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**Notice to Students:** Although course syllabi at MSUCOM have a consistent format, vitally important details differ by course. For this reason, you must read the syllabus thoroughly at the onset of each course to know what the course will provide and what is expected of you.
Section 1 – Course Information

Course Description
OST 572 is a 3 credit course that provides basic science and clinical information regarding the normal structure and function of the genitourinary system, the pathophysiology of genitourinary system disorders, and the clinical characteristics and epidemiology of these disorders. In addition, the course introduces principles of clinical diagnosis and management of genitourinary disorders.

Course Goals
Upon successful completion of this course, the student will be able to:
1. describe the macroscopic and microscopic structure of the genitourinary system in health and disease.
2. describe the role of the kidneys and urinary system in maintaining homeostasis by compensating for disturbances of the normal steady-state
3. describe the pathophysiology of disorders of the genitourinary system
4. formulate a differential diagnosis when presented with a clinical case involving the genitourinary system
5. formulate an plan for the initial assessment and basic clinical management of genitourinary disorders

Overview of Course Instructional Objectives*

1. Identify the macroscopic and microscopic components of the kidney and describe their functions in health and disease.
2. Describe the role of the kidneys in maintaining homeostasis by compensating for disturbances of the normal steady-state; explain how this demonstrates the healthy body’s self-regulatory and self-healing capacity within the context of osteopathic principles and practice.
3. Describe the process of amino acid degradation (catabolism) and the importance of the urea cycle.
4. Describe the source of blood urea nitrogen (BUN or “urea nitrogen”) and serum creatinine; explain how each substance is handled by the kidney.
5. Explain the clinical utility of measuring BUN, creatinine, and the BUN/creatinine ratio, and creatinine clearance.
6. Describe the major epithelial transport mechanisms of various segments of the nephron and indicate which ones are targets of commonly used diuretics.
7. Describe the roles of the kidney, lungs, GI tract, and metabolism in adding or removing acids or bases from body fluids.
8. Apply an analytic process to interpret a patient’s arterial blood gases (ABGs) to (a) detect the presence of acidemia or alkalemia (b) discern what primary acid-base disorder is present, and (c) determine whether or not the expected compensation for an acid-base disturbance is taking place.
9. Define the Cockcroft-Gault equation and demonstrate how it is used clinically to estimate creatinine clearance.
10. Explain how a urinalysis is performed and the describe components of a urinalysis (dipstick tests and microscopic analysis); describe the appearance of different types of casts, how they are formed, and the disorders in which they occur.
11. Compare and contrast the urine color and dipstick results in patients with hemolysis, rhabdomyolysis, gross hematuria, or microscopic hematuria.
12. Describe the role of the kidney in regulation of body fluids, proteins, and electrolytes.
13. Describe the basic physiology of sodium, potassium, hydrogen ion and water excretion and differentiate between various causes of hyponatremia, hypernatremia, hypokalemia, and hyperkalemia.
14. Describe the basic physiology of blood pressure regulation, including the role of the kidneys and the renin-angiotensin system.

15. Based on a patient’s history and presenting signs and symptoms, formulate a differential diagnosis (list of possible diagnoses) and determine what additional information (history, physical exam findings, diagnostic tests) is needed to narrow the list of possible diagnoses.

16. Formulate a basic management plan for genitourinary disorders that incorporates evidence-based clinical guidelines for health maintenance, disease prevention, pharmacotherapy, and/or other therapeutic modalities.

17. Relate the differences in the diagnosis and treatment of genitourinary disorders in adults and pediatric patients.

18. Define microscopic hematuria and gross hematuria; formulate a differential diagnosis for various types of hematuria in an adult and in a child.

19. Compare and contrast the terms “nephritic” and “nephrotic” and the disorders that present with one or both of these characteristics in children and in adults.

20. Explain the rational use of radiologic studies to assist in the diagnosis of genitourinary tract disease.

21. Summarize the clinical presentation and approach to diagnosis and treatment of the following diseases:
   a. Glomerular diseases
   b. Tubular and interstitial diseases
   c. Renal vascular disorders
   d. Cystic diseases of the kidney
   e. Benign prostatic enlargement with obstruction
   f. Prostate cancer
   g. Kidney cancer
   h. Testis cancer
   i. Bladder cancer
   j. Penis cancer
   k. Urinary tract calculi
   l. Pediatric and adult urinary tract disease
   m. Primary nocturnal enuresis
   n. Hypospadias
   o. Cryptorchidism
   p. Urinary tract infections
   q. Acute and chronic prostatitis
   r. Sexually transmitted diseases
   s. Urinary retention
   t. Urinary incontinence
   u. Male sexual dysfunction
   v. Testicular torsion
   w. HIV-related renal disease

22. Describe the mechanism of action and side effects of common pharmacologic agents, including diuretics, antibiotics, alpha; adrenergic antagonists, 5-alpha reductase inhibitors, parasympathomimetics, anticholinergic antispasmodics, hormone manipulation, and herbal therapies.

23. Describe the handling of various drugs by the kidneys, the methods of adjusting drug doses in patients with renal insufficiency, the mechanisms by which drugs can alter kidney function, the mechanisms of renal toxicity caused by various drugs, and drug-drug interactions involving the genitourinary system.

*Please note that more specific instructional objectives are provided within each lecture or other learning activity of this course.
### Course Coordinator

<table>
<thead>
<tr>
<th>Name</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
<td>Address</td>
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</tbody>
</table>

### Course Faculty

<table>
<thead>
<tr>
<th>Name</th>
<th>Phone</th>
<th>Email</th>
<th>Site</th>
</tr>
</thead>
<tbody>
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<td>Faculty contact is</td>
<td></td>
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<td>Kevin C. Robinson, D.O.</td>
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### Lines of Communication
- For administrative aspects of the Course: contact the Lead Curriculum Assistant, Alex Seddon through
e-mail at Alexander.Seddon@hc.msu.edu or by phone at (517) 432-7295 or Dr. Laryssa Kaufman (lkaufman@msu.edu).

- For content questions relating to a specific lecture or topic: contact the faculty presenter for that specific portion of the course or your SE MI on-site instructor.
- For absences/missed exams (see excused absence information below)

Office Hours
Questions concerning the course may be discussed individually by making an appointment with the Lead Curriculum Assistant (Alex Seddon) or Course Coordinators (see contact information above). Dr. Laryssa Kaufman is available by phone (517-884-3856) or via e-mail (lkaufman@msu.edu) or by appointment.

Course Web Site
The URL for the Course web site is https://d2l.msu.edu/

Textbooks and Reference Materials

<table>
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<th>Recommended</th>
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<tr>
<td>OST 572 Course Pack</td>
<td>▪ Electronic Medical Books listed by subject can be found at: <a href="http://libguides.lib.msu.edu/medicalebooks">http://libguides.lib.msu.edu/medicalebooks</a></td>
</tr>
</tbody>
</table>

>Clicker Use in Course
i>Clickers will be used in this class. An i>Clicker 2 is required for this class. The mobile application, i>ClickerGO, will not be allowed.

For the Anatomy and Histology Labs in this course, you must have a functional i>Clicker that is registered in accordance with MSUCOM instructions in order to submit your answers to the quizzes that will be given at the beginning of each histology laboratory.

Please refer to additional i>Clicker policy information provided in Section 2 of this syllabus.

Course-based Academic Support
The value you derive from this course (and those that follow it) will depend on many factors, but most importantly the amount of time and effort you put into it. In undergraduate courses, students often concentrate on just getting through the next exam or individual courses. But medical education is different because it is cumulative. Study for understanding, not just short term memorization. This will allow you to understand concepts and carry them forward with you to the next step in your medical education.

You are strongly urged to:
- Consult the course D2L web site frequently to see announcements and to access various study aids (e.g., follow-up to in-lab problem sets, practice exam questions, and answers to frequently asked questions).
- Complete the preparatory work assigned for each lab and lecture session; this includes working through the online modules, problem sets or any other advance study activities.
- Attend every lecture and lab session. Plan to stay to the end of each lab session, in order to take full advantage of the opportunities to work collaboratively with your classmates, to interact with faculty, and to participate in the question reviews at the conclusion of lab.
- Actively annotate your Course Pack as you prepare for each class session, as each class session progresses, and also during your follow-up study.
- Complete the follow-up (supplemental) reading and self-study exercises as directed in the Course Pack and on the D2L web site.
- Use practice exam questions (posted on D2L) if available to help guide your review and preparation for exams. Do NOT wait until the day before an exam to look at these practice exam questions. Instead, start using them several days prior to each exam to help guide your review and exam preparation.
- Each member of the teaching team has a well-deserved reputation for being approachable and for helping students achieve success. Avail yourself of the opportunities for help provided by the course faculty -- in person, via e-mail, and at scheduled help sessions or call them to schedule an appointment time.
- The time immediately before or after a course lecture is often too hectic to provide a good opportunity to get help from course instructors. By contrast, lab sessions (especially at the end when some of the students have already departed) or scheduled office appointments provide an excellent time to ask questions of course faculty.
- Keep in mind that you can contact course faculty by e-mail with your questions to Alex Seddon at Alexander.Seddon@hc.msu.edu. (When e-mailing questions to course faculty, please copy Alex Seddon at Alexander.Seddon@hc.msu.edu and also copy Dr. Laryssa Kaufman at Alexander.Laryssa.Kaufman@hc.msu.edu).
Note: Whenever you pose a question by e-mail, include what you THINK the answer is. This makes it much easier for the instructor to either confirm your understanding and/or offer clarification.

- Attend the course Help Sessions, which may be scheduled prior to the course exams.
- Face-to-face contact with faculty at lecture sessions -- In addition to the faculty person giving a lecture, one or more of the course faculty regularly sit in on course lecture sessions at each site. This provides you with an opportunity to pose a quick question or to request a personal meeting with your local campus faculty. E-mail is also a good way to set up a personal meeting with a particular faculty member.
- Study groups - Many students find it beneficial to study with one or more partners, and we strongly encourage this activity. Studying together can be efficient (what one student doesn't understand, another one will), stimulating (personal interaction can help keep you focused and alert), and motivating (commitment to a partner supplements self-discipline). We encourage you to study with suitable partners. We caution you, however, to avoid study groups that turn into "gab fests" or where one or two students do all the talking. Remember, you may THINK you understand a concept when you hear someone else explain it, but you'll KNOW you understand the concept only when YOU can explain it to someone else. So, make sure you get to talk in your study group!
- Caution: Scribe note services are not sanctioned by MSUCOM and are not endorsed by the course faculty. Course faculty assume no responsibility whatsoever for errors in the "scribe notes". It is unwise to expect the "scribes" to substitute for your own attendance in lecture or lab, your own note taking, or your own studying.
- Additional academic support resources can be accessed at:
  - [http://com.msu.edu/Students/Academic_Development/index.htm](http://com.msu.edu/Students/Academic_Development/index.htm)

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

**Specific Procedures for the Histology Laboratory Access**

**Locations of histology teaching labs**
- EL – Room E200 Fee Hall
- DMC – Room G031
- MUC – Room 211 of the UC-4 Building

At all campus sites, the lab is computer-based; it uses virtual slides (digitized microscope slides) as well as images from other designated web sites. Students will team up (in groups of 2-3) to share the laboratory workstations. At each lab session, you will need your lab manual (contained within the coursepack), your required histology text (Ross and Pawlina) and your i>Clicker2.

**Assigned lab times**
For each lab topic in this course, you have been assigned to a specific 2-hour histology lab session (lab section assignments will be posted on the Genitourinary System OST 572 D2L website). Space and instructional support are limited in the histology lab, so it is essential that you attend only the 2-hour lab section to which you have been assigned. Also, answers that you submit during lab i>Clicker2 quizzes will earn course credit only if you are attending the lab session to which you are assigned.
Pre-lab preparation
To make your time in histology lab productive, it is essential that you prepare beforehand. For each lab session your Study Guide (course pack) includes detailed, step-by-step instructions, objectives, and study questions. To prepare for a lab session, carefully read the “Introduction” to the session in your Study Guide, and work through the instructions that are entitled “Be sure to review and understand the following.” You should also skim through the detailed directions for the lab session (lab objectives) in order to get an idea of what you will be expected to accomplish during the lab session.

Resources to bring to each laboratory session
- **i>Clicker2** – In order to receive Individual Readiness Quiz (IRQ) credit, you must personally attend the lab session to which you are assigned, and you must submit answers using your personal i>Clicker2, which you have web-registered in accordance with directions provided by MSUCOM. IRQ answers submitted in another way (e.g. written on paper) will not be accepted. Having your personal i>clicker registered in your name and in good working order (with fresh batteries) is your responsibility!
- **Study Guide** (course pack) – This is an essential guide to the structural features you are looking for during lab and to their significance.
- **Histology textbook** – Both the Study Guide (course pack) and online lab material will refer frequently to pertinent figures in the required histology textbook (Ross and Pawlina), so bring your histology textbook with you to lab!

Histology Lab Individual Readiness Quizzes (IRQs)
As further reinforcement for advanced lab preparation, we will begin each histology lab session with a brief Individual Readiness Quiz (IRQ), to be administered via the i>Clicker2 system (the i>Clicker2 system is described under the “College and Course Policies” section of this syllabus). Course credit will be awarded for answering IRQ questions correctly (see Exams/Assessments sections of this syllabus). The IRQ questions should not be difficult for students who have completed the pre-lab preparation, as described above. **No make-ups are offered for missed IRQs.**

Making the most of your time in histology lab
Being well prepared for each histology lab session (as directed above) and staying for the full lab time will allow you to take full advantage of the opportunity that each lab provides to work collaboratively with your classmates. Lab sessions provide students with excellent opportunities for face-to-face conversations with faculty about lab material, other course content, or ancillary matters of interest. Furthermore, participating in the interactive review of questions (carried out in the last half hour of each lab session) will provide valuable preparation for the integrative questions on course exams.

Protecting the laboratory work stations
- Do not consume food or drink while seated at a computer station.
- Do not touch the computer monitor screens with anything other than the pointers that are supplied. **No finger prints! No ball-point pens!**
- During histology lab sessions, do not use the lab computers for activities unrelated to lab work (i.e., no personal e-mail, downloads, or web surfing).

Specific Procedures for the Gross Anatomy Laboratory
Welcome back to the gross lab! At all campus sites, the lab will be open March 15th for access to donors and bucket pelvis & kidney specimens. You will be assigned to a specific lab session (lab section assignments will be posted on the OST 572 D2L website). Space and instructional support are limited in the gross anatomy lab, so it is essential that you attend only the lab section to which you have been assigned. Attendance during the faculty proctored anatomy labs is not required. However, we do highly suggest that you take advantage of the anatomy and clinical faculty while they are present in lab so that you can have your questions answered. Also, the i>clicker post lab quiz will only count if you are attending the lab session to which you were assigned.
Pre-lab preparation
To make your time in gross lab productive, it is essential that you skim over the material beforehand. While many of these objectives may readily return from the deep recesses of your brain, some may not. Remember that objectives can be demonstrated on a donor, bucket specimen, cross section or radiograph. Have fun and enjoy your time again with the specimens.

i>clicker2
An i>Clicker2 quiz will be administered during the anatomy laboratory. In order to receive post-lab quiz credit, you must personally attend the lab session to which you are assigned, and you must submit answers using your personal i>clicker2, which you have web-registered in accordance with directions provided by MSUCOM. Students who correctly answer more than 50% of the i>Clicker2 quiz questions will receive 1 point toward their course grade (see Exams/Assessments section of this syllabus)

Please recall that having your personal i>clicker registered in your name and in good working order (with fresh batteries) is your responsibility! If you miss this quiz (sickness, arriving late, leaving early, previously scheduled appointments, forgetting your i>Clicker2, your i>clicker2 breaking, batteries missing, religious observances) then the score for the quiz will be a zero. It is understood that you are adults and will make decisions on what is the best use of your time. If attending lab is not one of them, then you forfeit the opportunity to view and take the quiz.

Professional Behavior and Dress
MSU Human Gross Anatomy Lab Rules and Policies will be enforced and professional behavior is expected. Personal electronic devices should be used for educational purposes only. You are to make no attempt to use any electronic device to photograph, video, or otherwise reproduce any image of human anatomical material located in any area of any anatomy laboratory.

In order to have access to the gross labs at EL, MUC and DMC, please come to lab wearing:
- Close toed shoes
- Long pants/scrub bottoms
- White coat (or scrub set)
- Name tag or MSU ID tag

Courses begin and end dates
OST 572 begins on 3/14/2016 and ends on 5/2/2016. See addendum for detailed daily course schedule.

Exams/Assessments
The examination/assessment schedule is as follows:

<table>
<thead>
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<th>OST 572 Genitourinary System</th>
<th>Projected Points</th>
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<tr>
<td>Anatomy Lab Quiz</td>
<td>1</td>
<td>Quiz during the Lab</td>
</tr>
<tr>
<td>Tue., 03/15/16</td>
<td></td>
<td>See schedule for your assigned lab time; <strong>BRING i&gt;clicker</strong></td>
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<tr>
<td>Histology Lab Quiz</td>
<td>2</td>
<td>Quiz at the start of the Lab</td>
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<tr>
<td>Wed., 03/23/16</td>
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<td>See schedule for your assigned lab time; <strong>BRING i&gt;clicker</strong></td>
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<tr>
<td>Unit Exam 7</td>
<td>64</td>
<td>Lectures 1-21 and Histology Lab &amp; Case Discussion</td>
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<td>Unit Exam 8</td>
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<td>Lectures 22-29</td>
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<td>Mon. 04/11/2016 7:45 a – 8:50 a</td>
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### Group Discussion / Clinical Scenarios

<table>
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<tr>
<th>Wed 4/27/16</th>
<th>Participation based on all prior course materials/activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-2:50 p or 3-4:50 p</td>
<td></td>
</tr>
</tbody>
</table>

### Unit Exam 11

<table>
<thead>
<tr>
<th>Fri. 5/2/16</th>
<th>Lectures 30-45 and Case Discussion</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00 a – 10:20 a</td>
<td></td>
</tr>
</tbody>
</table>

#### Total Points

<table>
<thead>
<tr>
<th>139 (not counting 4/27 group discussion)</th>
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</table>

Each Histology Laboratory session will begin with a brief Individual Readiness Quiz (IRQ), which will be administered via the i>Clicker2 system. No make-ups are offered for missed lab quizzes (IRQs).

An i>Clicker quiz will be administered during the Anatomy Laboratory session. No make-ups are offered for a missed lab quiz.

### Group Discussion/Clinical Scenarios

Each student will be assigned to a specific group session that lasts 1 hour 50 minutes on April 27. Each group will be further divided into two 50-minute sessions, with attendance taken at the beginning of both 50-minute sessions. Attendance at both 50-minute sessions is optional. However, you can earn up to two True Bonus points (2% points on final grade) for your attendance and participation in the sessions, which will be added to your total course score. The session will cover material already presented, and will allow you the opportunity to use cases to enhance your knowledge. Academic honesty policy applies to use of sign-in procedure. Do NOT bring your laptops. This is an interactive participation-based session.

### Integrative Reasoning Sessions

There will be no integrative reasoning (IR) sessions within this course.

### Course Grades

A student’s course grade is determined by the following formula:

\[
\frac{(Anatomy\ Lab) + (Histology\ Lab) + Exam\ 1 + Exam\ 2 + Exam\ 3}{139} + (up\ to\ 2\%\ from\ Group\ Attendance) \times 100\% = Final\ Percent\ Score
\]

- **P-Pass**—means that credit is granted and that the student achieved a level of performance judged to be satisfactory by the instructor. To obtain a “P” grade for this course, a student must obtain 70% of 139, or a total of 97.3 points.

- **N-No Grade**—means that no credit is granted and that the student did not achieve a level of performance judged to be satisfactory by the instructor. A student who accumulates less than 97.3 points or an accumulated score below 70% will receive an “N” grade.

All remediation exams for Semester 3b courses are scheduled for Saturday May 14, 2016 and Sunday May 15, 2016.

- Remediation - Since all of the courses in the MSUCOM curriculum are required, any student receiving an “N” grade must remediate the course. Students receiving an “N” grade in the OST 572: The remediation format and dates are at the discretion of the course coordinators. Please refer to the remediation policy information provided in Section 2 of this syllabus for information on College requirements and eligibility determination.

### Philosophy of Instruction


In this course, the successful achievement of learning objectives will require knowledge and skills acquired in other portions of the overall MSUCOM educational program. Students will be expected to apply concepts and vocabulary learned in other courses to problem-solving for exams/assessments in this course. (http://www.com.msu.edu/AP/ap_general_info/program_philosophy.htm)

Student Evaluation of the Course
We want your feedback on how to improve this course.

- Informal Feedback: Feel free to approach the Course Coordinator, Laryssa Kaufman, or any of the other course faculty with your reactions and suggestions. Or write out your comments and email them to the Course Coordinator or Faculty. From time to time, we may also convene focus groups of students, as an additional way to elicit your opinions and suggestions.

- Formal Evaluation: In addition to the above, we ask every student in the class to complete formal on-line course evaluation upon conclusion of the course. Student course evaluations are highly recommended. Student feedback provides Course Coordinators with valuable information regarding their performance, the performance of their colleagues, and the quality of the course. The information gained from these evaluations is used to continuously improve future offerings of this course. Students can access the evaluation system at: http://kobiljak.msu.edu/Evaluation/UnitI_II.html and it will be available from 11:00 am on 5/2/2016 to 11:59 pm on 5/15/2016. Your participation in this important process is greatly appreciated.

Section 2 – Policies

Academic Honesty and Professionalism
http://com.msu.edu/Students/Professional_Development/Statement_on_Professionalism.htm

Every student is responsible for their behavior and is expected to adhere to all MSU and MSUCOM policies of academic honesty and professionalism. If there is any instance of academic dishonesty or unprofessionalism discovered by a member of the faculty, administration or staff, it is his or her responsibility to take appropriate action.

Such action may include, but is not limited to: giving a failing grade, referring a student for judicial review, directing the student to the Associate Dean of Student Services, and any other actions outlined in the Medical Students’ Rights and Responsibilities document.


Absences from Mandatory Class Sessions and Examinations/Assessments
MSUCOM students are expected to attend all mandatory class sessions (e.g., lectures, laboratories, group activities) and take all examinations/ assessments during their originally scheduled times. If this is not possible an excused absence may be requested.

Excused absences will not be given to all who make a request. If a request for an excused absence is denied, the student will receive a zero (0) grade for the mandatory session or examination/assessment in question, which may result in the issuance of an “N” grade in the course.

- Personal Emergencies:
To obtain an excused absence, you need to make the following contact, as appropriate, within 24 hours of the scheduled class session or administration of the examination/assessment.
A personal emergency is typically defined as the death of an immediate family member, serious illness, automobile accident and/or hospitalization. Situations including, but not limited to: failure to be on time, conflicting appointments and failure to provide proper identification or bring required materials/devices will not be considered a personal emergency, and requests based upon these situations will be denied.

If an examination/assessment or other mandatory experience is missed due to medical reasons, a medical provider’s written confirmation will be required before the request is considered.

- **EL** - Dr. Falls, Associate Dean for Student Services (517) 353-8799
- **DMC** - Dr. Willyerd, Associate Dean (313) 578-9600
- **MUC** - Dr. Waarala, Assistant Dean (586) 263-6731

**Where there is advance notice of absence:**
A student must submit his/her excused absence request at least one week in advance of any scheduled mandatory class session or examination/assessment. Requests for excused absences regarding weddings, family celebrations and vacations will be denied.

- **EL** - Dr. Falls, Associate Dean for Student Services (517) 353-8799
- **DMC** - Dr. Willyerd, Associate Dean (313) 578-9600
- **MUC** - Dr. Waarala, Assistant Dean (586) 263-6731

**Computer-Based Testing**


It is the responsibility of each and every student (including students restarting and overload students) to know and be in compliance with the MSUCOM policy regarding computer-based testing. It is possible that adjustments may need to be made to this policy, and students will be notified of those adjustments when necessary.

In addition, each and every student must possess his or her own electronic device that is compatible with the software program SoftTest, and ensure that it is fully functional and operational at the time of every computerized assessment.

If a student has difficulties with respect to their technology prior to an assessment, he or she can send an email to OsteoMedAP@hc.msu.edu (which is monitored during normal business hours) for a response within 24 hours of viewing or call the lead curriculum assistant for more urgent matters. Overload students taking courses with the class of 2019 have the opportunity to engage in computer-based testing. In order to take exams on a computerized device it is the responsibility of the overload student to email the lead curriculum assistant prior to the first scheduled day of the course. The decision to utilize computer-based testing is final, and will not be changed after it has been made. If no notice is given to the lead curriculum assistant prior to the first scheduled day of the course, the decision will be that the student does not want to participate in computer-based testing and will receive all relevant assessments via scantron and paper.
i>Clicker Policy
http://www.com.msu.edu/Students/Policies_and_Programs/iCLICKER_Policy.htm

You are expected to have your i>Clicker registered prior to the beginning of this class. You are responsible for bringing your i>Clicker to every class with you. Class will proceed as planned, even if you have forgotten to bring your i>Clicker with you. Paper completion of i>Clicker activities will not be accepted as a substitute for the i>Clicker response. Please make sure that your i>Clicker is always in working order.

As a matter of professionalism, please note that under no circumstances should you loan your i>Clicker to another student. Nor should you ever be in the possession of an i>Clicker other than your own. Answering questions or checking in for attendance on behalf of another student by using his or her i>Clicker is considered to be an act of dishonesty and may result in dismissal from the college.

Remediation Policy
Remediation of an “N” grade will be governed by the MSUCOM Policy for Retention, Promotion and Graduation (relevant content found under Remediation section), (http://www.com.msu.edu/Students/Policies_and_Programs/Remediation_Policy.htm) and by the remediation section of each course syllabus.

It is the responsibility of each student in the Michigan State University College of Osteopathic Medicine to verify his/her eligibility, with the Office of Student Services, prior to the administration of the remediation examination/experience.

Students deemed eligible for remediation by the registrar will be informed by the Course Coordinators. Information on remediation format, date and time will be provided then.

Requests for Special Accommodations
Michigan State University is committed to providing equal opportunity for participation in all programs, services and activities. Requests for accommodations by persons with disabilities may be made by contacting the Resource Center for Persons with Disabilities at 517-884-RCPD or on the web at http://www.rcpd.msu.edu/. Once your eligibility for an accommodation has been determined, you may be issued a Verified Individualized Services and Accommodation (VISA) form. Please present the VISA to Cheryl Luick, luick@msu.edu A329 East Fee Hall at the start of the term and/or two weeks prior to the accommodation date (test, project, labs, etc.). Requests received after this date will be honored whenever possible.

It is the responsibility of the Student with Accommodations to contact the Course Coordinator and the Curriculum Assistant in your location, two weeks prior to the start of the term, or two weeks prior to the schedule assessment event. Requests received after this date will be honored whenever possible.

It is the responsibility of the student to submit or have submitted an updated version of their accommodations to Cheryl Luick each semester that a student plans to use their accommodations.
Addendum: Course Schedule