRR) document has established that medical students have certain rights and responsibilities and affirmed that students are a party to the social trust shared by all in the university community. COM supports the policies and procedures described in this MSRR document.

COM recognizes that a code of professional behavior cannot encompass all potential issues of conduct that may arise, and that judgments regarding professional behavior are subjective thereby making it impossible to specify all behaviors deemed to be unprofessional. Students are expected to hold themselves and their peers to professional standards of behavior throughout their course of study.

Included among these standards are five fundamental values of academic integrity including honesty, trust, fairness, respect, and personal accountability. Codes of professional conduct as outlined in the MSRR document are provided to COM students at the time of their enrollment in medical or PA school and these principles should be reinforced throughout the curriculum. Students shall also be bound by the precepts of professional behavior contained within the [AOA Code of Ethics](#) and the institutions where they complete medical rotations.

Common Ground Framework for Professional Conduct

Professionalism is an important part of training to become successful, well-rounded medical providers for future patients. It is the responsibility of every member of the MSUCOM community to hold each other accountable for achieving professionalism standards. 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.

Purpose

The purpose of CGPI is to promote and reward excellence in professional behavior, to ensure compliance with policies and procedures addressing professional conduct, and to address conduct that does not align with community norms.

The Spartan Community Clearinghouse (SCC) is a group of faculty, staff, administrators, and students who uphold the values of the Common Ground Framework for Professional Conduct to serve as mentors and educate members of MSUCOM about professionalism. Members of the SCC are also invited to provide insight from all perspectives across the college on trends concerning professionalism. The SCC is intended to provide insight and consider multiple perspectives in an informal, collegial manner, with confidentiality and respect for all.

Reporting Professionalism Concerns

Community members who notice a lapse in professionalism of another community member may submit an observation via the CGPI website. It should be noted that submission of an observation does not replace acting in the appropriate manner to either coach the behavior or bring the behavior to the appropriate person's attention. If the professionalism breach of a student is significant enough, it may be reported directly to the Sr. Associate Dean of Student Affairs. If a concern is brought to the CGPI or administration, the student will meet with the appropriate person to discuss the concern and provide coaching. All concerns brought to the CGPI or administration are kept in either student or HR files. If no other professionalism issues occur throughout the student's tenure in medical or PA school, record of the incident will not be recorded in the student's permanent file.

If a student accumulates more than two concerns and/or a pattern of behavior is observed, or exhibits a single behavior that is an egregious professionalism lapse, the Sr. Associate Dean of Student Affairs will require a direct meeting with the student. After meeting with the student, the Sr. Associate Dean may refer medical students to the Committee on Student Evaluation (COSE), or PA students to the Promotion Committee. After careful review, COSE or the Promotion Committee may take actions such as recommending an adjustment to one's academic standing including Academic Probation, Warning, or inclusion of the professionalism concerns in the medical student's Medical Student Performance Evaluation (MSPE)/PA student's future letters of recommendation. Professionalism Remediation may also be required. Recommendation for inclusion in the MSPE is made to the Sr. Associate Dean of Medical Education. Ultimately, the Committee on Student Evaluation or the PA Promotion Committee may recommend to the dean a student be dismissed from MSUCOM for academic and/or professionalism reasons, including failure to demonstrate appropriate ethical or professional behavior.

Online Reporting System

This is a confidential, web-based form for individuals to report both exemplary behaviors and lapses in professionalism to the CGPI. These forms are reviewed by MSUCOM's Sr. Associate Dean of Student Affairs and/or Director of Human Resources, which is triaged based on parties involved. These designees also follow up on each observation filed and document that the concern was addressed as a system of checks and balances to hold everyone in the college accountable. The Sr. Associate Dean of Student Affairs and/or HR also monitor for trends in behavior among faculty, staff, students, or specific work and learning environments (departments,

clerkships, etc.) that may require more in-depth evaluation and education. These trends are then brought to the SCC for exploratory and solution-oriented multi-perspective discussion on the 'why' behind trends, and how we can work together to combat negative behaviors and amplify positive behaviors.

Reporting exemplary professional behavior is also valuable and much appreciated. Those exhibiting exemplary professional behavior may receive a formal letter of acknowledgement from the SCC. The letter is also copied to that person's supervisor or college administrator as appropriate (e.g., for students, the letter would be copied to the Sr. Associate Dean of Student Affairs; for faculty or staff, to their supervisor/department head, etc.).

*If the referral to CGPI is considered egregious (example academic dishonesty), administration may elect immediate COSE referral.

If the lapse in professionalism falls within the parameters of another College or University disciplinary system (e.g., plagiarism; falsification of documents; verbal or physical assault; sexual harassment), the issue will be referred to the associated policy and/or committee (Medical Students Rights and Responsibilities (MSRR), Relationship Violence and Sexual Misconduct (RVSM), Office of Institutional Equity (OIE), etc.).

Medical Students Rights and Responsibilities

Michigan State University is a community of scholars. The basic purposes of the University are the advancement, dissemination, and application of knowledge. While engaged in these activities, the University seeks to provide an environment conducive to instruction, research, and service.

Each right of an individual places a reciprocal responsibility upon others: the responsibility to permit the individual to exercise the right. The medical student, as a member of the academic community, has both rights and responsibilities. Within that community, the medical student's most essential right is the right to learn. The University provides for the medical student those privileges, opportunities, and protections which best promote the learning process in all its aspects. The medical student has responsibilities to other members of the academic community and to patients, clients, and the general public.

Regulations governing the activities and conduct of student groups and individual medical students do not attempt to specify all prohibited and permitted conduct. Rather, they are intended to govern conduct that seriously interferes with the basic purposes and processes of the community or with the rights of members of the community.

The medical student is not only a member of the academic community, but also a citizen of the larger society who retains those rights, protections, and guarantees of fair treatment held by all citizens.

Other Reporting Options

Students may report incidents to any course or clerkship director, their student affairs dean, the medical education dean, or another trusted faculty member/MSUCOM administrator. That person, with permission from the student, may complete a professionalism observation form on behalf of students. This is useful even if that person has resolved the issue, as it allows MSUCOM to monitor for similar recurrent behavior as above. Students may also use resources and reporting mechanisms provided by the MSU main campus Dean of Students Office (<https://ossa.msu.edu>)

MSU Ombudsperson

Whether you are a student, faculty member, or staff, the Office of the University Ombudsperson offers a confidential place to discuss both academic and nonacademic concerns including, administrative issues, workplace issues, or any concern that may relate to Michigan State University students. The Office of the University Ombudsperson offers an environment where you can talk with a confidential and impartial resource about a complaint, conflict, or problem.

The Office of the University Ombudsperson also is committed to providing unbiased, fair, and equitable services and support to all members of the Michigan State University community regardless of color, disability, familial status (i.e., having children under 18 in a household, including pregnant women), sexual orientation, gender identity, citizenship status, national origin, race, ethnicity, religion, class, sex, and any other identities the constituent may hold. Please click [here](#) to learn more and to request an appointment.

The Office for Civil Rights and Title IX Education and Compliance

The Office for Civil Rights and Title IX Education and Compliance (OCR) is comprised of the Prevention, Outreach, and Education Department (POE), the Office of Institutional Equity (OIE), the Office of the ADA/Section 504 Coordinator, the Resolution Office, and the Office of Support and Equity. OCR supports the campus community in creating and maintaining a safe environment and a culture of respect through educating all campus community members regarding how to prevent, identify, appropriately respond to, and report discrimination, harassment, stalking, sexual assault, and relationship violence; conducting impartial, fair, supportive, and equitable investigations of complaints under MSU's Relationship Violence and Sexual Misconduct and Title IX Policy (RVSM Policy) and MSU's Anti-Discrimination Policy (ADP); and connecting those impacted by discrimination, harassment, relationship violence, and sexual misconduct with campus and community resources.

Academic Integrity and the Spartan Code of Honor Academic Pledge

Michigan State University affirms the principle that all individuals associated with the academic community have a responsibility for establishing, maintaining, and fostering an understanding and appreciation for academic integrity. Academic integrity is the foundation for university success. Learning how to express original ideas, cite works, work independently, and report results accurately and honestly are skills that carry students beyond their academic career.

Students are encouraged to review the following websites to learn more about academic integrity, student rights and responsibilities, and the Spartan Code of Honor:

Spartan Life Handbook (Student Affairs)

- [University Ombudsperson](#)
- [Medical Students Rights and Responsibilities](#)

The Spartan Code of Honor was adopted by the Associated Students of MSU (ASMSU) March 3, 2016, endorsed by Academic Governance March 22, 2016, and recognized by the provost, president, and Board of Trustees on April 15, 2016.

The Spartan Code of Honor Academic Pledge:

“As a Spartan, I will strive to uphold values of the highest ethical standard. I will practice honesty in my work, foster honesty in my peers, and take pride in knowing that honor in ownership is worth more than grades. I will carry these values beyond my time as a student at Michigan State University, continuing the endeavor to build

personal integrity in all that I do.”

MSU’s Drug and Alcohol Policy

Substance use/abuse is a major issue that can result in legal and health problems. At MSU, services are available to students who are affected by substance abuse. In order to keep campuses safe and healthy, MSU also enforces laws and policies to prevent the illegal use of alcohol and drugs. The information contained in the “Drugs and Alcohol” section on pages 30-37, found here: police.msu.edu/wp-content/uploads/2021/10/asfsreport2021.pdf, reviews the policies, the legal and student conduct-related consequences of illegal substance use, the health effects of such use, and the support services available to students. Further information on student harm prevention programming, including information regarding our collegiate recovery community, is available at olin.msu.edu/healthpromo/atod/default.htm.

Social Media Guidelines

MSUCOM recognizes that online social networking has become an increasingly important means of facilitating communication. While social networking has provided unique opportunities to interact, it has also created a forum for potential issues for future osteopathic physicians. As professionals bound by social contracts and professional obligations, medical students must be cognizant of the public nature of social networking forums and the permanent nature of postings therein. Even though these sites offer terrific potential to bolster communication with friends and colleagues, they are also a forum for lapses of professionalism and professional behavior that may be freely visible by many people, despite the impression of privacy these sites portray. As a result, MSUCOM has established the following guidelines to aid students in the safe and responsible navigation of these sites.

Scope

The following information outlines “best practice guidelines” for medical professionals-in-training at MSUCOM during their medical school training. They apply to all students who participate in social networking sites and online weblogs. Students should follow these guidelines whether participating in social networks personally or professionally, or whether they are using personal technology or technological resources owned or operated by Michigan State University or MSUCOM.

Definition

A social networking site is a space on the internet where users can create a profile and connect that profile to others (whether it be individuals or entities) to establish a personal or professional network. Examples include, but are not limited to, Facebook, LinkedIn, and Twitter.

A weblog is a website, usually in the form of an online journal, maintained by an individual or group, with regular commentary on any number of subjects which may incorporate text, audio, video clips, and any other types of media.

Potential Consequences of Online Unprofessional Behavior

The permanence and written nature of online postings cause them to be subject to higher levels of scrutiny than many other forms of communication. Therefore, the postings within social networking sites or apps are subject to the same standards of professionalism as any other personal or professional interaction and will be treated as

if made in a public forum.

The use of social networking sites or apps may also have legal ramifications. Comments, including those made regarding the care of patients or that portray oneself or a colleague in an unprofessional manner, may be used in court as evidence of a variety of claims (including libel, slander, defamation of character, negligence, HIPAA violations, and others) or in other disciplinary proceedings (e.g., State Medical Licensing Boards). Libel, slander, and other forms of defamation refer, generally, to the communication (written, oral, tangible, etc.) of a false statement about a person that injures their reputation. Other potential consequences include the revocation of a residency selection or sanctions by a professional licensing board.

Also, the statements and photos posted within these sites are potentially viewable by program directors or future employers. It is common for program directors to search for the social networking profiles of potential residents and to use the discovered information in making selection decisions.

Individuals have been denied residencies and other employment opportunities as a result of what is found on social networking sites.

With respect to confidentiality, the Health Insurance Portability and Accountability Act (HIPAA) applies to social networking sites, and violators may be subject to the same prosecution as with other HIPAA violations.

In addition, cyber stalking and other inappropriate postings can be considered forms of sexual harassment. Relationships online with other medical students are governed by MSU sexual harassment policies. Please refer to the professionalism guidelines adhered to by MSUCOM which can be found on the MSUCOM website and the Medical Student Rights and Responsibilities document for more information regarding these issues.

Best Practice Guidelines for Social Media

1. The lines between public and private, as well as personal and professional, are often blurred in online social networks. By identifying oneself as an MSUCOM student, one may influence perceptions about MSUCOM by those who have access to one's social network profile or weblog. All content associated with one should be consistent with one's position at the school and with MSUCOM's values and professional standards.
2. Unprofessional postings by others on one's page may reflect very poorly on the individual. Students should monitor others' postings on their profile and strive to ensure that the content would not be viewed as unprofessional. It may be useful to block postings from individuals who post unprofessional content.
3. Students should help their peers by alerting colleagues to unprofessional or potentially offensive comments made online to avoid future indiscretions and refer them to this document.
4. Always avoid giving medical advice as this could result in a violation of HIPAA and may cause danger to others. Differentiate medical opinions from medical facts and articulate what statements reflect one's personal beliefs.
5. Due to continuous changes in these sites, students should closely monitor the privacy settings of their social network accounts to optimize their privacy and security. Consider restricting settings to limit who can see information. Avoid sharing or posting any identification numbers or demographic information online.
6. Others may post photos and "tag" others. Students should take responsibility to make sure that these photos are appropriate and are not professionally compromising. As a rule it is wise to "un-tag" oneself from any photos, and to refrain from tagging others without their explicit permission. Privacy or account settings may allow one to prevent photos from being "tagged" with one's information or may prevent others from seeing tags.

7. Online discussions of specific patients should be strictly avoided, even if all identifying information is excluded. It is possible that someone could recognize the patient to which one is referring based upon the context.
8. Under no circumstances should photos of patients or of protected health information be shared online. Even if the patient offers their permission, such photos may be downloadable and forwarded by others. Once posted, the actions of others could lead to legal or professional consequences for the individual who posted the content.
9. Under no circumstances should photos depicting gross anatomy lab specimens or donors be taken, shared, or displayed online.
10. Do not have interactions with patients on social networking sites. This provides an opportunity for a dual relationship, which may damage the doctor-patient relationship and may have legal consequences.
11. Do not infringe upon another's copyrighted or trademarked materials by posting content, photos, or other media.
12. Refrain from accessing social networking sites while in class, at work, or in clinical-work areas.

Media Policy

This policy provides guidelines for faculty, staff and student groups who are contacted by the media or would like to reach out to media.

Media Practices

The news media provides an important communication channel to the community, region, state, and nation. Public awareness and support of the College of Osteopathic Medicine and its programs is enhanced through the maintenance of good working relationships with the media and the public.

The College of Osteopathic Medicine communications office strives to disseminate information in a cooperative and coordinated manner to those people who request assistance and is the point of contact for journalists. Typically, members of the media are asked to contact the office directly, prior to reaching out to faculty, staff, and students. However, sometimes that does not happen.

It is highly recommended that faculty, staff, and students notify the communications office first prior to initiating contact with reporters. The communications office also must be notified prior to inviting members of the media into university buildings. Likewise, when members of the media are seeking comments from, or an interview with, any college faculty, staff, or students, the office should be contacted to assist with arranging the interview or responding to the request. Our office deals with the media on a regular basis and is here to help guide you through the process.

The news media includes journalists from any type of outlet, including but not limited to, newspaper, magazine, radio, broadcast, digital, and internet.

Who to contact when media calls?

College of Osteopathic Medicine:

- Communications Director: Terri Hughes-Lazzell (hughe260@msu.edu; office: 517.884.3755, cell: 260-403-0766)

What to do if you are contacted by the media?

If you are contacted by the media seeking comment or requesting an interview:

- Contact the communications director immediately or simply refer the reporter to the communications director.
- Be responsive and helpful. **Journalists often work under tight deadlines, so a timely response is important.**
- Ask who the journalist/outlet is, their contact information, what specifically they would like to discuss, and their timeline/deadline.

What to discuss with the media?

Once the communications office is made aware and an interview has been established:

- Remember you are the subject matter expert in your field. Focus the messages you want to ensure are included in the topic you are discussing. It is important to stick to what you know. The communications director is available to help prepare you for interviews with media training and even practice interviews.
- There may be times when a journalist may ask an off-topic question. You may simply state that it is not your area of expertise, and you can see if there is someone who could help them with that topic.
- Make sure to represent yourself, the College of Osteopathic Medicine, and MSU professionally and responsibly. In some cases, you may be viewed as responding on behalf of the college or university.
 - Be clear that you are providing your personal opinion or insight and not that of the college or university overall. If you are speaking for another organization, be sure to say so and clearly identify who you are representing.
- Also, be sure to let the communications office know of any changes that occur to an agreed-upon interview, including date, time, location, topic or additional interviewees.

What not to discuss with media.

University policies and practices take into account Michigan State's status as a public institution of higher education and the state/federal laws governing the release of information. As a result of these laws, employees have limitations in releasing information to protect the rights of students or employees. Therefore, employees should refrain from discussing:

- Legal issues.
- Personnel issues.
- Questions that involve college or university integrity or are particularly controversial or Sensitive.
- A campus crisis or emergency.

If asked to provide information or a comment on these matters, avoid saying "no comment." Rather, indicate to journalists that you are not the appropriate person to talk with and connect them with the college's director of communications.

- Get the journalist's name and contact information.
- Send an email to the Director of Communications for the College of Osteopathic Medicine, explaining the inquiry and provide the journalist's contact information.
- The Director of Communications will handle the inquiry from there, and if needed, work with University Communications.

Protecting students, employees, and research:

Again, as a public institution, MSU is guided by state and federal laws when it comes to the protection of student, faculty and staff information and research. Therefore, journalists, photographers and videographers with cameras or recording devices of any kind can access only public areas in and outside of university buildings.

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This includes main lobby areas and hallways. Media is strictly prohibited from accessing private offices, labs, classrooms, etc., in university buildings unless accompanied by the college communications director or University Communications. This particularly includes anatomy or animal research labs/facilities.

If you see a journalist, photographer or videographer in an area of a building that is not considered a public area, immediately contact the communications department or University Communications.

Administration and Governance

MSUCOM Bylaws

The bylaws of MSUCOM serve as a foundation for the governance of the College and define the roles of administration, faculty and students in policy formulation within the College and university community. The College Bylaws are published on the MSUCOM website under the About Us tab at:

com.msu.edu/download_file/view/1469/350

In addition to the MSUCOM Academic Code of Professional Ethics as found in the Appendices, MSUCOM affirms and adheres to all Michigan State University Conflict of Interest policies. Specifically, those policies pertain to board members, employees, and institutionally employed faculty. Relevant policies include:

1. Conflict of Interest Policy for Faculty and Academic Staff.
2. Conflict of Interest Policy in Employment.
3. Conflict of Interest Policy for Board of Trustees.
4. Conflict of Interest Policy for the Health Team.

Ombudsperson

The Office of the University Ombudsperson was established in 1967 by the Student Rights and Responsibilities document to assist students in resolving conflicts or disputes within the university. The office also helps staff members, instructors, and administrators sort through university rules and regulations that might apply to specific student issues and concerns. In addition to helping members of the MSU community resolve disputes, it also identifies MSU policies that might need revision, and refers them to the appropriate academic governance committee.

These duties are carried out in a neutral, confidential, informal, and independent manner. The University Ombudspersons are not advocating for any individual or group on campus; they are advocates for fairness and equity. Talking to an Ombudsperson does not constitute filing a formal complaint or notice to the university, since the purpose of the University Ombudsperson's Office is to provide a confidential forum where different options may be considered. Further details on their relationship to the university can be found on the office's charter on their website.

Following a request for assistance, an Ombudsperson will take one or more of the following actions:

- Listen carefully to the concern.
- Explain relevant student rights and responsibilities.
- Review relevant university policies or regulations.
- Suggest fair and equitable options.
- Refer the individual to an appropriate university resource.
- Investigate, when necessary.

An Ombudsperson will also assist students who want to file formal complaints and grievances, which is often the last step in a student's effort to resolve a dispute. There are systems in place at MSU to receive and hear a student's formal grievance. Which system is used depends on the nature and location of the grievance. Although it is not required, a consultation with a University Ombudsperson is strongly recommended before filing a formal complaint or grievance in the appropriate system.

The Office of the University Ombudsperson also regularly presents and consults with faculty, staff, and students on conflict resolution, rights, and responsibilities, as well as other topics. For more information on the office,

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visit their website at ombud.msu.edu, call 517-353-8830 or email ombud@msu.edu. The Office of the University Ombudsperson is in room 129 of N. Kedzie Hall.

Facilities, Safety and Security

Building Safety and Security

Students are encouraged to familiarize themselves with safety and security information at their preclerkship site and base hospital for clerkship. Site-specific information for the East Lansing, Detroit Medical Center, and Macomb University Center sites may be found in the appendices of this Handbook.

Additional links:

- MSU Emergency Management and Firearms: police.msu.edu/police-services/emergency-management/
- MSU Alert – sign up for notifications: alert.msu.edu/
- Macomb Community College Emergency Message Alerts – sign up for notifications: macomb.edu/about-macomb/college-police/emergency-message-alerts.html

Clinical Safety

Bloodborne Pathogen Education

Students are required to complete training on bloodborne pathogens (BBP). The module may be found on the MSU Ability training system at orrs.msu.edu/train/.

Instructions:

- Click “Ability LOGIN” on the left side of the page under the Training heading.
- Sign in with MSU NetID and password.
- Click the “My Requirements” tab at the top of the page.
- Complete the training titled Bloodborne Pathogen Awareness (EHSB-0000A-SCO).

If the BBP course is not listed in “My Training,” self-register for the course by the following steps:

- Click the “Extra Courses” tab.
- Select “Catalog Search.”
- In the search box, enter “Bloodborne.”
- Several options will populate, select “Bloodborne Pathogens Awareness.”
- Confirm the Course ID: EHSB-0000A-SCO.
- Click Launch, and complete the training.

Exposure Prevention and Management

MSUCOM students who are on clinical experiences as part of the preclerkship or clerkship requirements will be expected to utilize appropriate clinical precautions and abide by applicable policies and procedures of the college and the clinical training site. More information is also available on the University Physician website at uphys.msu.edu/resources/healthcare-professional-student-information-f. In the event of an exposure, students are to complete a “Health Professions Students Exposure Report for Tuberculosis, Blood Borne Pathogens and Zoonotic Disease,” which is available at uphys.msu.edu/files/attachment/12/original/report_z.pdf

Training and prevention

1. Students will complete bloodborne pathogen (BBP) training. This will be tracked as a compliancy through the Office of Enrollment and Records.
2. Students will participate in orientation programs offered by their clerkship site and will complete any required training and/or employee health and/or infection prevention protocols required by the site.
3. Students will utilize universal precautions in all clinical settings. Students will use appropriate personal protective equipment and will abide by specific isolation or other precautions in place for specific patients and/or units in clinical settings.

Exposures: Needlestick or sharps injury

1. Immediately wash the area with soap and water.
2. If a sharps injury/needlestick occurs in a clinical teaching site, follow the local protocol for immediate evaluation and notify the student coordinator at the site.
3. If a sharps injury/needlestick occurs in an ambulatory or other setting in which a protocol is not available, the student should go to the nearest emergency room without delay.

Exposures: Splashes

1. If a splash or fluid exposure occurs to the mouth, nose, mucous membranes, and/or non-intact skin, immediately rinse the area with water.
2. If a splash or fluid exposure occurs to the eyes, immediately irrigate the eyes with clean water, saline, or sterile irrigates.
3. Follow the local protocol for immediate evaluation and notify the student coordinator at the site.

Exposures: Respiratory pathogens, including tuberculosis

1. If a student is exposed to a patient who is known to have or is subsequently diagnosed with a respiratory pathogen, including tuberculosis, they should contact the site coordinator for information and instructions for evaluation.
2. Students are expected to use appropriate procedures for respiratory isolation or precautions as posted. Students may need to have updated mask fit testing if the clinical site protocols require.

Students working in research laboratories on campus with potentially hazardous agents or materials should consult and abide by laboratory policies and procedures.

For further information about occupational exposures, treatment guidelines, and university reporting requirements, visit the MSU website at uphys.msu.edu/resources/healthcare-professional-student-information-f.

Appendices

APPENDIX 1

MSUCOM ACADEMIC CODE OF PROFESSIONAL ETHICS

The Michigan State University College of Osteopathic Medicine (MSUCOM) is committed to excellence in osteopathic education, research, and service. This Code of Professional Ethics is to be adhered to by faculty, staff, and administration as they strive to excel in each of these areas while focusing on the fundamental principles of equity, accountability, and professional responsibility. This code does not address every possible situation. Instead, it establishes a set of general principles and guidelines to which all MSUCOM faculty, staff, and administration shall adhere while employed by Michigan State University.

Section 1 Professional Interaction

1. The relationship between students and MSUCOM faculty, staff, and administrators shall be carried out in an environment that focuses on education, professionalism, and ethical conduct.
2. Students will receive guidance, leadership, and instruction from faculty, staff, and administration. Behavior that interferes with professional development, including harassment, discrimination, and violence, will never be tolerated. MSUCOM faculty, staff and administrators can expect students to be accountable for their learning experience and to make an appropriate effort to acquire the skills and knowledge necessary to become effective physicians.
3. Likewise, interactions between faculty, staff, and administrators shall model professional behavior.
4. Additional rights and responsibilities of faculty, staff, administrators, and students can be found in the faculty handbook, statement of professionalism, medical student rights and responsibilities, and MSU policies, regulations, and ordinances regarding academic honesty and integrity.

Section 2 Harassment and Discrimination

1. MSUCOM is committed to maintaining an environment of respect and inclusivity.
2. Harassment and discrimination, in any form, whether based upon an individual's religion, race, color, national origin, sex, sexual orientation, gender identity, age, height, weight, familial status, marital status, political persuasion, or veteran status will not be tolerated.

Section 3 Legal Obedience

1. All MSUCOM faculty, staff, administrators, and students shall act lawfully and in compliance with all applicable state and federal laws and with all MSU and MSUCOM policies, agreements, and guidelines.
2. This includes interaction with third parties and commercial entities.

Section 4 Confidentiality

1. MSUCOM faculty, staff, and administrators with access to confidential information shall maintain the confidentiality and privacy of that information in order to protect all involved parties.
2. Also, faculty, staff, and administrators shall maintain the confidentiality of oral communications and shall respect the privacy and rights of students and disclose protected information only when authorized (student rights under the family educational rights and privacy act) for a legitimate business purpose or as required by law.

Section 5 Workplace Conduct

1. It is the responsibility of all MSUCOM faculty, staff, administrators, and students to create and maintain a workplace that is built upon honesty, professionalism, and ethical standards.

2. If a suspicion arises regarding a violation of any of these areas, or any other misconduct, a report should be made through the appropriate university or college channels, as outlined in applicable university policies or specific department guidelines.

Section 6 Research and Scholarly Activity

1. While conducting research, within the United States or abroad, MSUCOM faculty, staff, administrators, and students shall adhere to all relevant laws, regulations, and standards, including those adopted by MSU (research integrity mission statement and guidelines for integrity in research and creative activities), and shall do so while maintaining high ethical standards and intellectual honesty.

Section 7 Use of Facilities and Equipment

1. MSUCOM faculty, staff, administrators and students shall use all university equipment and facilities efficiently, economically, and for authorized university purposes only, unless expressed permission has been granted for personal use in accordance with university policy.

Section 8 Conflict of Interest

1. A conflict of interest includes any situation, whether actual or perceived, where there is a reasonable expectation of direct or indirect benefit or loss (either financial or non-financial) for an individual with a personal interest that could be influenced in favor of that interest in the performance of their duties.
2. MSUCOM faculty, staff, and administrators shall take appropriate steps to avoid or resolve any situation or relationship which may compromise the performance of their responsibilities.
3. Examples of potential conflicts of interest include, but are not limited to professional and personal relationships, gifts or benefits, and research conduct.
4. University and health team conflict of interest policies may be found online.

Section 9 Professional Development

1. MSUCOM seeks to enhance the students' academic experience and to promote innovation in medical education.
2. All MSUCOM faculty, staff, and administrators shall continually maintain and develop knowledge and understanding of their field or area of expertise.
3. Active efforts should be made to seek out ways to improve individual and student performance.
4. Also, MSUCOM faculty, staff, and administrators should continually maintain and develop an understanding of overall college organization and processes.

Section 10 AOA Code of Ethics

1. MSUCOM has adopted the American Osteopathic Association (AOA) Code of ethics, and all physicians employed by MSUCOM shall adhere to the guidelines outlined therein.

This code does not supersede other Michigan State University or MSUCOM policies, regulations, agreements, or guidelines. All faculty, staff, administrators, and students shall adhere to MSU and MSUCOM policies, procedures, agreements, and guidelines while conducting the duties and responsibilities of an employee. Violations of any of the aforementioned regulations, or this code, are subject to disciplinary action, up to and including termination.

APPENDIX 2

POLICY ON OSTEOPATHIC CLINICAL TRAINING AND STUDENT SAFETY

I. Overview

This policy addresses the roles of osteopathic medical students in clinical and learning environments and measures to promote student and patient safety at Michigan State University College of Osteopathic Medicine (MSUCOM).

II. Background and References

This policy is informed by the work of the American Association of Colleges of Osteopathic Medicine (AACOM) Task Force on Ethics and Professionalism.^[1] MSUCOM affirms the importance of having curriculum and policies that:

- a. Uphold the values of the osteopathic profession.
- b. Promote a safe and professional learning environment for students.
- c. Develop knowledge, skills, and attitudes for safe and professional patient care.

To meet these objectives, the college has developed this policy in alignment with the model policy^[2] presented by the AACOM Task Force, as well as MSU Health Team policies on sensitive examinations and chaperones.^[3]

III. Information for Prospective Students

- a. It is the policy of MSUCOM that applicants and interviewees for the Doctor of Osteopathic Medicine (DO) program be informed regarding the curriculum, including how osteopathic medicine and hands-on osteopathic manipulative medicine (OMM) or osteopathic manipulative treatment (OMT) are incorporated. Through these resources, MSUCOM seeks to ensure that prospective students:
 1. Appreciate the basic tenets of osteopathic medicine, including the benefits of OMM for patients and the benefits of OMM instruction for students.
 2. Know the expectations for student participation in OMM and clinical skills education, including attire in the lab; peer-to-peer learning of data gathering and physical examination, including osteopathic structural examination and OMM; and professional conduct and communication, including consent.
- b. To this end, the college provides the following descriptions, resources, and links for applicants on its website (com.msu.edu):
 1. AACOM online resources, which provide a general overview of the osteopathic profession and of osteopathic medical education.
 2. Description of the MSUCOM curriculum, including clinical skills training and OMM.
 3. MSUCOM student-produced video highlighting OMM and clinical skills training and safe learning environment.
- c. Interview Day: Each applicant will interact with MSUCOM students on a tour that includes the OMM lab. Applicants may be able to observe an OMM lab in progress or will be provided with a description of the OMM lab experience from the student tour guides.

IV. MSUCOM Osteopathic Manipulative Medicine (OMM) Curriculum

- a. Instruction and assessment of the hands-on application of OMM (or OMT) is incorporated

throughout the curriculum. Content has been developed based on guidance provided by the Educational Council on Osteopathic Principles (ECOP)^[4] of the American Association of Colleges of Osteopathic Medicine (AACOM).

- b. During years one and two, students are enrolled in five consecutive semesters of OMM instruction, which includes OMM lab. The courses include orientation to the OMM lab and peer-to-peer learning, and provide instruction and/or assessment of:
 1. Foundational aspects of the osteopathic structural examination, palpatory diagnosis, and osteopathic treatment modalities.
 2. Communication to patients about the purpose and conduct of the examination and treatment, including consent and informed consent.
 3. Professional conduct that maintains attention to and respect for patient modesty, dignity, safety, and comfort, while utilizing OMM within the patient encounter and instructional settings.
 4. Consent, informed consent, and use of chaperones.
- c. Expectations for students in the OMM lab are defined in the course syllabi, and include the components listed below:
 1. Expectations for professional conduct.
 2. Peer Physical Examination (PPE) policy (see section VIII below).
 3. Acceptable attire for lab.
- d. MSUCOM limits the procedures taught to osteopathic medical students to those endorsed by ECOP. Osteopathic palpatory examination and treatment may involve structures that are near sensitive areas, such as breast tissue, the coccyx, the ischial tuberosities, or the pubic bone. Instruction in OMM will account for different sensitive areas for due to culture, gender, values, modesty, history of trauma or disease, and discuss ways to effectively communicate with patients and perform examinations and assessments in ways that promote patient dignity and comfort.
- e. MSUCOM students will not be instructed in any osteopathic examination or treatment that involves palpation of intimate areas, including the genitals, anus, and breasts. Students will be advised that there are techniques that address various patient complaints/diagnoses that employ manipulation of these anatomic regions, however these techniques are beyond the scope of an osteopathic medical school curriculum and may be learned under appropriate supervision in advanced training courses. Students will be advised that such techniques necessitate the need for informed consent, recommended written consent, personal protective equipment (such as gloves) and chaperones.

V. MSUCOM Osteopathic Patient Care (OPC) Curriculum

- a. Instruction and assessment of skills in data gathering, physical examination, and basic procedural skills are incorporated throughout the curriculum.
- b. During years one and two, students are enrolled in five consecutive semesters of osteopathic patient care (OPC) instruction, which includes OPC small groups and use of standardized patients. The courses include orientation to the instructional methods, including peer-to-peer learning, and provide instruction and/or assessment of:
 1. Foundational aspects of the data gathering and physical examination, including observation, palpation, auscultation, and other techniques.
 2. Communication to patients about the purpose and conduct of the examination and treatment, including consent and informed consent.
 3. Professional conduct that maintains attention to and respect for patient modesty, dignity, safety, and comfort, during encounters with simulated or actual patients, and in instructional settings.
 4. Consent, informed consent, and use of chaperones.

- c. Expectations for students in the OPC course series are defined in the course syllabi and include the following:
 - 1. Expectations for professional conduct.
 - 2. Peer Physical Examination (PPE) policy (see section VIII below).
 - 3. Acceptable attire for lab.
- d. Sensitive examination training is incorporated into the OPC course series. Protocols for sensitive examination training are published in the MSU Health Simulation Policy on Sensitive Examinations.^[5] This protocol includes but is not limited to the following:
 - 1. Sensitive examinations are defined as involving the breast, genitalia, perineum, and rectum.
 - 2. Sensitive examination training is provided in the MSU Learning and Assessment (LAC) facilities at the East Lansing, Detroit, and Macomb sites. Instructional modalities include use of anatomic models/partial task trainers and human anatomic specimens.
 - 3. Gynecological Teaching Assistants (GTAs) and Male Urological Teaching Assistants (MUTAs) serve as standardized patients for sensitive examination practical training. Students performing sensitive examinations on a GTA or MUTA are directly supervised by a clinical instructor. Students will be expected to use appropriate universal precautions, including the use of gloves and handwashing and/or hand sanitizer.
 - 4. Clinical instructors for sensitive examination training receive orientation through the LAC prior to the event. GTA and MUTA standardized patients receive orientation and training through the LAC prior to the educational event and may request that a chaperone who is not a learner or instructor be present.

VI. Other training experiences

- a. In addition to the OMM and OPC courses described above, the preclerkship curriculum may include opportunities to learn and practice procedural skills, such as diagnostic ultrasound, electrocardiograms, etc. These sessions may utilize peer-to-peer learning.
- b. Appropriate use of consent and professional conduct are expected at all times. Students may opt out of serving as the examinee for these procedures.

VII. Clinical Experiences

- a. Clinical experiences include preceptorship rotations in the preclerkship phase; core and elective clerkship rotations in years three and four; and extracurricular clinical experiences throughout the four-year program.
- b. Students are expected to be under the direct or indirect supervision of the assigned physician or other clinical supervisor, as defined by the MSUCOM Policy for Medical Student Supervision.^[6]
- c. As defined in the MSUCOM Medical Student Clinical Chaperone Policy, students are permitted to perform sensitive examinations on patients when appropriately supervised and in the presence of a chaperone.
- d. Students are expected to follow the policies and procedures for their assigned training site. For rotations in MSU HealthTeam clinics, this includes the MSU HealthTeam Policy: Patient Privacy, Chaperones, and Informed Consent for Examinations, Treatments, or Procedures.³
- e. Extracurricular clinical activities will be permitted with appropriate prior approval and documentation, and under the supervision of a clinical faculty member. Students are expected to follow all policies and procedures related to clinical encounters, including supervision and chaperone policies.

VII. Peer Physical Examination

- a. For the purpose of this policy, peer physical examination is defined as a learning activity in which students act as models for each other in learning skills in physical examination, osteopathic structural examination, and simple non-invasive procedures, including OMM.
- b. Peer physical examination is an established educational method that allows medical students to practice important clinical skills and develop competence and confidence before applying the skills in a clinical setting.
 1. Peer physical examination will not be used at MSUCOM for sensitive examinations. The methods for instruction in sensitive examinations are described in section V.C above.
 2. Peer physical examination will not be used at MSUCOM for invasive procedures. MSUCOM will use simulation equipment, such as partial task trainers, for procedures such as intubation, phlebotomy, intravenous line insertion, etc.
- c. Peer physical examination also presents the opportunity to practice appropriate communication and professional conduct, such as explaining the physical examination, procedure, or treatment and seeking the permission of the patient.
- d. In learning activities within the classroom and during independent practice of clinical skills, including OMM, students are expected to seek permission from their fellow student-learners prior to making contact for a physical examination, procedure, or treatment.
- e. Since students must be able to examine and treat patients regardless of gender, gender identity, race, ethnicity, religion, and other factors, it is expected that students will participate in classes that include students of different backgrounds. During OMM lab and OPC small group instruction, it is possible for the student acting as the “patient” to request the student serving as the “physician” be a specific gender. If that request cannot be honored at the time of the event, the event will be rescheduled or otherwise amended with no penalty to either student.
- f. To promote an environment of safety and respect, a student may decline permission for a fellow student to perform a physical examination, procedure, or treatment. Students are encouraged to provide feedback to support peer learning and to share if the examination, procedure, or treatment caused them to feel uncomfortable. Students may also request a fellow student to stop an examination, procedure, or treatment without penalty or reprisal.
- g. In order to teach a physical examination, procedure, or treatment, a clinical instructor may request a student volunteer to assist in a demonstration of the technique. Students have the right to decline without penalty or reprisal.

VIII. Title IX Considerations

- a. The Office for Civil Rights and Title IX Education and Compliance at Michigan State University is responsible for leadership of MSU’s civil rights compliance and efforts to cultivate a campus community that is free of discrimination and harassment.^[7]
- b. The MSU Relationship Violence and Sexual Misconduct (RVSM) Policy prohibits discrimination on the basis of sex and prohibits sexual harassment, including gender-based harassment, sexual assault/misconduct, relationship violence, and stalking.^[8]
- c. The MSU Anti-Discrimination Policy (ADP) prohibits members of the university community from engaging in acts that discriminate against or harass any university community member on the basis of age, color, gender, gender identity, disability status, height, marital status, national origin, political persuasion, race, religion, sexual orientation, veteran status or weight.^[9]
- d. The Office of Institutional Equity (OIE)^[10] reviews all concerns at the university related to two MSU policies: the Anti-Discrimination Policy and the Policy on Relationship Violence and Sexual Misconduct. Instructions on filing a report to OIE are included in each course syllabus and the MSUCOM Student Handbook.
- e. Students may report concerns directly to MSUCOM faculty, staff, and administrators. Most faculty

and staff are considered mandatory reporters and must submit a report to OIE of any incidents that they observe or that are reported to them that may represent a violation of the RVSM policy or ADP.

References

- ^[1] AACOM Task Force on Ethics and Professionalism. <https://www.aacom.org/reports-programs-initiatives/aacom-initiatives/task-force-on-ethics-and-professionalism>
- ^[2] AACOM Recommendations on Safe Osteopathic Clinical Training for Students. https://www.aacom.org/docs/default-source/ethics-task-force/safe-osteopathic-clinical-training--aacom---final.docx?sfvrsn=bc3a3a97_2
- ^[3] MSU HealthTeam Policy: Patient Privacy, Chaperones, and Informed Consent for Examinations, Treatments, or Procedures. <https://msu.edu/ourcommitment/patient-safety/Patient-Privacy-During-Procedures.pdf>
- ^[4] Educational Council on Osteopathic Principles (ECOP). ECOP is a council of the American Association of Colleges of Osteopathic Medicine (AACOM). <https://www.aacom.org/ome/aacom-councils-and-groups/aacom-councils/educational-council-on-osteopathic-principles>
- ^[5] Michigan State University Healthcare Simulation POLICY/PROCEDURE: Sensitive Examinations. 2018.
- ^[6] MSUCOM Policy for Medical Student Supervision. <https://com.msu.edu/application/files/7715/7411/5342/Medical-Student-Supervision-Policy.pdf>
- ^[7] MSU Office for Civil Right and Title IX Education and Compliance. <https://civilrights.msu.edu/>
- ^[8] MSU RVSM Policy. <https://civilrights.msu.edu/policies/relationship-violence-and-sexual-misconduct-and-title-ix-policy.html>
- ^[9] MSU Anti-Discrimination Policy (ADP). https://www.hr.msu.edu/policies-procedures/university-wide/ADP_policy.html
- ^[10] MSU Office of Institutional Equity. <https://oie.msu.edu/>

APPENDIX 3

POLICY FOR RETENTION, PROMOTION, AND GRADUATION FOR THE DOCTOR OF OSTEOPATHIC MEDICINE DEGREE

1. Overview

- a. The Policy for Retention, Promotion, and Graduation for the Doctor of Osteopathic Medicine Degree is established by the Committee on Student Evaluation (“COSE”) of the Michigan State University College of Osteopathic Medicine (MSUCOM) and applies to students enrolled in the college program leading to the Doctor of Osteopathic Medicine (“D.O.”) degree.
- b. This document was revised and approved by the faculty of the college and becomes effective with the 2023-24 academic year.

2. Requirements for the DO Degree

- a. Degree Conferral: The DO degree is conferred by the Michigan State University (MSU) Board of Trustees upon the recommendation of the COSE and the affirmative vote of the faculty of the college at the Spring Faculty Assembly.
- b. Degree Requirements: Effective with the 2021-2022 academic year, the candidate for the DO degree must:
 - i. Earn a passing grade in (or successfully remediate) each required course (or approved equivalent) in the D.O. program.
 - ii. Achieve a passing score on the following National Board of Osteopathic Medical Examiners (NBOME) licensing examinations, within the allowable number of attempts as defined by MSUCOM in this policy: COMLEX-USA Level 1 and COMLEX-USA Level 2 Cognitive Evaluation (Level 2-CE).
 - iii. Complete and pass the required Clinical Performance Competency Assessment with satisfactory performance.
 - iv. Complete the required training for the Responsible Conduct of Research (RCR), as outlined by the America Creating Opportunities to Meaningfully Promote Excellence in Technology, Education, and Science (COMPETES) Act, approved by congress, and required by the university.
 - v. Meet the academic requirements and professional conduct expectations of the DO program as outlined in this policy, the College Student Handbook and the policies and procedures of Michigan State University.

3. Additional Program Requirements

- a. Each student, prior to matriculation, must meet the following college and university requirements:
 - i. Immunizations as required by the Office of the University Physician at uphys.msu.edu.
 - ii. Completion of fingerprint and criminal background check.
 - iii. Submission of official transcripts from previously attended colleges/universities.

- b. Each student, while enrolled or while on academic extension or leave of absence, must maintain the following college and university requirements:
 - i. Immunizations as required by the Office of the University Physician at www.uphys.msu.edu, based on Centers for Disease Control and Prevention recommendations for immunization of healthcare workers.
 - ii. Initial and annual refresher training provided by MSU in:
 - a) Bloodborne Pathogens (BBP).
 - b) Universal Precautions.
 - c) The Health Insurance Portability and Accountability Act (HIPAA).
 - d) MSU Relationship Violence and Sexual Misconduct (RVSM) policy.
 - iii. Completion of random urine drug screen(s) at any time during the program for cause, in keeping with University Physician guidelines.
- c. Each student, prior to entry to the clerkship phase must meet the following college requirements:
 - i. Completion of a second criminal background check.
 - ii. Completion of a urine drug screen that is negative for controlled and illicit substances or reviewed by the University Physician.
 - iii. Certification in Basic Life Support (BLS) and Advanced Cardiac Life Support (ACLS).
 - iv. Other requirements may be enacted by the Clerkship Office and communicated to the students.

4. Duration of the D.O. Program

- a. The standard time to achieve the DO degree is four (4) calendar years.
- b. The maximum time for completion of requirements for the DO degree is six (6) calendar years from the date of matriculation.
 - I. For students matriculating in or after summer semester 2019, the maximum program duration of six (6) years will be inclusive of any program extensions for academic extensions or personal leaves of absence.
 - II. For students matriculating prior to summer semester 2019, any leaves of absence for academic or personal reasons that were initiated prior to summer semester 2019 will not be included in the maximum duration of six (6) years; however, any additional academic extensions and/or personal leaves of absence will be included in the maximum duration of six (6) years.
- c. The standard time for completion of requirements for a dual D.O./Ph.D. degree is nine (9) calendar years from the date of matriculation.
- d. The standard time for dual degree programs may vary, but the D.O. program requirements must be met within a maximum total of six (6) years which may be non-consecutive.

5. Grades

- a. In accordance with university definitions and policy, as approved by the University Committee on Curriculum, the College employs the Pass-No Grade System. The criteria for the course grade are defined in the syllabus for each course. The following symbols will be used:
 - i. P-pass - indicates the student has met the course requirements for a passing grade and will have a "P" recorded on their official university transcript.

- ii. N-no grade - indicates the student has failed to meet the course requirements for a passing grade.
 - a) The terms and eligibility for remediation of an “N” grade are set by the course director and published in the course syllabus.
 - b) If a student is eligible to seek remediation and wishes to attempt remediation through reexamination, and successfully completes the remediation, the official university transcript will be updated from an “N” grade to a “P” grade with the notation that the course was remediated. If the student fails the remediation examination, the “N” grade will remain on the transcript with a notation that remediation was attempted.
 - c) ET-extension – updated to a “P,” indicating the student passed the course, or an “N,” indicating the student failed the course.
 - d) A student who is on a “leave of absence,” “withdraws,” or is “dismissed” from the DO program, will be unable to remediate or complete requirements for courses in which an “I” or “ET” was assigned.
- iv. A student who has incomplete or outstanding requirements of a course, will have either an I-incomplete or ET-extension grade recorded on their official University transcript. Upon completion of all requirements, the original grade recorded on the official university transcript will be updated as follows:
 - a) I-incomplete – updated to an “I/P,” indicating the student passed the course, or an “I/N,” indicating the student failed the course.
 - b) ET-extension – updated to a “P,” indicating the student passed the course, or an “N,” indicating the student failed the course.
 - c) A student who is on a “leave of absence,” “withdraws,” or is “dismissed” from the college, will be unable to remediate or complete requirements for courses in which an “I” or “ET” was assigned.

6. Evaluation of Student Performance in the D.O. Program

- a. The College provides instruction and assessment aligned with the seven (7) osteopathic core competencies of medical knowledge, patient care, communication, professionalism, practice-based learning, systems-based practice, and osteopathic principles and practice/osteopathic manipulative treatment.
- b. The performance of each student enrolled in the DO program will be reviewed on a regular basis by the COSE. Whereas professionalism is one of the osteopathic core competencies, the COSE will review academic performance and professional conduct. In each review period, the COSE will determine the academic standing of the student as noted in Section 7 of this policy.

7. Academic Standing

- a. A student who earns a passing grade in each course and meets expectations for professional conduct will be deemed by the COSE to be in “good academic standing” and will be permitted to progress to the next semester or phase of the curriculum.
 - i. During the preclerkship phase, a student with marginal academic performance will be referred for a mandatory consultation (Academic Success Checkup) with a college academic advisor. Failure of the student to report for consultation will be referred to the designated college administrator.

- b. A student who earns an initial failing grade, in any course, but who is eligible for and successfully meets the terms of remediation for the course, will be deemed by the COSE to be in “good academic standing with monitoring.” The student is permitted to progress to the next semester or phase of the curriculum. The status of “monitoring” indicates the student will be referred to resources of the college with the goal of improving academic performance, and/or will be counseled regarding professionalism issues. The COSE may refer the student for review by the Preclerkship or Clerkship Subcommittee of the COSE or may stipulate additional actions.
- c. A student who demonstrates a lapse in academic or professional conduct may be reviewed by the Preclerkship or Clerkship Subcommittee of the COSE.
 - i. The subcommittee may recommend to the COSE a status of “good academic standing with monitoring” or refer the student to the COSE for further review or action.
- d. A student who receives one or more subsequent failing grades in any course(s); or who receives an “N” grade but is not eligible for remediation, or does not successfully complete remediation; and/or who demonstrates egregious and/or recurrent episodes of academic or professional misconduct, will be reviewed by the COSE. The chairperson of the COSE, in consultation with the Senior Associate Dean for Student Affairs and/or the Senior Associate Dean for Medical Education, will determine whether the student will be required to appear at the COSE meeting.
 - i. The COSE will review the student’s performance, determine academic standing (from the following) and submit their decision to the student in writing. The student’s eligibility to progress in the curriculum will be determined separately in each case, based upon completion of curricular requirements.
 - ii. Academic warning: Applies to a student who has significant academic (e.g., multiple failed courses) and/or professional conduct issues requiring further intervention.
 - a) An “academic warning” is an official written statement advising the student that additional violations or deficiencies will result in more severe sanctions.
 - ii. Academic probation: Applies to a student who has more serious or recurrent academic or professional conduct issues for whom the COSE deems that prescribed interventions are indicated. The student’s eligibility to progress in the curriculum will be determined separately in each case, based upon completion of curricular requirements.
 - a) The duration and terms of the probation will be set by the COSE and documented in writing.
 - b) A meeting will be scheduled within five (5) business days with the student and the Senior Associate Dean for Student Affairs and/or the Senior Associate Dean for Medical Education, at which time the terms of the academic probation will be discussed.
 - c) The student will be required to meet with a designated administrator or advisor of the College to determine if the terms of the probation have been met. A report will be submitted to the Office of Enrollment Services and Student Records. Based on this report or other data, the Chairman of the COSE, in consultation with the Senior Associate Dean for Student Affairs and/or the Senior Associate Dean for Medical Education, will determine whether the student will be required to appear at the COSE meeting.
 - iii. Suspension: Applies to a student who is alleged to have engaged in behavior that creates an urgent concern for the safety of patients or others in the learning environment. The purpose of a suspension will be to permit a timely investigation of the reported conduct. A recommendation for suspension may follow review of academic and professional conduct by the COSE or one of its subcommittees, or upon report to a college administrator. A fact-finding hearing will be convened

within three (3) class days, as outlined in the Medical Student Rights and Responsibilities. Upon a recommendation of suspension, the student will be notified. Suspensions must be approved by the MSUCOM Dean; if the suspension is not approved, the MSUCOM Dean may direct that another sanction be imposed. The student will be entitled to due process as defined by the Medical Student Rights and Responsibilities.

- iv. Dismissal: Applies to a student who has severe deficits in academic performance, or for egregious or recurrent incidents of academic or professional misconduct, or who has failed COMLEX-USA Level 1 or Level 2-CE on three attempts, or who otherwise fails to meet the requirements for progression to the DO degree
 - a) The COSE will submit a recommendation for “dismissal” and supporting documentation to the college dean. In the case of a third failure on a COMLEX-USA examination, written notice to the student and to the dean will be enacted by the chairperson of the COSE upon report of the failed third attempt.
 - b) A “dismissal” from the DO program will require the endorsement of the MSUCOM Dean and the MSU Provost for Academic Affairs. Upon endorsement, a written notice of dismissal will be sent to the student from the Office of the Dean.
- e. Review and Resolution of Academic Standing
 - i. The performance of students who were designated as other than “good academic standing” will be reviewed at the next meeting of the COSE.
 - ii. A student may be returned to “good academic standing” or “good academic standing with monitoring” upon demonstrating improved academic performance and professional conduct.
 - iii. A student with ongoing or progressive academic or professional conduct issues may be maintained on the previously assigned academic standing or assigned to a new academic standing in a progressive fashion.
- f. Due Process and Appeals
 - i. The right of the student to due process is defined in the MSU Medical Student Rights and Responsibilities policy.
 - ii. When a student is placed on “academic warning,” “academic probation,” or when “dismissal” is recommended by the COSE or enacted by the Dean, the student shall have the right to appeal by filing a grievance with the MSUCOM College Hearing Committee as defined within the MSU Medical Student Rights and Responsibilities (“MSRR”) policy.
 - iii. The enrollment status of “academic extension” may not be appealed, as it represents inability of the student to progress in the curriculum due to failure to meet a degree requirement.
 - iv. The status of “good academic standing with monitoring” is an internal designation to promote the student’s academic and professional development, and therefore may not be appealed.
- g. Reporting of Academic Standing to Third Parties
 - i. The status of “good academic standing with monitoring” is an internal designation to promote the student’s academic and professional development, and therefore will be reported only as “good academic standing.”
 - ii. The enrollment status of “academic extension” will be reported as an extension or gap in training, but not as a disciplinary action.
 - iii. In the event a student is placed on “academic warning” or “academic probation,” the student will receive written notification of their standing.
 - iv. Whereas the National Board of Osteopathic Medical Examiners requires the College to attest to each candidate’s academic and professional standing to determine eligibility for the COMLEX- USA

examination series, a standing of “academic warning” or “academic probation” will be reported to NBOME, and the student may be deemed ineligible to sit for examination. If the academic warning or probation is, in whole or in part, the result of failure of a COMLEX-USA examination, the academic standing will not preclude the student from registering for that examination.

8. COMLEX-USA Examination Requirements

- a. The Comprehensive Osteopathic Medical Licensing Examination of the United States (COMLEX-USA) series is administered by the National Board of Osteopathic Medical Examiners (NBOME). It is the nationally recognized licensure examination for osteopathic physicians and an accreditation requirement of the college.
- b. Whereas COMLEX-USA is designed to assess osteopathic medical knowledge and clinical skills to demonstrate competence and readiness for entry into graduate medical education training, the college deems that each student in the DO program may have no more than three (3) attempts on COMLEX-USA Level 1 and no more than three (3) attempts on COMLEX-USA Level 2-CE.
 - i. A student who fails a COMLEX-USA examination on a first or second attempt will be notified in writing of the maximum number of attempts allowed (three) and the consequences of not passing the examination within three attempts, e.g., dismissal from the DO program. The student will be directed to meet with an academic advisor to identify strategies to promote improved performance.
 - ii. A student who fails a COMLEX-USA examination on their third attempt is ineligible to continue in the DO program. A letter will be sent to the student from the chairperson of the COSE, notifying them of the failure to meet the degree requirement and that a recommendation for dismissal will be forwarded to the Dean of the college. The Dean will consult with the provost as defined in the Medical Student Rights and Responsibilities (MSRR) and send final notification of dismissal to the student. The student has the right to appeal dismissal on procedural grounds as defined in the MSRR.
- c. COMLEX-USA Level 1
 - i. The DO student must attain a passing score on COMLEX-USA Level 1 within three (3) attempts.
 - ii. The student must take at least one college-sponsored COMSAE Phase 1 examination prior to taking the COMLEX-USA Level 1 examination.
 - iii. Eligibility for COMLEX-USA Level 1 examination
 - a) A student who meets the following criteria may proceed to the COMLEX-USA Level 1 examination:
 - I. The student has passed all preclerkship courses with a maximum of one (1) remediated “N” grade.
 - II. The student is in “good academic standing” or “good academic standing with monitoring.”
 - III. The student has received a score of greater than or equal to 450 points on one (1) of two (2) attempts on a college-sponsored COMSAE Phase 1 examination.
 - b) A student who does not meet all three (3) of these criteria will be required to undergo an academic performance review with an academic advisor. The review will assess the student’s overall academic performance during the preclerkship curriculum and provide the student with an informed assessment of their readiness for the COMLEX- USA Level 1 examination, as well as any recommendations for additional measures to promote

successful completion of the COMLEX-USA Level 1 examination.

iv. Timing of COMLEX-USA Level 1 examination

a) Effective during and after the 2020-21 academic year, a student will be expected to take the COMLEX-USA Level 1 examination in the summer semester after they have completed the preclerkship curriculum. The examination must be completed by a date specified by the college, and a passing score on the COMLEX-USA Level 1 examination is required in order to advance to clinical clerkship rotations.

I. A student who does not attain the required pass score will be placed on academic extension. The student will be expected to retake and pass the COMLEX-USA Level 1 examination within twelve months from the date of the initial attempt and within the maximum number of three attempts.

II. A student who takes and passes COMLEX-USA Level 1 by February 1 during the academic extension may be scheduled for clerkship rotations at their originally assigned base hospital.

III. A student who does not take COMLEX-USA Level 1 or does not obtain a passing score by February 1 will forfeit their assigned base hospital assignment, and will not be permitted to enter clerkship rotations until the start of the next clerkship cycle. The student will remain on academic extension and will be able to select any remaining base hospital positions from any subsequent class year selection if they pass COMLEX-USA Level 1 prior to the one-year deadline. A personal leave of absence during this time will not supersede these requirements. The student will be required to complete or repeat OST 601, and at the discretion of the Assistant Dean for Clerkship, may also be required to complete a college-directed clinical skills evaluation prior to entering clerkship rotations.

b) Failure of the student to attain a passing score within twelve months of completing preclerkship courses will be evaluated by the COSE, and may be cause for additional action, up to and including a recommendation for dismissal.

v. The D.O./Ph.D. student must attain a passing score on COMLEX-USA Level 1 to progress to the clerkship.

a) A student who does not attain the required pass score will be placed on academic extension.

b) The student must attain a passing score within twelve months from the date of the initial attempt.

c) Failure of the student to attain a passing score within twelve months will be evaluated by the COSE, and may be cause for additional action, up to and including a recommendation for dismissal.

d. COMLEX-USA Level 2 CE (Clinical Evaluation)

i. The D.O. student must attain a passing score on COMLEX-USA Level 2-CE within three (3) attempts.

ii. To be eligible to take the COMLEX-USA Level 2 CE, a student must:

1. Have attained a passing score on the COMLEX-USA Level 1 examination, and
2. Be in "good academic standing."

iii. The student is expected to take the COMLEX-USA Level 2-CE examination in OMS-III or OMS-IV, and must attain a passing score within twelve months from the date of the initial attempt or from the start of OMS-IV, whichever comes first. Failure of the student to attain a passing

score within twelve months will be evaluated by the COSE, and may be cause for additional action, up to and including a recommendation for dismissal.

9. Progression in the D.O. Program

- a. During the preclerkship, which is defined as semesters one (1) through six (6), the student must pass (or successfully remediate) the required courses of each semester to advance to the subsequent semester.
- b. A student who fails to meet this requirement will be eligible to reenter the curriculum to repeat failed coursework in the semester during which the course is next offered unless a recommendation for dismissal is made by the COSE and endorsed by the Dean and the Associate Provost for Academic Affairs.
- c. To progress to the clerkship, each student in the DO program must:
 - i. Earn a passing grade in, or successfully remediate, each preclerkship course.
 - ii. Complete a college-sponsored COMSAE Phase 1 examination.
 - iii. Complete and pass the COMLEX-USA Level 1 examination as per section 8.c of this policy.
- d. To progress to the clerkship, each student in the DO/PhD program must:
 - i. Earn a passing grade (or successfully remediate) each preclerkship course.
 - ii. Complete a proctored COMSAE Phase 1 examination, administered by the college.
 - iii. Complete and receive a passing score on the COMLEX-USA Level 1 examination.

10. Academic extension

- a. Academic extension applies to a student who is unable to progress in the curriculum due to failure to meet a degree requirement of the present semester or phase of the curriculum.
- b. If the return from the academic extension occurs after semester six (6) and the duration is two (2) or more consecutive semesters, the student must successfully pass a college directed clinical skills assessment for reentry. Failure to participate in or successfully remediate the clinical skills assessment will result in evaluation by the COSE for determination of the students' academic standing.
- c. A student is required to declare their intent to return through the College Office of Enrollment Services and Student Records.
- d. A student must adhere to the college degree requirements and policies that are in effect at the time of reentry.
- e. During an academic extension, a student must continue to meet college requirements as specified by the Office of Enrollment Services and Student Records at the start of the leave.
- f. Elapsed time during an academic extension will count toward the maximum duration of the curriculum, as defined in section 4 of this policy.

11. Leave of Absence

- a. A student wishing to request a leave of absence will submit a request in writing through the College Office of Enrollment Services and Student Records.
- b. Approval of a leave of absence will not supersede a student's academic standing as determined by the COSE.
- c. The duration of the leave of absence will be counted toward the maximum time for completion of degree requirements as defined in section 4 of this policy.
 - i. During a leave of absence, a student must continue to meet college requirements as specified by the Office of Enrollment Services and Student Records at the start of the leave.

- ii. Elapsed time during a leave of absence will count toward the maximum duration of the curriculum, as defined in section 4 of this policy.
- d. Returning from a leave of absence.
 - i. Students are required to declare their intent to return through the College Office of Enrollment Services and Student Records.
 - ii. A student who returns to the DO program after a leave of absence must adhere to college degree requirements and policies that are in effect at the time of reentry.
 - iii. If the return from the leave of absence occurs after completion of semester six (6) and the duration is two (2) or more consecutive semesters, the student must successfully pass a college directed clinical skills assessment for reentry. Failure to participate in or successfully remediate the clinical skills assessment will result in evaluation by the COSE for determination of the student's academic standing.
- e. Extended leave of absence.
 - i. In rare and unusual circumstances, a student may request an extended leave of absence from the DO program for at least one (1) but for no more than two (2) years.
 - ii. Examples of an extended leave of absence may include, but not limited to a major personal health issue; called for active military duty; seeking an unrelated degree or program, such as entering a religious order; pursuing a unique research fellowship opportunity.
 - iii. A request for an extended leave of absence must be submitted in writing with supporting documentation and must stipulate the duration of the leave. All requests for an extended leave of absence requires the approval of the COSE and the college dean. If approved, the period of the extended leave of absence will not count toward the maximum duration of the DO program.
 - iv. All requirements for reentry to the DO program as defined elsewhere in this policy will apply on return from an extended leave of absence. When a student returns from an extended leave of absence, they may be required to participate in assessment of their knowledge and/or clinical skills and may be required to complete remedial activities if indicated and as defined by the Division of Medical Education.

12. Withdrawal

- a. A student will be designated as having withdrawn from the DO program if they:
 - i. Give written notice that they will not continue in the program.
 - ii. Decline the option to return to the program following a leave of absence.
 - iii. Decline the option to return to the program following an "academic extension."
 - iv. Fail to communicate their intent to return to the program within one (1) semester prior to the anticipated return.
 - v. Fail to appear before the COSE or subcommittee of the COSE when directed without due cause for their absence.

13. Reinstatement

- a. Following withdrawal, a student will be given an opportunity to seek reinstatement by petitioning the COSE through the College Office of Enrollment Services and Student Records within one (1) year of withdrawal from the College.
- b. Following dismissal from the DO program, a student may invoke their right to appeal as defined in the Medical Student Rights and Responsibilities policy.

- i. If on appeal the dismissal is not upheld, the student will appear before the COSE to determine terms for reinstatement to the program, including whether any course work must be repeated or remediated, and whether any additional assessments of clinical skills are necessary.

14. Review and Revisions to the Policy

- a. The COSE will be responsible for reviewing this policy on an annual basis.
- b. If any revisions to this policy are recommended by the COSE, the revised policy will be presented to the Faculty Assembly of the College. The date of approval by the Faculty Assembly and the effective date of the policy will be noted.

This Revision was approved by the Committee on Student Evaluation on January 23, 2023 and by the Faculty Assembly of MSUCOM on March 22, 2023.

APPENDIX 4

ACADEMIC HEARING PROCEDURES

The *Academic Freedom for Students at Michigan State University (AFR)* and the *Medical Student Rights and Responsibilities (MSRR)* documents establish the rights and responsibilities of Michigan State University College of Osteopathic Medicine (MSUCOM) graduate-professional students and prescribe procedures for resolving allegations of violations of those rights through formal hearings. In accordance with the AFR and the MSRR, MSUCOM has established the following hearing procedures for adjudicating academic grievances and complaints (see AFR Article 6 and 7; MSRR Article 5).

I. Jurisdiction of the MSUCOM Hearing Committee for Medical Student Rights and Responsibilities

- a. The MSUCOM Hearing Committee for Medical Student Rights and Responsibilities, herein known as the MSUCOM Hearing Committee, serves as:
 1. The initial hearing committee for grievances filed by an osteopathic medical student against a faculty, academic staff, or support staff member of the university community (see MSRR 5.1).
 2. The initial hearing committee for complaints filed by a member of the university community against an osteopathic medical student (see MSRR 5.2).
 3. The initial hearing committee for cases in which the MSUCOM dean concurs with a request by the chairperson of a department to waive jurisdiction for hearings involving osteopathic medical students.
 4. The appellate hearing committee for hearings initiated at a department level involving osteopathic medical students.

II. Composition of the MSUCOM Hearing Committee

- a. The MSUCOM Hearing Committee shall be composed of faculty members and students described in the Bylaws of the Michigan State University College of Osteopathic Medicine.

III. Referral to MSUCOM Hearing Committee

- a. After receiving a signed written statement (see MSRR 5.3) for a hearing per Section I (I.A.1 to I.A.4) above and in situations where an administrative resolution is not possible (see MSRR 5.4), the senior associate dean for student services shall forward the written hearing request to the chairperson of the MSUCOM Hearing Committee within five class days (see MSRR 5.4.4).
- b. The chairperson of the MSUCOM Hearing Committee may elect to accept the request, in full or in part, and proceed to schedule a hearing or may invite the parties to meet with members of the committee to attempt to resolve the matter informally. Otherwise, the committee shall meet in a timely manner according to procedures specified in the following section of this document and in MSRR 5.5 and 5.6. The committee will review the hearing request in accordance with MSRR 5.5.3.1. After considering all submitted information, the MSUCOM Hearing Committee, acting as either the initial hearing committee or as the appellate committee, may:
 1. Accept the request, in full or in part, and proceed with the hearing.
 2. Reject the request and provide a written explanation.
 3. Invite all parties to meet with the MSUCOM Hearing Committee in an informal discussion to try to resolve the matter. Such discussion does not preclude a later hearing.

IV. Hearing Procedures

- a. Hearing Procedures shall be conducted in accordance with MSRR 5.5.
- b. General Procedures
 1. The chairperson of the MSUCOM Hearing Committee shall convene the hearing at the designated time, date and place. The chairperson will ensure that a collegial atmosphere prevails. During the hearing, each party shall have an opportunity to make an opening statement, present evidence, question witnesses, ask questions of the opposing party, and present a closing statement.
 2. To protect the confidentiality of the hearing's information, attendance at the hearing shall be limited to the parties involved, witnesses for either party, if any, and the advisor for each party, if any. As described in Section 5.5.14 of the MSRR, advisors, and witnesses shall be limited to members of the MSU community (faculty, staff or students). Permission may be granted to the respondent to be accompanied by an attorney if criminal charges are pending against the respondent regarding the subject matter of the complaint/grievance. If the respondent is charged with a sex offense, the complainant may also have an attorney present. The associate dean for student services may attend the hearing as a resource for the committee on matters of protocol.
 3. Witnesses called by either party may be excluded from the proceedings except when testifying. Witnesses must confine their testimony to their own independent recollection and may not speak for others.
 4. The advisor may be present throughout the hearing but has no voice in the hearing unless permission to participate is granted by the chairperson of MSUCOM Hearing Committee (see MSRR 5.5.14).
 5. To ensure orderly hearing and questioning, the chairperson of the MSUCOM Hearing Committee will recognize individuals before they speak. All parties have the right to speak without interruption. Each party has the right to question the other party and to rebut any oral or written statements submitted to the MSUCOM Hearing Committee. If necessary, the chairperson of the MSUCOM Hearing Committee reserves the right to enforce time limits on each party to present its cases and to extend equal time to each party.
- c. The hearing will proceed as follows:
 1. **Introductory remarks by the chairperson of the MSUCOM Hearing Committee:** The chairperson shall introduce members of the MSUCOM Hearing Committee, the complainant, the respondent, and advisors and witnesses, if any. The chairperson will review the hearing procedures, including time restraints, if any, for presentations by each party and witnesses. The chairperson will explain that the burden of proof rests with the complainant, with the exception of hearings involving allegations of academic dishonesty, in which case the instructor bears the burden of proof, which must be met by a preponderance of the evidence.
 2. **Presentation by the Complainant:** The chairperson recognizes the complainant to present without interruption any statements directly relevant to the complainant's case, including the redress sought. The chairperson then recognizes questions directed at the complainant by the MSUCOM Hearing Committee, the respondent, and the respondent's advisor, if any.
 3. **Presentation by the Complainant's Witnesses:** The chairperson recognizes the complainant's witnesses, if any, to present, without interruption, any statement directly relevant to the complainant's case. The chairperson

then recognizes questions directed at the witnesses by the MSUCOM Hearing Committee, the respondent, and the respondent's advisor, if any.

4. **Presentation by the Respondent:**

The chairperson recognizes the respondent to present without interruption any statements relevant to the respondent's case. The chairperson then recognizes questions directed at the respondent by the MSUCOM Hearing Committee, the complainant, and the complainant's advisor, if any.

5. **Presentation by the Respondent's Witnesses:**

The chairperson recognizes the respondent's witnesses, if any, to present, without interruption, any statement relevant to the respondent's case. The chairperson then recognizes questions directed at the witnesses by the MSUCOM Hearing Committee, the complainant, and the complainant's advisor, if any.

6. **Rebuttal and Closing Statement by Complainant:**

The complainant refutes statements by the respondent, the respondent's witnesses, and advisor, if any, and presents a final summary statement.

7. **Rebuttal and Closing Statement by Respondent:**

The respondent refutes statements by the complainant, the complainant's witnesses, and advisor, if any, and presents a final summary statement.

8. **Final Questions by the MSUCOM Hearing Committee:**

The MSUCOM Hearing Committee asks questions of any of the participants in the hearing.

V. Post-Hearing Procedures

a. Deliberation

1. After all evidence has been presented, with full opportunity for clarification, questions, and rebuttal, the chairperson of the MSUCOM Hearing Committee shall excuse all parties to the hearing and convene the MSUCOM Hearing Committee to determine its findings in executive session. When possible, deliberations should take place directly following the hearing.

b. Decision

1. In academic grievance (non-disciplinary) hearings in which the MSUCOM Hearing Committee serves as either the initial hearing body or the appellate hearing body and, based on a preponderance of the evidence, a majority of the Committee finds that a violation of the student's academic rights has occurred, and that redress is possible, it shall determine the appropriate redress and direct its decision to the dean for implementation. If the MSUCOM Hearing Committee finds that no violation of academic rights has occurred, it shall inform the dean (see MSRR 5.5.16).
2. In complaint (non-disciplinary) hearings in which the MSUCOM Hearing Committee serves as the initial hearing body to adjudicate an allegation of violation of the MSRR document, academic dishonesty, violation of professional standards, or falsification of admission or academic records, and, based on a preponderance of the evidence, the committee finds for the student, the committee shall determine what redress should be implemented and direct its decision to the dean. Such redress may include removal of the penalty grade or sanction and removal of any written record of the allegation from the student's records, as well as a good faith judgment of the student's standing or performance in the college or course. If the committee finds a claim against the student, the penalty grade or sanction shall stand and the complaint regarding the allegation will remain in the student's file. (See MSRR 5.1.16)
3. In complaint (non-disciplinary) hearings in which the MSUCOM Hearing Committee serves as the appellate hearing body, the committee may affirm, reverse, or modify the decision

of the department hearing body. It may also direct the department hearing body to rehear the original complaint.

4. In disciplinary hearings involving academic or professional misconduct in which the MSUCOM Hearing Committee serves as the initial hearing body, and based on a preponderance of the evidence, finds that disciplinary action in addition to, or other than, a penalty grade and/or sanction is warranted, it may impose one of the following sanctions (see MSRR 5.7).
 - a. Warning.
 - b. Probation.
 - c. Suspension. Suspensions must be approved by the dean. If the dean does not approve the suspension, they may direct another sanction, normally in consultation with the committee.
 - d. Dismissal. Dismissals must be approved by both the dean and the provost. If the dismissal is not approved, the dean and provost may direct another sanction, normally in consultation with the committee.
 - e. Other disciplinary action deemed appropriate to a specific case. If the committee recommends that no sanctions in addition to, or other than a penalty grade and/or sanction are warranted, the chairperson of the committee shall so inform the dean. (See MSRR 5.5.1.6)

c. Written Report

1. The chairperson of the MSUCOM Hearing Committee shall prepare a written report of the committee's findings, including recommended redress or sanctions for the complainant, if applicable. The report must include the rationale for the decision and the major elements of evidence, or lack thereof, which support the decision of the committee (see MSRR 5.5.16 and MSRR 5.7).
2. The report should inform the parties of the right to appeal within 14 class days following notice of the decision (see MSRR 5.8.5).
3. The chairperson of the MSUCOM Hearing Committee shall forward copies of the committee's report to the parties involved, the dean of the college, the university ombudsman, and the senior associate dean for student services (see MSRR 5.5.16).
4. All recipients must respect the confidentiality of the report and of the MSUCOM Hearing Committee's deliberations resulting in a decision.

VI. Appeal of Department Hearing Committee Decision

- a. The decision of a department hearing body may be appealed by either party to the MSUCOM Hearing Committee (see MSRR 5.8).
 1. Appeals of grievances will be confined to allegations regarding procedural violations. Evidence presented to the committee or otherwise pertaining to the substance of the grievance will not be reheard.
 2. Medical students may appeal decisions arising from complaints on either substantive or procedural grounds. When reviewing substantive matters, the committee will normally restrict itself to considering whether there were sufficient grounds for the decision made by the lower hearing body and/or whether the sanction imposed was appropriate to the nature and seriousness of the violation (see MSRR 5.8.1.3).
- b. Upon receipt of a timely appeal, the chairperson of the MSUCOM Hearing Committee shall forward a copy of the appeal to the other party and invite a written response. After considering the appeal and response, the committee may:
 1. Decide that the appeal is without merit, and the decision of the department hearing committee shall stand.

2. Direct the department hearing committee to rehear the case or to reconsider or clarify its decision.
3. Decide that sufficient reasons exist for an appeal and schedule an appeal hearing in a timely manner.

VII. Appeal of MSUCOM Hearing Committee Decision

- a. Either party may appeal the decision of the MSUCOM Hearing Committee to the University Graduate-Professional Judiciary (UGPJ) in cases involving (1) Grievances or (2) Complaints. (See MSRR 5.8.1)
- b. All appeals must be in writing, signed, and submitted to the Dean of the Graduate School within 14 class days following notification of the MSUCOM Hearing Committee's decision. While under appeal, the original decision of the committee will be held in abeyance. (See MSRR 5.8.5).
- c. A request for an appeal of a MSUCOM Hearing Committee decision to the UGPJ must cite the specific applicable procedure(s) the initial MSUCOM Hearing Committee allegedly failed to follow (grievances and complaints) or allege that findings of the MSUCOM Hearing Committee were not supported by the preponderance of the evidence (complaints). The request must state the alleged defects in sufficient detail to justify a hearing and also must include the redress sought. The presentation of new evidence normally will be inappropriate. (See MSRR 5.8.1.2 and 5.8.1.3)

VIII. Reconsideration

If new evidence should arise, either party to a hearing may request the MSUCOM Hearing Committee to reconsider the case within 30 days upon receipt of the hearing outcome. The written request for reconsideration is to be sent to the chairperson of the MSUCOM Hearing Committee, who shall promptly convene the committee to review the new material and render a decision as to whether a new hearing is warranted (see MSRR 5.5.17).

IX. File Copy

- a. The dean of the college shall file a copy of these procedures with the Office of the Ombudsperson and The Graduate School.

Approved by the MSU Ombudsperson Approved by College of Osteopathic Medicine Faculty 10/26/2012

APPENDIX 5**SAFETY AND SECURITY INFORMATION**

East Lansing—Fee Hall

IN THE EVENT OF ANY EMERGENCY, CALL MSU POLICE AT 911

CAMPUS OVERVIEW: For printable and interactive campus maps of Michigan State University, go to: maps.msu.edu/

BUILDING ACCESS TO FEE HALL: MSUCOM-East Lansing students have badge access to Fee Hall after usual business hours. Student study areas are open and available to students at any time. Rooms for special events or student organization meetings can be reserved by contacting Ms. Beth Courey or Ms. Jennifer Miller in the Student Organization office.

EMERGENCY INFORMATION: Color-coded Emergency Guideline charts are posted throughout the facility.

MSU POLICE: Call 911 for emergencies on campus. To contact MSU Police for non-emergency situations, visit their website at police.msu.edu, call 517-355-2221, or email info@police.msu.edu.

EMERGENCIES are defined as including:

- a. Fires.
- b. Tornado Warnings.
- c. Explosions.
- d. Active Violence Incidents.
- e. Life safety issues.
- f. Serious injuries.
- g. Crime in progress.
- h. Bomb threats.
- i. Hazardous material release emergency.

For fires and most emergencies that require the quick evacuation of the building, use the fire evacuation pull-station alarms located throughout the building. Assist those who may need help exiting the building or moving to safety.

INJURIES ON CAMPUS: For injuries that require medical attention, medical treatment can be sought at any local hospital emergency room via private car, or by calling 911 for ambulance transport. Students may visit Olin Health Center for routine medical issues. More information is available online at olin.msu.edu/.

GROSS ANATOMY LAB SAFETY: The Gross Anatomy Lab (GAL) has eye-wash stations and a first aid kit. Contact an anatomy lab instructor or blue coat if injuries occur. Safety information is posted in the GAL. If there is damage to any anatomic specimens, notify laboratory staff.

EMERGENCY ALERTS: Students, faculty, and staff are encouraged to sign up for text message alerts from MSU. Messages regarding inclement weather or security issues can be received via texts, emails, or both. To sign up, go to alert.msu.edu/

MICHIGAN STATE UNIVERSITY		EMERGENCY GUIDELINES		S
Fire Guidelines	Weather Warnings	Active Violence	Hazardous Materials	
<p>1. Pull the alarm and call 9-1-1.</p>	<p>If a weather warning is issued or severe or threatening weather approaches move to a safe shelter area.</p>	<p>1. If the incident is occurring near you, secure in place in a safe space where you are.</p>	<p>Exit the building if advised by Emergency Personnel and seek a safe rally site upwind of the building.</p>	
<p>2. Evacuate the building utilizing the nearest safe exit.</p>	<p>Notification is through:</p> <p>1. Outdoor Warning Sirens or ConnectEd messaging.</p>	<p>2. If you can leave, evacuate immediately, call 9-1-1 if you have information about the incident. Otherwise:</p>	<p>SHELTERING IN PLACE:</p>	
<p>3. Meet at the building's designated rally site: Law School Building (north) Entrance.</p>	<p>2. Local TV or Radio.</p>	<p>RUN – Plan an escape route, leave belongings behind, when safe call 911.</p>	<p>1. Close and seal all doors and windows.</p>	
<p>4. Follow the instructions of Emergency Action Team Coordinators, Police, Fire/EMS personnel.</p>	<p>3. Inside buildings: a public address system, or the Emergency Action Teams.</p>	<p>HIDE – Locate an interior room – lock door, block with furniture, turn off lights, silence devices, avoid windows and doors.</p>	<p>2. Shut off any room air sources (vents, air conditioners, etc.).</p>	
<p>Persons with Disabilities: Assist in relocating the person to the nearest safe fire rated stairwell and Inform the nearest emergency responder of their location.</p>	<p>WEATHER SHELTERS: Indicated on evacuation maps highlighted in yellow. Seek an area away from windows, in hallways, or the basement of the building.</p>	<p>FIGHT – If in imminent danger - act aggressively, yell loudly, throw/use objects as weapons to incapacitate attacker.</p>	<p>3. Remain sheltered in place until advised by emergency personnel it is safe to exit and be prepared to move to a different safe area or evacuate if advised.</p>	

Revised 7/22/13

APPENDIX 6

SAFETY AND SECURITY INFORMATION

Macomb University Center Site

IN THE EVENT OF ANY EMERGENCY, CALL MACOMB CAMPUS POLICE AT EXT. 2123 OR 911 FROM ANY CAMPUS WALL PHONE.

CAMPUS OVERVIEW: The Macomb University Center (UC) consists of four connected buildings. The UC is shared by many college and university programs, and community groups. MSUCOM utilizes all of UC-4 and specific classrooms in UC-3 on a regular basis. Some special events may be held in UC-1, which includes two auditoriums and a large meeting hall.

BUILDING ACCESS TO UC-4: MSUCOM-Macomb students may use their activated MSU ID badge to access UC-4 24 hours a day, seven days a week at the west entrance. The badge will also permit access to the student lounge, locker room, anatomy hallway, and OMM/Histology/LRC hallway.

BUILDING ACCESS TO UC-1, UC-2, AND UC-3: UC Buildings 1, 2, and 3 are open Monday through Thursday from 6:00 a.m. to 10:00 p.m., Friday from 6:00 a.m. to 6:00 p.m., and Saturday from 7:00 a.m. to 4:30 p.m. These buildings may be open later for evening classes and are closed on Sunday and holidays. MSUCOM students may utilize any open classrooms in UC-3 on the first or second floor, as well as the UC-3 Atrium, at any time. Students should leave classrooms as they find them (move furniture back, clean up trash, clean off whiteboards). In general, MSUCOM utilizes UC-1 only for scheduled events and does not utilize UC-2.

PREVENTING UNAUTHORIZED ACCESS: To promote the security of the facilities, students may not prop open any doors.

EMERGENCY INFORMATION: Color-coded Emergency Guideline charts are posted in all classrooms and throughout the facility.

MCC CAMPUS POLICE: Campus police can be called from any campus wall phone. For emergencies, dialing 911 will put you directly through to MCC Police dispatch. For non-emergencies, dial 2123 from any wall phone (e.g., to request a campus police escort to your vehicle). From a cell phone, dial (586) 263-2123 to reach MCC Police. Blue emergency phones are located in the parking lots and near the west entrance to UC-4.

Dialing 911 from a cell phone will connect you to Clinton Township Police.

INJURIES ON CAMPUS: For injuries that require medical attention, medical treatment can be sought at any local hospital emergency room via private car or, for ambulance transport, by dialing 911 or MCC campus police at extension 2123. The closest medical facility for MSUCOM- Macomb staff and students is the emergency room at Henry Ford Macomb Hospital. Please note, you may be responsible for medical expenses incurred.

GROSS ANATOMY LAB SAFETY: The Gross Anatomy Lab (GAL) has two eye-wash stations and a first aid kit. Contact an anatomy lab instructor or blue coat if injuries occur. Safety information is posted in the GAL.

DAMAGE TO ANATOMY LAB SPECIMENS: During normal business hours, please notify lab or administrative personnel. If an incident occurs after hours, please contact Lindsay Rhadigan at 810-278-6766 and leave a note under the lab office door with the following information: your name, donor number, description of incident, damage to cadaver noted, and date and time of incident.

WALL PHONE SYSTEM: The wall phones located in every classroom and other rooms at MSUCOM-Macomb also serve to display emergency messages. Training will be provided to MSUCOM-Macomb students at orientation.

CAMPUS CLOSURES: On occasions, such as during severe weather, Macomb Community College may cancel classes or close the campus. *Please note that decisions about closing MSUCOM-Macomb will be made separately. MSUCOM classes and events may proceed as scheduled even if other facilities at MCC are closed. You will receive email messages to let you know if MSUCOM-Macomb classes or events are cancelled.*

EMERGENCY ALERTS: Students, faculty, and staff are encouraged to sign up for text message alerts from MCC. Messages regarding inclement weather or security issues can be received via texts, emails, or both. To sign up, go to asp.schoolmessenger.com/macomb/subscriber/.

BUILDING SECURITY ALERTS: In the event of an intruder or other security situation, MCC Police may issue a lock-down alert. Students, faculty, and staff should close and lock doors and shelter-in-place until an all-clear message is given.

SEVERE WEATHER SHELTER AREAS: Look for posted shelter areas on the first floor in UC-4 (GAL and hallway restrooms) and UC-3 (restrooms).

FIRE: Call 911 from any campus wall phone. Fire alarms are also located throughout the building. If an evacuation is ordered due to fire or other issues, the MSUCOM- Macomb gathering point is on the grass by the dumpster, beyond the circle drive. Please do not stand in roadways or parking areas, and do not re-enter the building until an "all clear" is given.

NON-EMERGENCY ISSUES (i.e., THEFT, SUSPICIOUS PERSON, ETC): Contact MCC Police at extension 2123.

APPENDIX 7

SAFETY AND SECURITY INFORMATION

Detroit Medical Center Site

IN THE EVENT OF ANY EMERGENCY, CALL DMC SECURITY AT 313-745-7031 or DIAL 911 (connects to Detroit Police Department)

INJURY/ACCIDENTS: A first aid kit is located on the counter in Prosection. Please refer to the First Aid Measures document posted in the lab, as well as in the folder at the lab monitor desk. For injuries that require medical attention, medical treatment can be sought at any local hospital emergency room via private car, or, by dialing 911 or DMC security at 313- 745-7031 for ambulance transport. The preferred medical facility for MSUCOM-DMC staff and students is the emergency room at Harper University Hospital/Detroit Receiving Hospital. Please note, you may be responsible for medical expenses incurred.

DAMAGE TO ANATOMY LAB SPECIMENS: During normal business hours, please notify lab or administrative personnel. If an incident occurs after hours, please contact Lindsay Rhadigan at 810- 278-6766 and leave a note under the lab office door (G036) with the following information: your name, cadaver #, description of incident, damage to cadaver noted, and date and time of incident.

MECHANICAL FAILURES/FLOODING, ETC: If problems with the electrical, plumbing, air circulation or if any other building issues are noted in the gross anatomy lab area:

- During normal business hours, notify lab or administrative personnel.
- During off hours, please contact DMC Security at 313-745-7031 or by using the direct dial phone in the coat room.

FIRE: Call 911 or DMC Security at 313-745-7031, or by using the direct-dial phone in the coat room. A fire alarm is located in the lab at the north door. There are fire extinguishers located at both main doors of the lab.

NON-EMERGENCY ISSUES (i.e., THEFT, SUSPICIOUS PERSON, ETC): Individual(s) may contact DMC Security at 313-745-7031, or by using the direct-dial phone in the coat room.

FOR ADVICE, INFORMATION AND EMERGENCIES: Contact (in the following order) Ebony Howard at 248-732-8470; Dr. Deb at 909-226-0619; Lindsay Rhadigan at 810-278-6766.

EMERGENCY NOTIFICATIONS

1. Dial "911" or 118 from a DMC phone to call a DMC code.
2. Notify lobby security desk at 313-745-7031 or 111 from a DMC phone.
3. Notify Environment of Care at 313-966-8640, pager 313-803-1837
4. Notify Real Estate Services at 313-966-2200, if time permits.

EMERGENCY CODES

CODE RED – FIRE	CODE PURPLE – CHILD ABDUCTION	CODE PINK – INFANT ABDUCTION (<1 year old)
CODE BLACK – SEVERE WEATHER	CODE WHITE – PEDIATRIC MEDICAL EMERGENCY	CODE BROWN – NEONATAL MEDICAL EMERGENCY
CODE BLUE – ADULT MEDICAL EMERGENCY	CODE SILVER – PERSON with WEAPON/HOSTAGE	CODE GRAY – COMBATIVE PERSON
CODE YELLOW – BOMB THREAT	CODE ORANGE – HAZARDOUS MATERIAL SPILL/RELEASE	CODE VIOLET – RADIATION INCIDENT

CODE TRIAGE INTERNAL – INTERNAL DISASTER	CODE TRIAGE EXTERNAL – EXTERNAL DISASTER	CODE EVAC – EVACUATION of PATIENTS REQUIRED	UTILITY ALERT
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FIRE SAFETY

Fire or smoke emergencies are designated as “Code Red” emergencies. The building is equipped with fire alarm pull boxes and portable fire extinguishers in every public corridor on every floor. Flashing strobe lights and alarm horns will alert buildings occupants of a fire or smoke emergency. Activation of ceiling smoke detectors, the fire sprinkler system, or pull alarm boxes will initiate the fire alarm system. An overhead page will be given, indicating the location of the emergency and evacuation directions. Upon hearing the fire alarm or seeing the strobe lights flashing, all tenants shall prepare to evacuate the building. **Do not use the elevator when evacuating the building.**

All tenants should be able to locate the following items:

1. The Evacuation diagram in the corridor.
2. Location of portable fire extinguisher.
3. Location of fire alarm pull boxes.
4. Two exit routes out of your assigned area.

It is recommended that each tenant post a fire safety evacuation route map inside your office area to alert patients and staff of the exit routes out of the office area.

FIRE DRILLS

Fire drills are conducted at least every 12 months. All tenants are encouraged to participate in the drills. Tenants who

participate in the drills will be given a copy of the drill evaluation forms. An employer is required to assure that employees are informed of emergency escape procedures and emergency routes to approved means of egress and designate a number of persons to assist in the safe and orderly emergency evacuation per MIOSHA Part 6 Rule 608.

REPORTING A FIRE

If fire or smoke is present, tenants shall respond using RACE and PASS steps below.

The **RACE** acronym can be used to help your staff remember the steps in responding to fire/smoke.

Rescue: Rescue anyone in immediate danger.

Alarm: Pull the fire alarm box and call 118 or 745-7031 and provide the following information on the situation:

1. Exact location of the fire.
2. Name of caller.
3. What caused the fire or smoke, if known?
4. Current status of the situation.

Confine: Confine the fire by closing all doors in the department where the code red event is located.

Extinguish/ Evacuate: Attempt to extinguish the fire only if trained to do so using the PASS steps below. If not trained or for a large fire/smoke event, do not attempt to extinguish, and evacuate the building instead.

The **PASS** acronym can be used to help your staff remember the steps in extinguishing a fire.

Pull: Pull the pin.

Aim: Aim nozzle at the base of the fire.

Squeeze: Squeeze the handle.

Sweep: Sweep nozzle from side to side at base of fire.

After RACE and PASS steps have been performed, all occupants shall evacuate the building until the fire department declares it is safe to re-enter.

ELEVATOR EMERGENCIES

Should an elevator stop between floors or if the doors fail to open, use the telephone located in the elevator to call for assistance and push the alarm button located on the elevator panel.

1. STAY CALM. The emergency crew will be immediately dispatched. You may remain on the telephone and stay in constant contact with the operator if you wish.
2. Do not attempt to pry open the doors. Wait for assistance.
3. Do not exit the elevator when between floors no matter how slight the distance in floor level. Wait for assistance.

EXITS/EVACUATION PLANS

Exits to the stairwells are located on the ends of each corridor of each floor. Evacuation plans are located near the elevator and stairwells on each floor. Take a moment now to locate the nearest exit to your suite for emergency use. Provide this information to your staff. It is recommended that you provide an evacuation floor plan and display it on a prominent wall within your suite. Do not wait for an emergency! Elevators are not to be used at any time for emergency exiting.

TENANT ALARMS

Tenants are to contact the Real Estate Office if they have an alarm system equipped within their suite.

EMERGENCY CONTACT INFORMATION

Emergency contact information must be provided to Property Management. Contact Real Estate Services for any changes to your emergency contact information.

If you have not submitted an "Emergency Contact" form, please fill out the attached and return to DMC Real Estate Services at 4707 St. Antoine Blvd., Suite C526, Detroit, Michigan 48201, or fax to 313-966- 2220. All information will be kept confidential.

Emergency contact information of DMC or other external agencies must be posted in a readily accessible location.

During orientation, you will receive a Detroit Medical Center *Emergency Codes and Employees Response* poster outlining the various Codes used throughout the DMC facilities and the description, initial response, secondary response, and follow up actions for each code. Post this in an easily accessible area as a reference for employees.

EMERGENCY ACTION PLANS

Emergency Action Plans are required by federal and state regulations. Ensure you have plans documented and your employees are trained on the following areas:

1. Emergency notification system: how your staff is notified of an emergency.
2. Roles and Responsibilities: outline your staff's roles and responsibilities in the event of an emergency. Roles and responsibilities include equipment shut down; assisting patients, family members, and vendors; accountability of staff, patients, and visitors; communications with internal and external agencies; and medical gas shut off procedures.
3. Identification of egress routes, exits, and primary and secondary rendezvous points for accountability.
4. Accountability reporting to emergency response agencies.
5. Recovery procedures from emergency events to normal operations.

<p>CLASSROOM EMERGENCY GUIDELINES</p>	<p>BUILDING NAME: OLD HUTZEL BUILDING ADDRESS: 4707 ST. ANTOINE, GROUND FLOOR</p>
<p>FOR ALL EMERGENCIES CALL 9-1-1</p>	
<p style="text-align: right;">1</p> <p>IF YOU ARE A VICTIM OF A CRIME OR A WITNESS TO ONE, OR IF YOU NEED TO REPORT A FIRE, MEDICAL OR OTHER EMERGENCY, DIAL 9-1-1. ALSO CALL THE BUILDING SECURITY DESK AT 313-745-7031 OR DMC POLICE AT 313-745-3325. YOU CAN ALSO CALL WSU POLICE AT 313-577-2222. CRIMINAL ACTIVITY THAT REPRESENTS THREAT TO STUDENTS, EMPLOYEES OR CAMPUS VISITORS SHOULD BE REPORTED IMMEDIATELY TO THE DETROIT POLICE AT 313-267-4600.</p>	
<p>ACTIVE SHOOTER SITUATION (PERSONS CAUSING VIOLENCE, PERSONS WITH WEAPON) BUILDING PUBLIC ADDRESS CODES: CODE SILVER – GUN OR HOSTAGE SITUATION CODE GRAY – COMBATIVE PERSON</p>	
<p style="text-align: right;">2</p> <p>IF THE INCIDENT IS OCCURRING NEAR YOU AND YOU CANNOT SAFELY ESCAPE, SECURE IN PLACE IN A SAFE SPACE WHERE YOU ARE. SILENCE PHONES, REMAIN QUIET, AND ATTEMPT TO NOTE THE OFFENDER'S ACTIONS.</p> <p>2. IF YOU CAN LEAVE, EVACUATE IMMEDIATELY, CALL 9-1-1 TO REPORT THE INCIDENT, OTHERWISE:</p> <ul style="list-style-type: none"> • RUN – PLAN AN ESCAPE ROUTE, LEAVE BELONGINGS BEHIND, WHEN SAFE CALL 9-1-1 • HIDE – LOCATE AN INTERIOR ROOM – LOCK DOOR, BLOCK WITH FURNITURE, TURN OFF LIGHTS, SILENCE DEVICES, AVOID WINDOWS & DOORS • FIGHT – IF IN IMMEDIATE DANGER – ACT AGGRESSIVELY, YELL LOUDLY, THROW/USE OBJECTS AS WEAPONS TO INCAPACITATE ATTACKER 	
<p>SECURE IN PLACE (ACTIVE VIOLENCE INCIDENTS, IMMEDIATE THREATS) BUILDING PUBLIC ADDRESS CODES: CODE SILVER – GUN OR HOSTAGE SITUATION CODE GRAY – COMBATIVE PERSON</p>	
<p style="text-align: right;">3</p> <ul style="list-style-type: none"> • SEEK AREAS OF REFUGE THAT ARE SAFE, DEPENDING ON THE EMERGENCY ENCOUNTERED • CLOSE DOORS AND WINDOWS IN YOUR SAFE AREA; SECURE THE ROOM IF YOU CAN DO SO • YOU MAY MAINTAIN CELLULAR DEVICES IN A SILENT MODE IN ORDER TO RECEIVE EMERGENCY SMS TEXT, PHONE OR EMAIL MESSAGES FROM THE UNIVERSITY, BUT BE QUIET • DO NOT LET OTHERS INTO YOUR SAFE AREA ONCE SECURED • STAY IN SHELTER LOCATION UNTIL ALL-CLEAR SIGNAL IS GIVEN BY EMERGENCY PERSONNEL VIA ALERT AND NOTIFICATION SYSTEMS. 	
<p>EVACUATION GUIDELINES (FOR FIRE OR OTHER INTERIOR HAZARDS) BUILDING PUBLIC ADDRESS CODES: CODE RED – FIRE CODE YELLOW – BOMB THREAT</p>	
<p style="text-align: right;">4</p> <p>1. LEAVE THE BUILDING AND CALL 9-1-1 WHEN SAFE 2. FOLLOW THE DIRECTIONS OF EMERGENCY ACTION TEAM MEMBERS, POLICE OR FIRE PERSONNEL</p> <p style="text-align: center;">GUIDELINES FOR PERSONS WITH DISABILITIES</p> <ol style="list-style-type: none"> 1. ASSIST TO THE NEAREST / SAFE STAIRWAY 2. INFORM THE NEAREST POLICE OR FIRE PERSONNEL OF THEIR LOCATION FOR ASSISTANCE 3. DO NOT USE THE ELEVATOR <p style="text-align: center;">DEAF / HEARING-IMPAIRED INDIVIDUALS MAY NOT REALIZE THE EVACUATION ALARM IS SOUNDING AND MAY REQUIRE ALERTING AND GUIDANCE TO THE EXIT AND FRONT LOBBY</p>	
<p>SEEKING SHELTER GUIDELINES (FOR TORNADO OR OTHER EXTERIOR HAZARDS) BUILDING PUBLIC ADDRESS CODES: CODE BLACK – SEVERE WEATHER</p>	
<p style="text-align: right;">5</p> <p>1. IF A TORNADO WARNING IS ISSUED OR IF THREATENING WEATHER APPROACHES, YOU <u>SHOULD SEEK SHELTER IN A STURDY STRUCTURE IMMEDIATELY</u></p> <p>2. AVOID WINDOWS AND EXPOSED STAIRCASES 3. AVOID LARGE ROOFS AND CEILING AREAS 4. IF YOU ARE CAUGHT OUTSIDE SEEK SHELTER IN A PARKING STRUCTURE, BUILDING OR FIND A LOW-LYING AREA TO HIDE IN 5. STAY IN SHELTER UNTIL GIVEN THE ALL CLEAR</p> <ul style="list-style-type: none"> • TORNADO WARNINGS CAN BE DETERMINED BY THE FOLLOWING SIGNALS: WEATHER SIRENS, LOCAL TV/RADIO, ALERT NOTIFICATIONS AND OR/PERSONAL NOTIFICATION • TORNADO SHELTERS ARE INDICATED ON EMERGENCY EVACUATION MAPS POSTED THROUGHOUT THE BUILDING NEAR ENTRANCES 	
<p>HAZARDOUS MATERIAL LEAKS OR SPILLS (CHEMICAL SPILLS, GAS LEAKS, ETC.) BUILDING PUBLIC ADDRESS CODES: CODE ORANGE – HAZARDOUS MATERIAL/CHEMICAL SPILL UTILITY ALERT – ELECTRICAL, GAS OR WATER SITUATION</p>	
<p>6</p>	

IF THE EMERGENCY REQUIRES YOU TO EVACUATE THE BUILDING: <ol style="list-style-type: none">1. LEAVE THE BUILDING2. FOLLOW THE DIRECTIONS OF THE EMERGENCY ACTION TEAM MEMBER, POLICE OR FIRE PERSONNEL	IF THE EMERGENCY REQUIRES YOU TO SEEK SHELTER THE BUILDING: <ol style="list-style-type: none">1. CLOSE ALL DOORS AND WINDOWS2. SHUT OFF FANS AND AIRCONDITIONERS3. REMAIN IN THE BUILDING UNTIL ADVISED OF FURTHER ACTION BE PREPARED TO MOVE TO A SAFE AREA OF THE BUILDING OR TO EVACUATED THE BUILDING AS DIRECTED BY RESPONDERS
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APPENDIX 8 STUDENT PROFESSIONALISM POLICY

Attestation

At the conclusion of this document, you will be asked to sign your name to indicate not only that you have read and understood this document, but also that you agree to be held accountable to the outlined professionalism principles during your tenure at MSUCOM.

MSUCOM takes the attestation process as seriously as it takes developing new physicians because the two are one in the same. If you sign this attestation and then violate it, the defense that you didn't understand or take seriously what you were signing will itself reflect poorly on you and may be communicated in your MSPE (for DO students) or in future letters of recommendation (for PA students). Training to become a future healthcare provider is not just about how you perform academically, but also about the personal and professional identity that you shape while you are here. If there are items in this attestation that are unclear to you or that you do not feel you have the fortitude to abide by at this time, please reach out before signing it.

Preamble

In medicine, one of the most important qualities you have is your credibility. The trustworthiness of your name will be what earns the faith of your patients and medical colleagues. You begin building your professional identity as soon as you enter medical school, and every decision you make from that time on plays a role in your future self. It is our hope that you act with a strong moral and ethical compass, of which includes being held accountable for your word. Throughout your career you will be asked to attest to medical records, deliver court testimony, and make life-altering decisions – all of which require that your word can be trusted.

All members of the Michigan State University College of Osteopathic Medicine (MSUCOM) community are expected to adhere to the highest standards of professional and ethical behavior. The MSUCOM Technical Standards establish certain behavioral and social attributes, as well as ethical standards and professionalism expectations for all medical students. Students must exercise good judgment and exhibit professionalism, personal accountability, compassion, integrity, concern for others, the ability to accept and apply feedback and to respect boundaries and care for all individuals respectfully regardless of gender identity, age, race, ethnicity, sexual orientation, religion, disability, or any other protected status. Students must understand and function within the legal and ethical framework of the practice of medicine and act morally, commensurate with the role of a physician or PA in all interactions with patients, faculty, staff, fellow students, and the public.

Statement of Professionalism

The goal of the College of Osteopathic Medicine (COM) is to create individual professionals; medical providers who can access and examine critically, a reliable and extensive fund of knowledge and apply it consistently to maximize the clinical benefit of patients. COM students are expected to demonstrate academic professionalism and honesty, and to maintain the highest standards of integrity according to a code of honor that embodies a spirit of mutual trust and intellectual honesty. Michigan State University's Medical Student Rights and Responsibilities (MSRR) document has established that medical students have certain rights and responsibilities and affirmed that students are a party to the social trust shared by all in the university community. COM supports the policies and procedures described in this MSRR document.

COM recognizes that a code of professional behavior cannot encompass all potential issues of conduct that may arise, and that judgments regarding professional behavior are subjective thereby making it impossible to specify all behaviors deemed to be unprofessional. Students are expected to hold themselves and their peers to professional standards of behavior throughout their course of study.

Included among these standards are five fundamental values of academic integrity including honesty, trust, fairness, respect, and personal accountability. Codes of professional conduct as outlined in the MSRR document are provided to COM students at the time of their enrollment in medical or PA school and these principles should be reinforced throughout the curriculum. Students shall also be bound by the precepts of professional behavior contained within the [AOA Code of Ethics](#) or [AAPA Guidelines for Ethical Conduct](#) and the institutions where they complete medical rotations.

Common Ground Framework for Professional Conduct

Professionalism is an important part of training to become successful, well-rounded medical providers for future patients. It is the responsibility of every member of the MSUCOM community to hold each other accountable for achieving professionalism standards. 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.

This framework is built around the acronym **CORE**, representing Collaboration, Opportunity, Responsibility, and Expertise. Each domain encompasses values and examples of how they are demonstrated.

Collaboration: Working together with others

Interactive: Interact effectively and respectfully with people you encounter; demonstrate honesty, genuineness, humility, and compassion.

Dynamics and communication: Demonstrate respect, civility, and courtesy in communication; communicate effectively with diverse individuals and groups for a variety of purposes using available technologies; employ active listening.

Use of feedback: Identify sources of feedback; deliver and receive effective feedback for initiatives, evaluations and assessments, quality improvements, conflict resolution, and peer review.

Opportunity: Encouraging an environment of mutual support

Shared leadership: Exhibit advocacy for self and others; accept situational leadership as needed, establish mutual support and respect, participate as a support for others regardless of title or position.

Problem solving: Recognize and define problems, analyze data; implement solutions, evaluate outcomes, include the perspectives of others.

Decision making: Fulfill commitments; be accountable for actions and outcomes, discuss and contribute your perspective in group settings, listen to multiple viewpoints prior to making a decision.

Responsibility: Supporting a shared culture of accountability

Effective Use of Time and Resources: Invest time, energy, and material resources efficiently in order to provide effective services; demonstrate integrity and stewardship of resources.

Critical Thinking Skills: Recognize and differentiate facts, illusions, and assumptions; question logically; identify gaps in information and knowledge.

Mindfulness and Self- Care: Actively engage in surrounding circumstances and activities; self- assess, self-correct, and self-direct; identify sources of stress and develop effective coping behaviors.

Expertise: Having relevant skills or knowledge

Core of knowledge: Develop core professional knowledge; apply the knowledge in clinical, academic, and administrative settings.

Technical Skills: Show competency and proficiency in performing tasks that are integral to the scope and practice of your profession. Identify needs and resources for learning; continually seek new knowledge and understanding in your profession.

Background

Michigan State University is a land grant institution with deep roots in agriculture. From those beginnings we have seen the benefits of companion growth, where plants with different strengths and needs are brought together to enrich the soil of their common ground and support each other’s development. The unity of mind, body, and spirit that underlies the field of osteopathic medicine bears out this natural truth in our practice: that health is best supported by successful collaboration of the constitutive elements. Although they may each mature in their own way with their own needs, the students, staff, and faculty of MSUCOM will grow best when they grow together.

Each member of the MSUCOM community is a necessary part of a very significant undertaking: the preparation and delivery of the highest quality of healthcare now and in the future. From our first moments on campus, administration, faculty, students, and staff begin working together in inter-professional teams to accomplish this purpose. Our professional conduct impacts the quality and substance of our working relationships and the quality and climate of our working environment. We are expected to interact with an open and welcoming attitude toward each other and to present ourselves in a manner that inspires trust and confidence.

Integrity requires community members to maintain professional standards even when we are not being monitored. We should be conscientious about our work, engaging as active participants in the process of teaching, learning, practicing health care and engaging with each other. Throughout our time here, we are expected to be thoughtful of how our actions reflect on ourselves and the institution. One of the initiatives encouraged by the larger university is “advancing the common good with uncommon will.” As MSUCOM strives to be a community of excellence within the larger university, the establishment of clear and transparent expectations for professional conduct is important. Specific expectations of professional conduct must be well defined and aligned to strategic external professional expectations for our community. The practice of medicine is fundamentally an act of service, and that service should be borne out of a sincere and sympathetic concern for the physical and emotional well-being of those in need. Recognition of the dignity of other humans should be exemplified by all those involved in health care, not only while practicing medicine, but in everyday life. The tenets of osteopathic medicine should help shape our plans and guide our actions. All MSUCOM community members should seek to learn about, and reflect on, life experiences different from their own.

In 2020, members of the Common Ground Professionalism Initiative (CGPI) outlined the ideals and behaviors that students, staff, and faculty should embody as members of the MSUCOM community: [Common Ground Framework and Appendix](#). The Common Ground Framework for Professional Conduct is intended as a set of guiding, foundational principles that underlie professional conduct regardless of whether you are staff, student, or faculty at MSUCOM. This framework is intended to encourage collaborative energy, shared leadership, and restoration of mind, body, and spirit. We hope it will spark discussions and creativity for ways to live these principles at MSUCOM.

Purpose

The purpose of CGPI is to promote and reward excellence in professional behavior, to ensure compliance with policies and procedures addressing professional conduct, and to address conduct that does not align with community norms.

The Spartan Community Clearinghouse (SCC) is a group of faculty, staff, administrators, and students who uphold the values of the Common Ground Framework for Professional Conduct to serve as mentors and educate members of MSUCOM about professionalism. Members of the SCC are also invited to provide insight from all perspectives across the college on trends concerning professionalism. The SCC is intended to provide insight and consider multiple perspectives in an informal, collegial manner, with confidentiality and respect for all.

Reporting Professionalism Concerns

Community members who notice a lapse in professionalism of another community member may submit an observation via the CGPI website. It should be noted that submission of an observation does not replace acting in the appropriate manner to either coach the behavior or bring the behavior to the appropriate person's attention. If the professionalism breach of a student is significant enough, it may be reported directly to the Sr. Associate Dean of Student Affairs. If a concern is brought to the CGPI or administration, the student will meet with the appropriate person to discuss the concern and provide coaching. All concerns brought to the CGPI or administration are kept in either student or HR files. If no other professionalism issues occur throughout the student's tenure in medical or PA school, record of the incident will not be recorded in the student's permanent file.

If a student accumulates more than two concerns and/or a pattern of behavior is observed, or exhibits a single behavior that is an egregious professionalism lapse, the Sr. Associate Dean of Student Affairs will require a direct meeting with the student. After meeting with the student, the Sr. Associate Dean may refer medical students to the Committee on Student Evaluation (COSE), or PA students to the Promotion Committee. After careful review, COSE or the Promotion Committee may take actions such as recommending an adjustment to one's academic standing including Academic Probation, Warning, or inclusion of the professionalism concerns in the medical student's Medical Student Performance Evaluation (MSPE)/PA student's future letters of recommendation. Professionalism Remediation may also be required. Recommendation for inclusion in the MSPE is made to the Sr. Associate Dean of Medical Education. Ultimately, the Committee on Student Evaluation or the PA Promotion Committee may recommend to the dean a student be dismissed from MSUCOM for academic and/or professionalism reasons, including failure to demonstrate appropriate ethical or professional behavior.

Online Reporting System

This is a confidential, web-based form for individuals to report both exemplary behaviors and lapses in professionalism to the CGPI. These forms are reviewed by MSUCOM's Sr. Associate Dean of Student Affairs and/or Director of Human Resources, which is triaged based on parties involved. These designees also follow up on each observation filed and document that the concern was addressed as a system of checks and balances to hold everyone in the college accountable. The Sr. Associate Dean of Student Affairs and/or HR also monitor for trends in behavior among faculty, staff, students, or specific work and learning environments (departments, clerkships, etc.) that may require more in-depth evaluation and education. These trends are then brought to the SCC for exploratory and solution-oriented multi-perspective discussion on the 'why' behind trends, and how we can work together to combat negative behaviors and amplify positive behaviors.

Reporting exemplary professional behavior is also valuable and much appreciated. Those exhibiting exemplary

professional behavior may receive a formal letter of acknowledgement from the SCC. The letter is also copied to that person's supervisor or college administrator as appropriate (e.g., for students, the letter would be copied to the Sr. Associate Dean of Student Affairs; for faculty or staff, to their supervisor/department head, etc.).

Below outlines the potential actions of the administration regarding individual MSUCOM students.

Submission Level	Action
First unsatisfactory professionalism concern*	<ul style="list-style-type: none"> • Monitor the behavior as a trend in the college and for the individual(s) • Mandatory coaching provided by a faculty member
Second unsatisfactory professionalism concern*	<ul style="list-style-type: none"> • Monitor the behavior as a trend in the college and for the individual(s) • Mandatory coaching provided by a faculty member or administrator • Add notes to eSAF and/or Student Information System
Third unsatisfactory professionalism concern*	<ul style="list-style-type: none"> • COSE/Promotion Committee referral and review of standing • Detailed comments provided to the individual student’s Medical Student Performance Evaluation (MSPE) if a medical student
Fourth unsatisfactory professionalism concern*	<ul style="list-style-type: none"> • COSE/Promotion Committee referral • Summarize performances trends in MSPE

*If the referral to CGPI is considered egregious (example academic dishonesty), administration may elect immediate COSE referral.

If the lapse in professionalism falls within the parameters of another College or University disciplinary system (e.g., plagiarism; falsification of documents; verbal or physical assault; sexual harassment), the issue will be referred to the associated policy and/or committee (Medical Students Rights and Responsibilities (MSRR), Relationship Violence and Sexual Misconduct (RVSM), Office of Institutional Equity (OIE), etc.).

MEDICAL STUDENTS RIGHTS AND RESPONSIBILITIES

Michigan State University is a community of scholars. The basic purposes of the University are the advancement, dissemination, and application of knowledge. While engaged in these activities, the University seeks to provide an environment conducive to instruction, research, and service.

Each right of an individual places a reciprocal responsibility upon others: the responsibility to permit the individual to exercise the right. The medical student, as a member of the academic community, has both rights and responsibilities. Within that community, the medical student’s most essential right is the right to learn. The University provides for the medical student those privileges, opportunities, and protections which best promote

the learning process in all its aspects. The medical student has responsibilities to other members of the academic community and to patients, clients, and the general public.

Regulations governing the activities and conduct of student groups and individual medical students do not attempt to specify all prohibited and permitted conduct. Rather, they are intended to govern conduct that seriously interferes with the basic purposes and processes of the community or with the rights of members of the community.

The medical student is not only a member of the academic community, but also a citizen of the larger society who retains those rights, protections, and guarantees of fair treatment held by all citizens.

Professionalism Activities

Several ceremonial mechanisms have been established to remind students, staff and faculty of the rewards and obligations of the medical professional. These include the White Coat Ceremony for incoming first year medical and PA students, the Transition Ceremony for third year medical students beginning their clinical rotations and the Hooding Ceremony where new doctors are vested with the traditions and responsibilities of the profession, including a recitation of the Osteopathic oath.

I do hereby affirm my loyalty to the profession I am learning and to the Michigan State University College of Osteopathic Medicine.

I will be mindful always of my great responsibility to acquire the knowledge and skills to preserve the health and the life of my patients, and to employ only those recognized methods of treatment consistent with good judgment and with my skill and ability.

I will be ever vigilant in aiding the general welfare of the community, sustaining its laws and institutions, not engaging in those practices which will in any way bring shame or discredit upon myself or my profession.

I will endeavor to work in accord with my colleagues in a spirit of progressive cooperation.

I will look with respect and esteem upon all those who are teaching me my art.

I will be ever alert to further the application of basic biologic truths to the healing arts and to develop the principles of osteopathy, which were first enunciated by Andrew Taylor Still.

To my college I will be loyal and strive always for its best interests and for the interests of the students who will come after me. In the presence of this gathering, I bind myself to my oath.

Teaching and practicing professionalism include workshops and lectures on the background and significance of professionalism.

The Spartan Spotlight Faculty/Staff Award, given by the students each year to a faculty or staff member who best represents the essence of professionalism in medicine.

The Spartan Spotlight Student Award, given by the college each year to a student who best represents the essence of professionalism in medicine.

Other Reporting Options

Students may report incidents to any course or clerkship director, their student affairs dean, the medical education dean, or another trusted faculty member/MSUCOM administrator. That person, with permission from the student, may complete a professionalism observation form on behalf of students. This is useful even if that person has resolved the issue, as it allows MSUCOM to monitor for similar recurrent behavior as above. Students may also use resources and reporting mechanisms provided by the MSU main campus Dean of Students Office (<https://ossa.msu.edu>)

MSU Ombudsperson

Whether you are a student, faculty member, or staff, the Office of the University Ombudsperson offers a confidential place to discuss both academic and nonacademic concerns including, administrative issues, workplace issues, or any concern that may relate to Michigan State University students. The Office of the University Ombudsperson offers an environment where you can talk with a confidential and impartial resource about a complaint, conflict, or problem.

The Office of the University Ombudsperson also is committed to providing unbiased, fair, and equitable services and support to all members of the Michigan State University community regardless of color, disability, familial status (i.e., having children under 18 in a household, including pregnant women), sexual orientation, gender identity, citizenship status, national origin, race, ethnicity, religion, class, sex, and any other identities the constituent may hold. Please click [here](#) to learn more and to request an appointment.

The Office for Civil Rights and Title IX Education and Compliance

The Office for Civil Rights and Title IX Education and Compliance (OCR) is comprised of the Prevention, Outreach, and Education Department (POE), the Office of Institutional Equity (OIE), the Office of the ADA/Section 504 Coordinator, the Resolution Office, and the Office of Support and Equity. OCR supports the campus community in creating and maintaining a safe environment and a culture of respect through educating all campus community members regarding how to prevent, identify, appropriately respond to, and report discrimination, harassment, stalking, sexual assault, and relationship violence; conducting impartial, fair, supportive, and equitable investigations of complaints under MSU's Relationship Violence and Sexual Misconduct and Title IX Policy (RVSM Policy) and MSU's Anti-Discrimination Policy (ADP); and connecting those impacted by discrimination, harassment, relationship violence, and sexual misconduct with campus and community resources.

Academic Integrity and the Spartan Code of Honor Academic Pledge

Michigan State University affirms the principle that all individuals associated with the academic community have a responsibility for establishing, maintaining, and fostering an understanding and appreciation for academic integrity. Academic integrity is the foundation for university success. Learning how to express original ideas, cite works, work independently, and report results accurately and honestly are skills that carry students beyond their academic career.

Students are encouraged to review the following websites to learn more about academic integrity, student rights and responsibilities, and the Spartan Code of Honor:

Spartan Life Handbook (Student Affairs)

- [University Ombudsperson](#)

- [Medical Students Rights and Responsibilities](#)

The Spartan Code of Honor was adopted by the Associated Students of MSU (ASMSU) March 3, 2016, endorsed by Academic Governance March 22, 2016, and recognized by the provost, president, and Board of Trustees on April 15, 2016.

The Spartan Code of Honor Academic Pledge:

“As a Spartan, I will strive to uphold values of the highest ethical standard. I will practice honesty in my work, foster honesty in my peers, and take pride in knowing that honor in ownership is worth more than grades. I will carry these values beyond my time as a student at Michigan State University, continuing the endeavor to build personal integrity in all that I do.”

Professional Commitment Statement

As a medical student and future osteopathic physician or as a future PA, I have chosen to pursue a profession which requires individual responsibility, integrity, compassion, and a constant awareness of the commitment I have made to myself, to my patients, and to the other members of the teams with whom I work. Exhibiting personal and professional behaviors consistent with a respect for my chosen profession and having pride in my work are central tenets of professionalism which I will strive to incorporate into my daily life. To demonstrate my commitment to these responsibilities while enrolled at MSUCOM, I will:

- Be considerate and respectful of others’ (teachers, peers, patients, residents, and faculty) time, rights, values, religious, ethnic, and socioeconomic backgrounds, lifestyles, opinions, and choices, even when they differ from my own.
- Seek and accept feedback and constructive instruction from teachers, peers, residents, and faculty to continually improve my educational experience, knowledge, and clinical skills.
- Presume goodwill of those with whom I am learning and working.
- Communicate respectfully, verbally, via email, in MSUCOM-oriented group chat platforms, and other MSUCOM-oriented platforms.
- Commit to the highest standards of competence both for myself and for those with whom I work.
- Recognize the importance of life-long learning and commit to maintaining competence throughout my medical career.
- Be mindful of my demeanor, language, and appearance in the classroom, in the presence of patients, and in all health care settings.
- Be accountable to all members of the MSUCOM community, including students, residents, faculty, and support staff.
- Admit to and assume responsibility for mistakes in a mature and honest manner and develop productive strategies for correcting them.
- Refrain from using illicit substances. Refrain from using alcohol, non-prescription or prescription drugs in a manner that may compromise my judgment or my ability to contribute to safe and effective patient care.
- Meet the expectations for participation and timeliness that are communicated to me by those who teach me.
- Take an active role in my learning and in caring for the diverse patient population served by the community hospitals around me.
- Recognize my limitations and seek help when my expertise, knowledge, or level of experience is inadequate to handle a situation in the classroom, hospital, or research setting.

Establishing productive and respectful relationships with patients, faculty, residents, staff, and colleagues is an essential component of providing the best possible health care. To strive for professionalism and kindness in all my daily encounters, I will:

- Maintain appropriate relationships with patients, teachers, peers, residents, and faculty.
- Treat all members of the MSUCOM community, patients, and their families with respect, compassion, and dignity.
- Be mindful to avoid intentionally embarrassing or deriding others.
- Provide feedback to others (both colleagues and superiors) in a constructive manner, with the goal of helping them to improve.
- Treat those who participate in my education (e.g., standardized patients, faculty, curriculum assistants, staff) with dignity and respect.
- Actively work to create an atmosphere in classrooms, clinical settings and in laboratories that is conducive to optimal, interactive learning.
- Help and support my peers during difficult times in their academic, professional, and personal lives.
- Attend to my own physical and emotional well-being.

As a caregiver and representative of MSUCOM, I understand that specific personal values and behaviors are anticipated from me. Through my actions, I will exemplify my dedication to honoring and upholding the standards of the osteopathic medical profession. By doing so, I will actively contribute to preserving society's trust. I will:

- Maintain the highest standards of academic and scholarly honesty throughout my medical education, by behaving in a trustworthy manner.
- Recognize and function in a manner consistent with my role as a student on a team.
- Maintain a commitment to patient confidentiality, recognizing that patients will trust me with sensitive information.
- Place my patients' interests and well-being at the center of my educational and professional behavior and goals.
- Treat cadaveric and other scientific specimens with respect.
- Learn about and avoid conflicts of interest as I carry out my responsibilities.
- Contribute to medical knowledge through active scholarship and discovery.

I acknowledge that I have read and understand the contents of the professionalism policy document, and I willingly agree to be held accountable to the outlined principles throughout my tenure as a medical student at Michigan State University College of Osteopathic Medicine.

Full Name: _____

Date: _____

Signature: _____

Glossary

Academic extension: A period in which a student is not actively enrolled in required courses in the D.O. program due to needing to retake a course when it is next offered.

Academic standing: A status determined by the Committee on Student Evaluation (COSE) for each student and based on their academic performance and professional conduct. Academic standing categories are: good academic standing, good academic standing with monitoring, academic warning, and academic probation.

Anti-Discrimination Policy (ADP): MSU policy that prohibits discrimination and harassment based on race, ethnicity, color, national origin, sex, disability, religion, age, gender, gender identity, sexual identity, height, marital status, political persuasion, sexual orientation, veteran status, or weight.

College Curriculum Committee (CCC): A committee of faculty members with student representatives that is responsible for overseeing the D.O. program curriculum.

College Hearing Committee (CHC): A committee of elected or appointed faculty and student members that is convened to hear grievances or complaints under the Medical Student Rights and Responsibilities.

COMAT: A series of nationally standardized subject exams that are designed to assess knowledge and ability in core osteopathic medical and foundational biomedical sciences principles.

Commission on Osteopathic College Accreditation (COCA): The accrediting body for colleges of osteopathic medicine and programs leading to the D.O. degree under the authority of the U.S. Department of Education. COCA accreditation signifies that a college has met or exceeded the commission's standards for educational quality.

Committee on Student Evaluation (COSE): A committee of faculty members within the college that is responsible for monitoring the academic performance and professional conduct of MSUCOM students and assigning an academic standing to each student following each semester. The COSE submits a roster of candidates for graduation to the faculty.

Common Ground Framework for Professional Conduct: A set of guiding, foundational principles that underpin professional conduct and integrity at MSUCOM.

Comprehensive Osteopathic Medical Licensing Examination of the United States (COMLEX-USA): A three-level, national standardized licensure examination designed for licensure for the practice of osteopathic medicine. The COMLEX-USA Examination Series is designed to assess osteopathic medical knowledge, knowledge fluency, clinical skills, and other competencies essential for practice as an osteopathic generalist physician.

Comprehensive Osteopathic Medical Self-Assessment Examination (COMSAE): A three-phase self-assessment examination series is designed to gauge a candidate's knowledge base and ability to prepare for the COMLEX-USA examination series.

Core competencies: The core competencies of the osteopathic profession are medical knowledge, patient care, communication, professionalism, practice-based learning, systems-based practice, and osteopathic principles and practice/osteopathic manipulative treatment.

D2L (Desire 2 Learn): Learning management system used by MSU faculty and students. Each course will have a D2L site accessible by students enrolled in the course.

Electives: Optional courses in which MSUCOM students may enroll to supplement or enhance the standard D.O. curriculum.

Electronic Resident Application Service (ERAS): Online system that medical students use to submit applications to residency programs.

Enrollment status: A description of whether a student is actively enrolled, on academic extension, or on a leave of absence.

Entrustable professional activities (EPAs): Clinical tasks and responsibilities that a first-year resident should be expected to perform independently.

FERPA: The Family Educational Rights and Privacy Act (FERPA) is a federal law that protects the privacy of student education records.

Formative assessment: A type of assessment or evaluation designed to provide feedback and support learning.

Interprofessional collaborative care: When health workers from different professional backgrounds work together to deliver the highest quality of care.

Interprofessional education (IPE): Occasions when students learn or work with students or healthcare professionals from another health profession with the object of cultivating collaborative practice for providing patient-centered collaborative care.

Leave of absence (LOA): Time away from the program initiated by the student for personal reasons.

Medical Student Performance Evaluation (MSPE): A document prepared by the college as a summary of the student's cumulative performance as part of the ERAS application for residency. Students can provide noteworthy characteristics for inclusion in the MSPE.

Medical Student Rights and Responsibilities (MSRR): A document developed by the graduate professional health programs at MSU on the rights and responsibilities of medical students in matters of conduct, academic pursuits, keeping of records, and employment. This document describes structures and procedures for adjudicating medical student disciplinary cases, and for channeling medical student complaints, grievances, or concerns to faculty, staff, and administrators for appropriate action.

MediaSpace: A free cloud-based web service which facilitates the conversion and distribution of various audio, video, and image media formats. Faculty, staff, and students may upload media content to the MediaSpace server, which automatically converts and optimizes your media and provides links and embedded codes for hassle-free distribution.

MSU NetID: Alphanumeric identification used in MSU email addresses and as a username to access MSU online applications.

National Board of Medical Examiners (NBME): An independent organization similar to the NBOME that provides nationally standardized licensure examinations for allopathic medical students and physicians (USMLE), as well as other products such as subject examinations.

National Board of Osteopathic Medical Examiners (NBOME): An independent, nongovernmental, not-for-profit organization whose mission is to protect the public by providing the means to assess competencies for osteopathic medicine and related health care professions. NBOME provides nationally standardized examinations for licensure of osteopathic medical students and physicians (COMLEX), as well as other examinations, including COMSAE and COMAT.

National Resident Matching Program (NRMP): An online service in which applicants submit a rank-order list of residency programs, and in which programs submit a rank-order list of candidates. The NRMP is sometimes referred to as “The Match” as most residency programs select candidates through this system; there are other matches for ophthalmology, urology, and military programs. NRMP is separate from ERAS.

Objective Structured Clinical Examination (OSCE): An assessment method in which a student evaluates a standardized patient. OSCE’s are utilized in the Osteopathic Patient Care (OPC) course series.

Office of Institutional Equity (OIE): Office within the MSU Office for Civil Rights and Title IX Education and Compliance (OCR). OIE is responsible for oversight and application of civil rights policies, including the Relationship Violence and Sexual Misconduct (RVSM) policy and the Anti-Discrimination Policy (ADP).

Osteopathic Manual Medicine/Osteopathic Manipulative Medicine (OMM): Hands-on osteopathic manipulative treatment. OMM also refers to the five-semester course series in which OMM is taught and assessed in the first two years of the program.

Osteopathic Patient Care (OPC): A series of five courses in years one and two of the DO curriculum in which history, data gathering, physical examination, clinical reasoning, and communication are taught and assessed.

Peer physical examination: A learning activity in which students act as models for each other in learning skills in physical examination, osteopathic structural examination, and simple non-invasive procedures, including OMM. This method is not used for instruction on sensitive examinations.

Relationship Violence and Sexual Misconduct (RVSM) Policy: MSU policy addressing violence and sexual misconduct, including dating violence, gender-based harassment, sexual assault, and stalking. Students are required to complete RVSM policy training.

Responsible Conduct of Research (RCR): A four-year series of modules and presentations to promote understanding of research ethics, human subject protection, and the roles of institutional review boards. Completion of the RCR program is a requirement for the DO degree.

Scholarly activity: Refers to the discovery, integration, application, and sharing of knowledge. Scholarly activity is inclusive of biomedical or clinical research, but also includes work in authoring manuscripts, developing curricula or protocols, conducting quality improvement projects, etc. Most residency programs require completion of one or more scholarly activity projects.

Scientific method: An approach using observation, hypotheses, and testing to answer questions and explain phenomena. Within the DO curriculum, this also addresses a scientific, evidence-based approach to patient care and understanding of research methodology.

Student Government Association (SGA): A group of student leaders dedicated to uniting the student body toward common educational, professional, and social goals.

Student ID Number: A unique identifier assigned to each person. This number starts with the number 1 followed by 8 digits.

Student Information System (SIS): A system that serves the entire academic community and supports administrative processes critical to the matriculation and graduation of Spartans every year. SIS functions support students throughout their academic journey, from admissions applications and financial aid offers to accessing MSU's schedule of courses and managing enrollment, as well as grade submission and degree conferment.

Student Osteopathic Medical Association (SOMA): A student affiliate organization of the American Osteopathic Association. Our goal is to promote osteopathic ideals, unite osteopathic physicians, and educate the future of the profession.

Summative assessment: A type of assessment or evaluation designed to measure skills against an expected level of performance, particularly as a checkpoint for a level of education.

University Graduate-Professional Judiciary: A committee of faculty and student representatives convened to hear appeals from cases reviewed by the College Hearing Committee.