

OST 592 – Self-Directed Integration of Medical Knowledge

Fall Semester 2025 9/2/25 – 12/12/25

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Faculty & Staff Information

Course Director Biosketch(es)

Contact Information	Biosketch
 <p>Chinyere Tobias, MA tobiascq@msu.edu 517-884-9600 Primary Site: DMC Office Hours: Appointment Only.</p>	<p>Ms. Chinyere Pauline Tobias is a seasoned professional with over two decades of experience in academic advising, coaching, and nurturing student success. As a Senior Academic/Learning Specialist and Instructor at Michigan State University College of Osteopathic Medicine, she stands as an advocate for all students.</p> <p>With a strong commitment to student success, Ms. Tobias's personal and professional journey has been one of transformation and empowerment. At the heart of her mission lies the fervent desire to help students uncover or rekindle their intrinsic "Why," igniting a fire of motivation that propels them toward academic and professional greatness.</p> <p>Ms. Tobias's philosophy revolves around the belief that each student possesses the innate potential for success. Yet, she recognizes that some might require a guiding hand to unveil their identity as learners and to identify the learning strategies that resonate most profoundly.</p>
 <p>Janice Schwartz schwa317@msu.edu 517-884-9671 Primary Site: DMC Office Hours: Appointment Only</p>	<p>Dr. Janice Schwartz (BS, MS, PhD) has an Individual Interdisciplinary PhD in Molecular Endocrinology and Biophysics from the School of Medicine at Wayne State University where she also completed a postdoctoral fellowship in Biochemistry and Molecular Biology before being appointed as an Assistant Professor to the Department of Physiology at WSU SOM.</p> <p>Since that time, she has published over 20 peer-reviewed manuscripts and has been awarded funding from NIH, NIDDK and NCI. She serves as a National Faculty Member for the Clinical Department of Foundational Biomedical Sciences in Physiology at the NBOME and recently received the Outstanding Curricular Contributions Award at MSUCOM. As a full-time faculty member and medical educator at MSUCOM, Dr. Schwartz serves as the histopathology lab leader at DMC, is the course coordinator for OST591, and contributes lectures in several of the pre-clerkship courses.</p>

Contributing Faculty

Name	Email	Phone	Location
Carol Restini, PhD (Pharm)	restinic@msu.edu	517-353-7145	DMC/MUC

Curriculum Assistants (CAs)

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

Who to Contact with Questions

Question, Need, or Topic	Contact Person
Course - Logistics & Details	Contact CAs for rooms, groups, materials, links, schedule, etc.
Course - Overall	Contact Course Directors (in bold above).
Course - Specific Content	Contact Contributing Faculty for the content (see schedule).
Absences	Contact Course Directors (in bold above).
Behavior	Submit exemplary or concerning behavior to the CGPI .
Enrollment	Inquire with MSUCOM Registrar .
Personal/Wellness Needs	Inquire with Wellness & Counseling .
Report kudos or suggestions related to inclusion in the curriculum	Submit a DO Better form. https://tinyurl.com/DO-Better-Form
Study Skills or Progression	Inquire with Academic & Career Advising .
Technical Support	Inquire with MSU IT Service Desk . Indicate COM affiliation.

Course Information

Course Description & Overview

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

Course Objectives

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

Self-Directed Learning in OST 592

It is a goal at MSUCOM to promote self-directed learning to help our students grow into strong, self-directed, future clinicians. Self-directed learning is also required by medical school accreditation standards. It is a 4-step process that occurs within an encapsulated timeframe.

Competency	Related Course Objective(s)
Provide Self-Assessment of Learning Needs	<ul style="list-style-type: none"> Students will be encouraged to explore existing feedback on performance, progress, course performance, quintile rank, exam performance, skills performance, and any other available data. This activity will help the student identify areas of learning that warrant further focus. Students will develop a learning plan that makes these needs and related plans concrete.
Identification, Analysis, & Synthesis of Information	<ul style="list-style-type: none"> Students will be provided with a framework for recognizing clinical patterns along with other learning resources to guide their thinking while they independently identify, analyze, and synthesize content. Students will use a variety of curricular and external resources specific to their learning needs and learning plan as they integrate basic science, systems, and clinical concepts.
Appraisal of Information Credibility	<ul style="list-style-type: none"> Resources such as the COMBANK Question Bank questions, First Aid Board Review, and the NBOME blueprint and tests will provide useful reference points as students appraise the credibility of new or reviewed information in relation to their identified learning needs.
Feedback on Information-Seeking Skills	<ul style="list-style-type: none"> Course Director will provide individual guidance and feedback as requested. Students are encouraged to discuss their learning plan with academic advisors to get additional feedback.

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

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

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

EPA 2: Prioritize a differential diagnosis following a clinical encounter.

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

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

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

Textbooks and Resources

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

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

Grading Schema

Course scores will be determined using the following formula:

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

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

- **P or Pass** - Satisfactory performance has been achieved and credit will be granted if a student's final percent score is 70% or higher of the total available points (220.5 of 315 pts) AND attends at least 13 of 15 weekly workshops.
- **N or No Grade** - Satisfactory performance has not been achieved and credit will not be granted if a student's final percent score is below 70%.

Remediation is not offered for elective courses.

Grading Requirements

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

Required Component	Projected Points	Material to be Covered
Pre-Learning Assessment	0	Learning contract
Pre-Learning Assessments	0	Success type Indicator & Study Habits Assessment
Individual Presentations (4)	100 pts. (25 pts per presentation)	Individual Assigned Readings
Group Presentations (4)	100 pts. (25 pts per presentation)	Assigned Group Readings/Project
Participation: Group assignments and presentations	15 pts. (1 pt per session attended)	Attendance and Engagement at Weekly Class Workshops and Apply and Connect Sessions
Written Essay	100 pts. (10 each)	Self-Assessment Reflections

Required Component 1

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

Required Component 2

- Complete and submit Self-Assessment Reflection (SAR) documents on time.

Required Component 3

- Required Component 3: Complete simulated standardized test(s) as assigned and directed by instructors.

Required Component 4

- Required Component 4: Determine need for additional resources in consultation with instructors and advisors.

Policies & Resources

Academic Support Resources at MSUCOM

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

College or University Policies with Which Enrolled Students Must Be Familiar

Policy	Location
Common Ground Professionalism Initiative	MSUCOM CGPI Site
Computer-Based Testing	Student Handbook - CBT Policy
Disability & Reasonable Accommodation	Student Handbook - Diversity and Inclusion
iClicker	Student Handbook - Information Technology Resources
Medical Students Rights and Responsibilities	Office of Spartan Experiences Site
MSUCOM Academic Code of Professional Ethics	Student Handbook - Academic Code of Professional Ethics
Osteopathic Clinical Training & Student Safety	Student Handbook - Osteopathic Clinical Training & Student Safety
Preclerkship Attendance & Absences	Student Handbook - Attendance & Absences

Policy	Location
Pregnancy and Pregnancy-Related Conditions	Pregnancy and Parenting Information Office for Civil Rights and Title IX
Relationship Violence & Sexual Misconduct & Title IX	Office for Civil Rights & Title IX Education & Compliance Site
Religious Observance Policy	Office of the Registrar Site
Remediation	Student Handbook - Remediation
Student Handbook	Student Handbook

Student Feedback

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

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

Course Schedule and Changes to Schedule or Requirements

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

Addendum: Course Schedule

Updated 6/3/25 des

Date	Time	Topic/Title	Faculty	Event Type	Additional Information/Responsibilities	Assignments Due Fridays by 5pm
Week 1 9/2/2025	9AM - 12PM	Workshop 1: Introductions and Expectations	TBD	Remote Disc	Ready, Set, Go: Review SDL video	Due: 9/5/25 Pelley Learning Style Inventory Learning Contract Study habits assessment Create Self-Directed Learning (SDL) Plan https://michiganstate.sharepoint.com/sites/OnTargetforAcademicSuccess/SitePages/SDL-Board-Prep-Plan-Modules.aspx
Week 2 9/9/2025	9AM - 12PM	WORKSHOP 2: Perspective: Learning How to Learn	TBD	Remote Disc	Schedule mtg for next week Individual Assigned Reading 1 (How Do People Learn?)	Due: 9/12/25: https://www.psychologytoday.com/us/blog/b-e-the-best-learner-you-can-be/202402/how-do-people-learn https://www.youtube.com/watch?v=O0QM4Qu9Hrw&t=600s
Week 3 9/16/2025	9AM - 12PM	WORKSHOP 3: Perspective: Thinking about your Learning : Metacognition	TBD	Remote Disc	Group Assignment (1)	Due 9/19/25: SAR A https://www.lecturio.com/inst/pulse/metacognition-do-you-really-know-what-you-think-you-know/
Week 4 9/23/2025	9AM - 12PM	WORKSHOP 4: Prioritization: Why are some Learners more successful than others?	TBD	Remote Disc	Individual Presentation on assigned reading (2) Changing Concept of Time Management	Due 9/26/25: SAR B https://ed.stanford.edu/sites/default/files/manual/dweck-walton-cohen-2014.pdf
Week 5 9/30/2025	9AM - 12PM	WORKSHOP 5: Prioritization	TBD	Remote Disc	Concept of Master Adaptive Learning; Becoming a Master Adaptive Learner	Due 10/3/25: SAR C

Date	Time	Topic/Title	Faculty	Event Type	Additional Information/Responsibilities	Assignments Due Fridays by 5pm
Week 6 10/7/2025	9AM - 12PM	WORKSHOP 6: Connections	TBD	Remote Disc	Recognition of Scientific and Clinical patterns, Efficient and Recall of Information; Individual Presentation on assigned reading (3)	Due 10/10/25: SAR D
Week 7: 10/14/2025	9AM - 12PM	WORKSHOP 7: Building your Foundation	TBD	Remote Disc	Learn it Once- Effective Conceptual Connections	Due 10/17/25: SAR E
Week 8: 10/21/2025	9AM - 12PM	WORKSHOP 8: Application of Scientific and Clinical Reasoning	TBD	Remote Disc	Group Assignment (2)	Due 10/24/25: SAR F
Week 9: 10/28/2025	9AM - 12PM	WORKSHOP 9: Using What You Know:	TBD	Remote Disc	Using Compare and Contrast as a Learning Technique Individual presentation on assigned readings (4)	Due 10/31/25: SAR G
Week 10: 11/4/2025	9AM - 12PM	WORKSHOP 10: Context and Clinical Reasoning	TBD	Remote Disc	Critical Thinking in Medical Education	Due 11/7/25: SAR H
Week 11 11/11/2025	9AM - 12PM	WORKSHOP 11: Application and Analysis	TBD	Remote Disc	Group Assignment and Written Homework (3)	Due 11/14/25: SAR I
Week 12: 11/18/2025	9AM - 12PM	WORKSHOP 12:	TBD		Presentation on Assigned Readings	Due 11/21/25: SAR J

Date	Time	Topic/Title	Faculty	Event Type	Additional Information/Responsibilities	Assignments Due Fridays by 5pm
Week 13: 11/25/2025	9AM - 12PM	WORKSHOP 13: Thinking It Through and Putting it all Together	TBD	Remote Disc	Using Concept Maps to put it all together; Group presentation on assigned readings (4)	NO SAR
Week 14: 12/2/25	9AM - 12PM	WORKSHOP 14: Putting It All Together	TBD	Remote Disc	Final Individual Presentations- Group	Due 12/5/25: SAR K
Week 15 12/9/2025	9AM-12PM	WORKSHOP 15	TBD		Group debrief meeting/Course Evaluation	