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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
Integumentary System is a 2 credit hour course designed to provide students the basic science and clinical framework for topics in dermatology.

This class will require pre-class preparation. The questions sets and resources available on the D2L course website will be used to prepare for presentations to faculty in the classroom by student three person teams. All online references and exercises are fair game for the classroom quizzes and the final examination.

At the beginning of all twenty sessions there will be an i-Clicker quiz question over some important aspects of material previously studied for that session. There will also be an i-Clicker quiz at the end of each session which will test you on your work before class and what you hear as new from faculty during each class. It is important to pay attention. Work in class (quizzes and presentations by student threesomes) will account for 60% of the course requirement.

The Course Introduction, Part 2 of the Syllabus, is required reading before you start the class. It is an essential detailed map to the course. You must successfully complete a quiz in D2L on the material in the Introduction before you can gain access to course questions and resources, which first become available on 6/26/17.

To be really good at dermatologic diagnosis, and you all can and should be, you must see clearly, describe thoroughly (using the sense of touch to complement your visual observations wherever appropriate), and think critically. Recall alone will not get you through either the course or a life in medicine.

This course is designed to promote higher order thinking - analysis, judgment, synthesis. We will make time during the course to practice dermatological diagnosis in classroom. Interaction will be emphasized. You must bring your i-Clicker to every discussion to be used as a learning and testing tool.

Dermatology is a wonderful bridge to your clinical years. This course will be interesting and fun. Your investment is expected. Your effort will be rewarded.

Course Goals
The overall goal of this course is to expose the student to the basics of dermatology in order to provide the skills to identify common and important conditions of the skin that require treatment and to differentiate those conditions that the primary care physician should be able to diagnose and treat from those which require referral to a dermatologist or other specialist.

Individual Course Learning Goals for 2017:

Retain essential concepts, vocabulary, principles of decision-making, effective and efficient diagnostic processes, and the essence of evidence-based treatment ready for use in the clinical years.
Stress rigorous pre-class preparation by student teams in order to first find and discuss answers to the study questions provided them and then rehearse the oral presentation of those answers before their classmates.

Use your own words to express definitions and defend conclusions in public. Change lectures into laboratories.

Learn how the brain works best in clinical situations and apply those insights in class.

Expand the capacity to recognize and use distinctive clinical patterns to optimally organize skin disease by category of lesion and also distinguish individual conditions within each category.

Become comfortable with efficient diagnostic algorithms (proper sequencing of thinking when facing a skin finding for the first time using the clinical clues available to you) which promptly and accurately sort out patients with skin problems who are seriously ill or at risk to complications from chronic illness from those not so sick.

Be able to recognize emergencies presenting in the skin.

Be able to recognize skin signs of systemic illness.

Be able to recognize skin findings that suggest underlying anatomical abnormalities.

Be able to outline the principles of necessary, effective, and safe treatment for the conditions discussed in the course.

Learn when consultation for skin findings is truly required to optimize patient care.

**To do this we will emphasize**

1) foundational vocabulary
2) essential concepts
3) the need to take into account the way our minds work in order to maximize benefit and limit error and harm (focusing on ingrained pattern seeking, dual process decision making, built-in bias, cognitive error, limits on our memory of uncategorized facts, and the need to do things <practice with them> if we are to remember them when we need to use them)
4) efficient and accurate diagnostic evaluation
5) effective and safe therapeutic intervention

The D2L website (d2l.msu.edu) for the course will have questions and resources posted at a minimum one week before each session. The resources may include power points, URLs, and other materials. No single textbook is recommended, but you will be directed to excellent references with useful photographs.

**Copyright law demands protection of the images used in this course. You may not download power point presentations (this includes posted quiz answers) or audiotape, videotape, or photograph any portion of classroom discussions. Any such act is considered an unacceptable violation of academic honesty and professionalism.**
You may download the material in the Concept & Conditions and most of the Question folders (all of those without images) for review and for taking a few notes in class, but you may not download the power point presentations with photographs in the Resources folder.

Students may have become accustomed to using scribes in other courses. No scribing of content is permitted in this course. Creation of and passing along such material simply means that the hard work of self-organized learning is short-circuited for the recipients. Someone else learns the material and does the thinking for you. There are no shortcuts to becoming an excellent physician. Medicine demands engagement with the important subject matter and the creation of your own personal learning tools; memorization alone will not suffice. My intent is that you will all choose to do your own work within your teams. Contracting with or simply permitting someone other than yourself and your team members to prepare answers to questions for you is harmful to your long-lasting learning. I advise you to turn down the offer of any materials copied by students taking the course in previous years. Some may have done so. If so, they disrespected the intent of the course. You should not. This course is about preparing for a life in medicine, not just obtaining a passing grade, and I have carefully structured the course to help all of you reach that target.

Course Learning Objectives

Dermatology Histology

- Describe the steps of keratinocyte differentiation in the epidermis, and relate these steps to the morphological differences among the strata of the epidermis.
- Understand the functions of cells other than keratinocytes which are in the epidermis.
- Be able to describe the interrelationships between UV light, keratinocyte secretion of MSH and melanocyte production of melanin. Know the difference between eumelanin and pheomelanin.
- Understand the structure of the dermis, including papillary vs. reticular layer and the dermal-epidermal junction. Know the relative locations of the papillary capillaries, subpapillary plexus and cutaneous plexus.
- Know the structure and function of the Pacinian corpuscle and Meissner corpuscle.
- Understand anagen, catagen and telogen phases of the hair follicle cycle, and the role of the bulge cells and dermal papilla during the hair follicle cycle. Understand the potential for regeneration of epidermal-derived structures located in the dermis.
- Contrast the sebaceous glands, eccrine sweat glands, and apocrine sweat glands with respect to the type of secretory product, mechanism of secretion, location within the dermis (as they relate to the hair follicle) and histologic appearance. Understand the histologic organization of the mammary gland, and its structural differences in the inactive, proliferative and lactating phases.

Dermatology Physiology

- Describe the body's basic control mechanisms for bringing heat production and heat loss into balance, and explain the consequences for body temperature when this balance is not maintained.
- Explain why it is an over-simplification to say that body temperature is "normally" 98.6 °F.
• Describe the vascular anatomy of the skin and explain how the various anatomical features of the skin vasculature make it well adapted to control heat dissipation from the skin surface.
• Describe the roles of conduction, convection, radiation, and evaporation in the dissipation of heat through the skin.
• Distinguish between apical (glabrous or smooth) skin and non-apical (hairy) skin, in regard to location on the body and major mechanisms for controlling blood flow.
• Name and contrast two types of sweat glands in regard to their location on the body, microscopic anatomy, function, and mechanism of control.
• Explain why persons with cystic fibrosis have salty sweat.
• Explain why heat stress can be especially threatening for an elderly person with pre-existing heart disease.
• Explain the responses of the body's temperature control system during an episode of fever.

Dermatology Hypersensitivities
• Review the four classes of hypersensitivity responses.
• For each hypersensitivity response, please identify:
  o the cells, molecules, or chemical mediators involved, including their functions
  o the timeline of the immune response
  o examples of the various clinical syndromes associated with these hypersensitivity responses
  o the clinical presentations of the syndromes listed in the previous objective
  o the mechanism of action for the clinical presentations associated with these hypersensitivity responses, including systemic and/or local effects
  o histologic presentations including specialized characteristics for each of the hypersensitivity responses (if given)
  o goals of treatment and possible treatment options

Given a clinical case of a particular dermatological condition, use and apply the information provided to:
  o identify the dermatological condition
  o integrate knowledge from your dermatology and immunology courses to identify the classification of the hypersensitivity response
  o correlate the initiating event of the dermatological condition with the mechanism of action of the hypersensitivity response (if applicable)
  o explain how the immune system contributes to the particular dermatological condition
  o identify goals of treatment and possible treatment options
  o explain to the patient their condition from an immunologic perspective

Anatomy of the Skin
After answering the questions for this module on anatomy of the skin by studying the text, photographs, and figures of instructor slide sets posted on D2L under Resources, as well as those of any required websites also listed in that resource folder, and after discussing all of this with teammates, the student should come to class prepared to use his or her own words, in no more than two minutes, to:
• Identify correctly in photographs the layers of the epidermis and the special cells within each of them
• Discuss correctly in his or her own words the ways and mechanisms by which an intact epidermis contributes to overall health
• a) Identify correctly in photographs the layers of the dermis; and b) discuss in his or her own words the functions of each one
• Discuss correctly in his or her own words how the absence or dysfunction of special cells within each layer of the epidermis and dermis will produce specific recognizable changes in the appearance of the skin and might induce both local and systemic disease
• Discuss correctly in his or her own words how regional differences in the skin relate to treatment decisions and to potential side-effects of treatment

Dermatological Problem-Solving I
After answering the questions for this module on dermatological problem solving by studying the text, photographs, and figures of instructor slide sets posted on D2L under Resources, as well as those of any required websites also listed in that resource folder, and after discussing all of this with teammates, the student should come to class prepared to use his or her own words, in no more than two minutes, to:

• Identify correctly in photographs the different types of primary lesions and discuss in his or her own words their distinguishing histopathological features
• a) Identify correctly in photographs the different types of secondary lesions and discuss in his or her own words their characteristic histopathological features; and b) their source of origin within the skin
• a) Define distinctive arrangements of pathological skin conditions; b) identify them correctly in photographs; and c) discuss in his or her own words how such arrangements help us sort out one condition from others
• Develop and use personal learning montages to study and identify correctly the shared and discriminating features of different skin conditions which are at first glance similar
• Demonstrate in front of your classmates how to use knowledge and recognition of primary lesions, secondary lesions, color, and arrangement to categorize correctly skin conditions into separate groups for the purpose of diagnosis
Dermatological Problem-Solving II

After answering the questions for this second module on dermatological problem solving by studying the text, photographs, and figures of instructor slide sets posted on D2L under Resources, as well as those of any required websites also listed in that resource folder, and after discussing all of this with teammates, the student should come to class prepared to use his or her own words, in no more than two minutes, to:

- Apply the symmetry of distribution of lesions or lack of it to correctly distinguish symmetrically manifesting conditions from conditions which present asymmetrically or diffusely
- Define in his or her own words the characteristic distributions of symmetrical lesions (rhizal, acral, or truncal) which help differentiate among those conditions; and b) then use them correctly as diagnostic tools in photographs
- Differentiate among the conditions which present symmetrically in the same regions of the body by employing your ability to correctly recognize in photographs their characteristic primary lesions, secondary lesions, color and arrangement
- a) Define in his or her own words the Koebner reaction/phenomenon; b) identify conditions that may manifest it; and then c) correctly demonstrate its use in dermatological diagnosis
- a) Differentiate correctly in his or her own words the Koebner reaction from cleavage lines of Langer, lines of Blaschko, and dermatomal eruptions in terms of their different origins and their associations with specific diseases; and then b) use each as diagnostic tools in photographs

Papulosquamous Disorders

After answering the questions for module on papulosquamous disorders by studying the text, photographs, and figures of instructor slide sets posted on D2L under Resources, as well as those of any required websites also listed in that resource folder, and after discussing all of this with teammates, the student should come to class prepared to use his or her own words, in no more than two minutes, to:

- Put correctly into your own words how the primary and secondary lesions of papulosquamous disorders distinguish them from other groups of skin lesions such as the vesicobullous disorders
- Use the characteristics of their secondary lesions and distribution of the rash on the body to correctly distinguish pityriasis rosea from tinea corporis in photographs and defend your judgment in front of your colleagues
- Demonstrate correctly in photographs how the distribution of lesions helps separate secondary syphilis from pityriasis rosea
- Explain correctly in your own words why the pathophysiology of tinea capitis and tinea corporis mandates a different route of treatment for each
- Point out correctly in photographs how the nature and distribution (within the oval papulosquamous lesion itself) of characteristic secondary lesions helps separate psoriasis from pityriasis rosea
- Point out correctly in your own words how the nature of the secondary lesion and distribution of the rash on the body help separate seborrheic dermatitis from psoriasis and then demonstrate your understanding in photographs
- Explain correctly in your own words how the shape and color of the papular lesion in lichen planus as well as its distribution over the body helps separate lichen planus from secondary syphilis, then demonstrate your understanding in photographs
**Vesicobullous Disorders**

After answering the questions for module on vesicobullous disorders by studying the text, photographs, and figures of instructor slide sets posted on D2L under Resources, as well as those of any required websites also listed in that resource folder, and after discussing all of this with teammates, the student should come to class prepared to use his or her own words, in no more than two minutes, to:

- Exploit the arrangement of typical lesions to correctly differentiate Herpes simplex from other vesicobullous disorders
- Use the arrangement of typical lesions to correctly differentiate Herpes Zoster from Rhus dermatitis
- Counsel a patient correctly on how to avoid Rhus dermatitis and how to manage an outbreak if prevention fails
- Outline correctly in your own words the clinical features which differentiate erythema multiforme from Stevens-Johnson Syndrome and toxic epidermal necrolysis and these three conditions from urticaria with target lesions and prepare to diagnose each in the classroom
- Distinguish correctly bullous pemphigoid from pemphigus vulgaris by specific features of their characteristic primary lesions and prepare to do this in front of your classmates

**Dermatological Office Procedures**

After answering the questions for module on dermatological office procedures by studying the text, photographs, and figures of instructor slide sets posted on D2L under Resources, as well as those of any required websites also listed in that resource folder, and after discussing all of this with teammates, the student should come to class prepared to use his or her own words, in no more than two minutes, to discuss:

- When examining lesions suspicious for dermatophyte infection, how to choose to perform a KOH prep or fungal culture.
- What types of lesions can be distinguished with diascopy.
- How do you decide when to do a bacterial culture and/or incision and drainage. Be prepared to discuss providing local anesthesia and the procedure itself.
- What type of skin lesions might benefit from dermoscopy evaluation.
- When you would you use cryotherapy or electrosurgery (electrodessication or electrocautery) to treat skin lesions.
- Possible ways to biopsy skin lesions and know which technique would be best for different lesions.
- How to perform the technique of surgical excision, distinguishing between types of suturing techniques.
- What types of lesions could benefit from intralesional corticosteroid injections and consider adverse effects of these injections.
- The benefits of Mohs micrographic surgery for skin cancer treatment.
- How to treat acne lesions with comedone extraction.
Pharmacology of the Skin
After answering the questions for module on pharmacology of the skin by studying the text, photographs, and figures of instructor slide sets posted on D2L under Resources, as well as those of any required websites also listed in that resource folder, and after discussing all of this with teammates, the student should come to class prepared to use his or her own words, in no more than two minutes, to discuss:

• Major variables which affect drug absorption
• Purposes, characteristics, advantages, and examples of transdermal preparations
• Appropriate use of topical glucocorticosteroids in the treatment of skin disease
• The management of acne given your understanding of its pathogenesis and the properties, functions, and side-effects of available medications
• The properties of sunscreens and the application of this knowledge to their selection and use in prevention of solar damage to the skin
• The differences between phototoxic and photoallergic reactions
• The differentiating clinical features of IgE-mediated and delayed allergic reactions to drugs
• The common causes of Stevens-Johnson Syndrome and toxic epidermal necrolysis and the differentiating clinical features of each condition

Skin Emergencies I
Given the questions for this first module on skin emergencies and the specific resources (text, recording, photographs, figures, any additional websites) which were provided for answering those questions and after appropriate discussion with teammates, the student, using his or her own words, will come to class prepared to do the following in two minutes or less:

• Identify correctly a patient who has urticaria (hives) alone from one with urticaria whose life may be in jeopardy (has anaphylaxis)
• Distinguish cellulitis from abscess correctly on clinical grounds and outline in his or her own words appropriate management of each
• a) Differentiate scalded skin syndrome from toxic epidermal necrolysis correctly in terms of age of patient and pathologic mechanism; and b) outline in his or her own words management for each
• Provide a brief overview of the presentations and mechanisms of drug-induced rashes
• Recognize correctly a patient in whom meningococcemia must be your very first thought
  • a) Recognize correctly the clinical findings which should prompt an immediate evaluation for the complications of Kawasaki disease; and b) outline treatment in your own words
• Outline correctly in his or her own words treatment for a venomous spider bite based upon clinical presentation
• Discuss correctly in his or her own words when a snakebite needs anti-venom treatment

Skin Emergencies II
Given the questions for this second module on skin emergencies and the specific resources (text, photographs, figures, any additional websites) which were provided for answering those questions and after appropriate discussion with teammates, the student, using his or her own words, will come to class prepared to do the following in two minutes or less:
• Discuss correctly appropriate intervention for thermal burns based on extent, depth, and location of the burn wound
• Outline correctly in his or her own words the complications and management of smoke inhalation injuries
• Anticipate and prepare for interventions which may be required in electrical injuries
• Discuss correctly in his or her own words the appropriate management of blisters in burns and frostbite
• a) Outline types and mechanisms of heat injuries; b) Identify correctly heat stroke by its clinical findings; c) anticipate related organ dysfunction; and d) outline in his or her own words appropriate management
• a) Describe the signs and symptoms of cold injury; and b) discuss correctly in his or her own words how best to rewarm tissue after significant cold injury

Newborn Skin Disorders
Given the questions for this module on newborn skin disorders and the specific resources (text, photographs, figures, additional websites) which were provided for answering those questions and after appropriate discussion with teammates, the student, using his or her own words, will come to class prepared to do the following in two minutes or less:

• Estimate correctly the gestational age of a newborn from examination of the skin and its appendages as illustrated in photographs
• Recognize and respond correctly appropriately to emergent newborn skin conditions as illustrated in photographs
• a) Recognize correctly photographs of common transient lesions of newborn skin; b) defend the diagnosis; and then c) reassure parents about them in his or her own words
• a) Recognize correctly permanent lesions of newborn skin in photographs that carry with them significant pathologic implications; b) defend the diagnosis; and then c) discuss the implications in his or her own words
• a) Distinguish vascular malformations from hemangiomas correctly in photographs; and then b) offer in his or her own words appropriate anticipatory guidance to parents
• a) Recognize cyanosis; and b) defend correctly in his or her own words cyanosis which requires intervention from that which requires only reassurance
• a) Understand the progression of neonatal jaundice across the body of the infant over time; and b) utilize this understanding correctly to predict which jaundiced infants, because of increased risk from hyperbilirubinemia, need further investigation

Acne and Rosacea
Given the questions for this module on acne and rosacea and the specific resources (text, photographs, figures, additional websites) which were provided for answering those questions and after appropriate discussion with teammates, the student, using his or her own words, will come to class prepared to do the following in two minutes or less:

• Summarize verbally and correctly in your own words the epidemiology and clinical importance of acne
• Define verbally a) the components of pilosebaceous apparatus correctly in your own words; b) identify them correctly in a photograph; and c) verbally summarize correctly in your own words how they relate to the pathogenesis of acne

• a) Differentiate non-inflammatory acne from inflammatory acne correctly in your own words; and b) identify correctly examples of each in photographs

• Outline and defend correctly in your own words a clinical system for grading the severity of non-inflammatory and inflammatory acne which serves as a reliable guide to therapy

• a) Identify correctly patients in photographs with mild, moderate and severe non-inflammatory and inflammatory acne; and b) outline appropriate therapy for each correctly in your own words

• a) Identify correctly individuals with acne whose history and appearance suggests underlying hormonal dysfunction; and b) offer correctly in your own words a reasonable approach for their further evaluation

• a) Identify correctly the various types of rosacea in photographs; b) distinguish rosacea correctly from its mimics

• Compare and contrast correctly in your own words the pathogenesis and therapy of acne and rosacea

Skin Tumors
Given the questions for this module on skin tumors and the specific resources (text, photographs, figures, additional websites) which were provided for answering those questions and after appropriate discussion with teammates, the student, using his or her own words, will come to class prepared to do the following in two minutes or less:

• a) Identify correctly in photographs common benign neoplasms not associated with melanocytes and nevus cells; and b) outline in your own words the management for each

• a) Recognize the different forms of moles correctly; and b) offer in your own words appropriate counseling to patients about them

• Differentiate correctly seborrheic keratoses from potentially malignant lesions in a photograph

• Recognize correctly basal cell carcinoma by its appearance in a photograph and its biologic behavior

• Recognize correctly actinic keratosis, the precursor to squamous cell cancer, by its appearance in a photograph and its biologic behavior

• Differentiate correctly basal cell carcinoma from squamous cell carcinoma by appearance in a photograph and capacity for metastasis

• Use the ABCDE template to correctly identify lesions in photographs must be biopsied because of their risk for melanoma

Pediatric Exanthems
Given the questions for this module on pediatric exanthems and the specific resources (text, photographs, figures, additional websites) which were provided for answering those questions and after appropriate discussion with teammates, the student, using his or her own words, will come to class prepared to do the following in two minutes or less:
• a) Recognize correctly exanthems in photographs which represent emergencies; and b) outline correctly in your own words the most appropriate response
• a) Differentiate streptococcal scarlet fever from staphylococcal scarlet fever correctly in your own words; and b) diagnose each correctly in a photograph
• Utilize fever patterns in relation to cutaneous manifestations to sort out serious from less serious systemic disease
• Use the distribution of lesions in photographs to correctly sort out pediatric exanthems, both emergent and non-emergent, from each other
• Recognize correctly characteristic enanthems in photographs which assist in diagnosing pediatric exanthems

Scleroderma
Given the questions for this module on scleroderma (diffuse systemic, limited systemic, and local) and the specific resources (text, photographs, figures, additional websites) which were provided for answering those questions and after appropriate discussion with teammates, the student will be prepared to ask appropriate questions of patients with scleroderma about the physical, physiological, psychological, and social impacts they have experienced with their condition and its treatment and their view of and suggestions for the health care they have received

• Be able to briefly summarize the epidemiology of scleroderma
• Be able to define systemic (diffuse cutaneous systemic sclerosis, limited cutaneous systemic sclerosis), and localized scleroderma (morpha)
• Understand the pathophysiology of scleroderma in each of its various forms
• Understand how scleroderma presents clinically and is properly diagnosed
• Understand the differences among disease, illness, and predicament
• Appreciate the physical and physiological impacts of scleroderma the disease on a patient’s life
• Recognize the potential psychological impacts of scleroderma the illness on patients with the disease
• Realize the social implications of scleroderma and be able to empathize effectively with the predicament that patients confront
• Understand how to best match available treatment with the needs of individual patients with scleroderma who have different forms of the disease
• Be prepared to discuss the long-term prognosis of patients with different forms of the disease
• Understand the side effects of medications used to treat scleroderma
• Realize how health care can add or subtract value from the life of a patient with a chronic illness like scleroderma

The Skin and Systemic Disease I
Given the questions for this first module on the skin and systemic disease and the specific resources (text, photographs, figures, additional websites) which were provided for answering those questions and after appropriate discussion with teammates, the student, using his or her own words, will come to class prepared to do the following in two minutes or less:

• Recognize correctly the skin findings associated with lupus erythematosus in a photograph
• Differentiate correctly livedo reticularis from Raynaud syndrome using history and photographs
• Use skin findings correctly in a photograph along with other differentiating symptoms to strongly support laboratory evaluation for potential thyroid disease
• Use specific skin findings illustrated in a photograph correctly along with other associated symptoms to strongly support laboratory evaluation for celiac disease
• Summarize correctly in your own words skin findings that should prompt evaluation for an underlying endocrine disorder
• Differentiate correctly juvenile dermatomyositis from systemic lupus erythematosus using characteristic/pathognomonic skin findings in photographs in conjunction with other typical symptoms

Skin and Systemic Disease II
Given the questions for this second module on the skin and systemic disease and the specific resources (text, photographs, figures, additional websites) which were provided for answering those questions and after appropriate discussion with teammates, the student, using his or her own words, will come to class prepared to do the following in two minutes or less:

• Use the distribution of purpura in a photograph and associated clinical symptoms to correctly diagnose Henoch-Schoenlein disease with confidence
• Use skin clues in a photograph along with history to correctly guide an appropriate search for sarcoidosis
• Discuss correctly in your own word specific skin findings that should prompt evaluation for an underlying disorder of lipid metabolism
• Distinguish correctly in your own words Paget’s disease from atopic dermatitis and identify each in a photograph
• Identify correctly a patient with neurofibromatosis (NF-1) from skin findings in photographs alone
• Compare and contrast the skin findings of NF-1 with those of tuberous sclerosis correctly in your own words
• a) Discuss in your own words the manifestations of HIV in the skin; and then b) correctly recognize them in photographs

Dermatitic Eruptions and Vascular Reactions
Given the questions for this module on dermatitic eruptions and vascular reactions and the specific resources (text, photographs, figures, additional websites) which were provided for answering those questions and after appropriate discussion with teammates, the student, using his or her own words, will come to class prepared to do the following in two minutes or less:

• a) Recognize atopic dermatitis by its clinical presentations across the life span; and b) correctly distinguish it from its mimics in photographs
• a) Summarize correctly in his or her own words the pathogenesis of atopic dermatitis; and b) use that understanding to outline optimal therapy for different grades of severity
• a) Recognize correctly the different forms (irritant, allergic) of contact dermatitis by their location-specific manifestations; and b) identify them in photographs
Infections and Infestations

Given the questions for this module on infections and infestations and the specific resources (text, photographs, figures, additional websites) which were provided for answering those questions and after appropriate discussion with teammates, the student, using his or her own words, will come to class prepared to do the following in two minutes or less:

- Recognize and respond appropriately to infectious disease emergencies presenting with skin lesions as illustrated in photographs
- a) Identify localized bacterial infections of the skin correctly based on their clinical presentations as illustrated in photographs; and b) select appropriate treatment
- a) Differentiate correctly in your own words important localized, systemic, and emergent viral infections of the skin based on their clinical manifestations; b) identify them in photographs; and c) select appropriate evidence-based therapy
- Identify dermatophyte infections of the skin and differentiate them from yeast infections of the skin correctly in photographs
- Summarize correctly in your own words key clinical features which distinguish common bacterial infections of the skin from those caused by viruses, fungi, yeast, and rickettsiae as well as from arthropod infestations and bites
- a) Define erythema nodosum correctly in your own words; b) explain its clinical implications; and c) identify it in a photograph
- a) Differentiate correctly in your own words the history of a patient with scabies from that of a patient with arthropod bites and then b) identify each in a photograph
- a) Differentiate infectious, traumatic, rheumatologic, and allergic causes of genital ulcers correctly in your own words; and then b) identify them correctly in photographs
- a) Differentiate the common causes of genital papules correctly in your own words; and then b) identify them correctly in photographs

Alopecia and Nail Disease

Given the questions for this module on alopecia and nail disease and the specific resources (text, photographs, figures, additional websites) which were provided for answering those questions and after appropriate discussion with teammates, the student, using his or her own words, will come to class prepared to do the following in two minutes or less:
• a) Distinguish correctly in your own words anagen from telogen hairs on microscopic examination; b) identify them in photographs; and c) use them for the purpose of accurate diagnosis
• a) Distinguish correctly in your own words; and b) then identify correctly in photographs, trichotillomania, traction alopecia, alopecia areata, and tinea capitis
• Characterize and differentiate correctly in your own words telogen effluvium and anagen effluvium
• Recognize digital clubbing and discuss its differential correctly in your own words
• Discuss correctly in your own words how inspection of the nails helps identify systemic illness

Disorders of Pigmentation
Given the questions for this module on disorders of pigmentation and the specific resources (text, photographs, figures, additional websites) which were provided for answering those questions and after appropriate discussion with teammates, the student, using his or her own words, will come to class prepared to do the following in two minutes or less:

• a) Discuss correctly in your own words factors that control melanocyte number and melanosome production; and b) differentiate depigmentation from hypopigmentation
• a) Distinguish correctly in your own words hyperpigmented lesions associated with systemic disease from those that are not; and b) identify examples of each in photographs
• a) Discuss correctly in your own words the similarities, differences, and clinical implications of freckles and lentigines; b) Identify each correctly in photographs
• a) Distinguish correctly in your own words hypopigmented lesions associated with systemic disease from those that are not; and b) identify correctly examples of each in photographs
• a) Differentiate correctly in your own words the pathogenesis of postinflammatory hypopigmentation from that of vitiligo; and b) distinguish one condition from the other correctly in photographs
• a) Distinguish correctly in your own words pityriasis alba from pityriasis versicolor in terms of their pathogenesis, clinical presentation, and clinical implications; and then b) correctly identify them in photographs

Special Skin Injuries
Given the questions for this module on special skin injuries and the specific resources (text, photographs, figures, additional websites) which were provided for answering those questions and after appropriate discussion with teammates, the student, using his or her own words, will come to class prepared to do the following in two minutes or less:

• Discuss correctly in his or her own words the classification of the wavelengths of light and the clinical significance of each wavelength for producing injury to the skin
• Identify correctly examples of the clinical spectrum of sun injury in photographs
• Rank skin phototypes in terms of susceptibility to UV damage and correctly identify them in photographs
• Discuss in his or her own words environmental variables which influence risk for UV damage and outline in his or her own words a guide to patient behavior, aside from the use of sunscreens, which will correctly minimize such injury
- Discuss correctly in his or her own words the selection and best use of sunscreens
- Discuss correctly in his or her own words the pathogenesis, clinical presentation, and management of lichen simplex chronicus
- a) Recognize in photographs cutting and other forms of non-suicidal self-injury in adolescent patients; and b) discuss in his or her own words their clinical implications
- Differentiate correctly the skin manifestations of child physical abuse from its mimics when given clinical vignettes and photographs

**Skin Flags for Underlying Anatomic Disorders**

Given the questions for this module on skin flags for underlying anatomic disorders and the specific resources (text, photographs, figures, additional websites) which were provided for answering those questions and after appropriate discussion with teammates, the student, using his or her own words, will come to class prepared to do the following in two minutes or less:

- a) Differentiate congenital vascular malformations from infantile hemangiomas correctly in your own words; and b) identify them in photographs
- Recognize correctly congenital vascular malformations in photographs that may signal a clinically significant associated underlying anatomical anomaly and outline their appropriate evaluation
- Recognize correctly infantile hemangiomas in photographs that may signal a clinically significant associated underlying anatomical anomaly and outline their appropriate evaluation
- a) Discuss correctly in your own words why you must identify in a timely fashion mid-lumbar skin changes that may point to an associated underlying clinically significant anatomical abnormality; b) identify these in photographs; and c) correctly outline an efficient approach to evaluation
- a) Recognize correctly remnants of branchial arches and branchial clefts with potential clinical significance; and b) discuss them in your own words

**Course Coordinator**

*(Note - Preferred method of contact is shown in italics)*

Name: H. Stephen Williams, M.D., M.P.H.
Phone: 517-353-3100
Email: hiramcatfish@gmail.com *(preferred method)*
Address: B547 West Fee Hall, East Lansing, MI 48824

**Course Faculty**

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<tr>
<th>Name</th>
<th>Email</th>
<th>Phone</th>
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<tbody>
<tr>
<td>Debalina Bandyopadhyay</td>
<td><a href="mailto:Debalina.bandyopadhyay@hc.msu.edu">Debalina.bandyopadhyay@hc.msu.edu</a></td>
<td>313-578-9610</td>
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</tr>
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<tr>
<td>Sarah Weitz(McCaskey), MS</td>
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<td>586-263-6606</td>
<td>MUC</td>
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<td>Name</td>
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<tr>
<td>Shawna Nantais, MS</td>
<td><a href="mailto:nantaiss@msu.edu">nantaiss@msu.edu</a></td>
<td>517-884-9668</td>
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<tr>
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<td>H. Stephen Williams, M.D., M.P.H.</td>
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<td>517-353-3100</td>
<td>EL</td>
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**Curriculum Assistants**

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<tr>
<th>Site</th>
<th>Name</th>
<th>Email</th>
<th>Phone</th>
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<tbody>
<tr>
<td>East Lansing</td>
<td>Cheryl Luick</td>
<td><a href="mailto:luick@msu.edu">luick@msu.edu</a></td>
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<tr>
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<td>517-884-9628</td>
</tr>
<tr>
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<td>586-226-4788</td>
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**Lines of Communication**

- For administrative aspects of the Course: contact the course coordinator.
- 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 Course Coordinator, Stephen Williams, B547 West Fee Hall, East, by phone at 517-353-3100 or via email: hiramcatfish@gmail.com. The course coordinator is generally available by appointment.

**Course Web Site**

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

The course D2L site has these main sections:

- **Main Section 1:** General Information: Course Syllabus Part 1 and Part 2, Group list, and Schedule
- **Main Section 2:** Course by Week/Day
- **Main Section 3:** Discussion Board – lists submitted questions. It is highly recommended that you check the discussion forum prior to sending a question to faculty as it is very likely that you are not the only student with questions – your question and others may already be available for your review – saving you time.
- **Main Section 4:** News – contains important information about the ongoing course, changes.
Textbooks and Reference Materials

Required

- MH Ross & Pawlina, Histology: A Text and Atlas

Recommended

- No Recommended Textbook

i>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.

In this course, i>Clicker input will be used in the following ways: to give mini-quizzes. No make-up experiences will be provided should you forget your i>Clicker. The i>Clicker will be the only mechanism to record attendance during large group lectures.

- You will be expected to arrive in class on time and to stay for the duration of the activity.
- If you bring your i>Clicker and it fails during the lecture, NO points will be given. Please refer to additional i>Clicker policy information provided in Section 2 of this syllabus and Part 2 Syllabus.
- You will also need a functioning i-Clicker that is registered in order to submit your answers to the quizzes that will be given at the beginning of each histology laboratory.

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 Histology Lab Manual, your required histology text (Ross and Pawlina) and your i>Clicker.

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.
- Complete the follow-up (supplemental) reading and self-study exercises as directed and elsewhere on the **D2L** web site.
- Use the practice exam questions (posted on **D2L**) prior to each exam 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. 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 Attend the course Help Sessions, which are 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 is 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.

Courses begin and end dates
OST576 begins on 7/3/17 and ends on 8/10/17. See addendum for detailed daily course schedule.

Exams/Assessments
There will be a total of one exam given in OST 576 this semester. Your performance in class quizzes and presentations and score on the final exam will determine your grade in the course. The assessment schedule is as follows:

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<th>Assessments</th>
<th>Projected Points</th>
<th>Material to be Covered</th>
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| Histology Lab Quiz        | 2                | Quiz at the start of the Lab  
See schedule for your assigned lab  
Time & your BRING i>clicker     |
| Quizzes & Class Presentations | 187            | See Material on D2L                                                                  |
| Final Exam                | 128              | Lectures plus all prior course materials/activities                                   |

IR Sessions
A formal single separate IR session will not occur in OST 576. However, integrated reasoning and integrated learning guide our daily journey toward greater understanding and usefulness. In every session, student teams will use a variety of strategies for inquiry that incorporate multiple views in order to make value judgments, solve problems, answer questions, and generate new understandings.

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

Group Discussion/Clinical Scenarios (with i>Clickers)
At the beginning of all sessions there will be an i-Clicker quiz question over some important aspect of material previously studied for that session. There will also be an i-Clicker quiz at the end of each session. Work in class (quizzes and work in student threesomes) will account for 60% of the course requirement.

Conduct of Quizzes
- You must arrive before the start of class in order to take the opening quiz.
- All quizzes are "closed book". Therefore, you may not refer to any notes, books, notebooks, backpacks, electronic devices, etc. during the quiz sessions.
- Consultation is an important part of medicine; that is why I have developed a team approach to learning and testing in this course. Thus, respecting fellow teams seated around you, the three
members of each team may confer among themselves for quizzes and the final examination. However, for the purposes of this course, conversation, signaling of choices or comparison of answers across teams during a quiz or the final examination is considered a serious breach of professionalism and will be referred to the Dean. And of course, even though you may discuss answers with your own team members, each of you is responsible for his or her own final answers.

- Calculators and hand-held computers are not to be used during quizzes in this course.

**Course Grades**

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

- There will be one examination in this course.
- The exam will be given from 10:00 a.m. – 11:50 a.m. on 8/10/17. See D2L for Room Assignments
- The exam will offer 128 possible points.

The quizzes and class presentations combined will offer 189; Hence, the total points available will be in the course 317 (Exam:128; Quizzes & Class presentations: 189) **The passing score for the course will be 80% (254 points) and that score must include a grade of at least 75% (96 points) on the Final Examination; anything less than that will earn an N.**

- Examinations will not be given earlier than scheduled.
- If you are unable to attend the exam, please send an e-mail to osteomedap@hc.msu.edu. Should an excused absence be awarded, you will need to contact Dr. Williams to arrange the appropriate next steps.

- **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 80% of the course grade or a total of 254 points including at least 75% on the final exam with a total of 96 points for that component.

- **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 254 points for the course (80% overall) that includes a score of at least 96 (75%) on the final exam or a score of less than 96 points on the final will receive an “N” grade.

All remediation exams for semester US17 are scheduled for August 24th and August 25th.

- Remediation - Since all of the courses in the MSUCOM curriculum are required, any student receiving an “N” grade must remediate the course. For OST 576 you will do an essay for remediation, details of the essay will be released when determination has been given from COSE one who will be eligible for remediation. Please refer to the remediation policy information provided in Section 2 of this syllabus for information on College requirements and eligibility determination.

**Student Evaluation of the Course**

We want your feedback on how to improve this course.
Informal Feedback: Feel free to approach the Course Coordinator, OST 576, 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: Course evaluation will open 8/10/17 and close on 8/24/17 http://kobiljak.msu.edu/Evaluation/UnitI_II.html. 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.

An excused absence does not relieve the student from responsibilities for missed mandatory class sessions and examinations. It is highly possible that an excused absence will not be granted for a mandatory class session due to scheduling of equipment and faculty. If one of these mandatory sessions is missed, even though an excused absence is granted, and cannot be made up, the student will receive a zero(0) grade for the event and may be required to repeat the course at its next offering.

Personal Emergencies:

To obtain an excused absence, complete the Excused Absence Request form and email it to Academic Programs osteomedap@hc.msu.edu.

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 will not be considered a personal emergency, and requests based upon these situations may be denied.

If an examination/assessment or other mandatory experience is missed due to medical reasons, a medical provider’s written confirmation may be required before the request is considered.
Advance Notice of Absence Available:
A student must submit his or her excused absence request to Academic Programs osteomedap@hc.msu.edu 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.

Conference, Conventions, Meetings, College Sponsored Activities
If a student wishes to attend a conference, convention, meeting, or college sponsored activity which will cause him or her to miss a mandatory class [session(s) and/or examination(s)], he or she must complete and submit an Excused Absence Request Form to Academic Programs osteomedap@hc.msu.edu at least two weeks prior to the expected absence period and provide a copy of the conference, convention, meeting or college sponsored activity announcement. Examination dates and mandatory class sessions will not routinely be changed for these activities.

Extended Absences:
MSUCOM will not excuse students for extended absences involving elective travel and medical mission work in another country. Approval of extended absences for unavoidable situations will be considered by Academic Programs osteomedap@hc.msu.edu on a case-by-case basis.

Making Up for Excused Class Absences:
In this course, points lost during an excused absence are not made up by taking quizzes or giving a presentation at a different time. To regain a portion or all of points lost during the excused absence, qualified students must write an essay on a dermatology topic that they identify as interesting and wish to treat in some depth beyond that offered in the course, a topic which first the instructor must approve. This essay must address and will be graded upon the following components:

Overview. Why is this important? Relevance for, application to clinical practice (5%)

Content Focus. Treat appropriately three or more of the following: epidemiology; etiology; prevention; diagnosis; treatment, including patient education; prognosis; implications for health care delivery and medical education (50%)

What is new and promising? What remains unknown? Provide the instructor fresh insights. He loves to learn (10%)

Quality of writing. Logical organization and clear expression in excellent English (30%)

Well-referenced content. Include a few carefully selected recent and the best of original articles on the subject you have actually read for the paper (5%)

Process of approval for paper. If you have missed one or more sessions with a legitimate excuse, first seek to have that absence approved by your Associate Dean. The Dean will let you
know if the absence is excused and will also email me. If your absence is excused, email me your proposed topic. With my approval and suggestions you may then begin your research and writing

**Length of paper and the date due.** To regain each 7 points lost (one session has 7 points worth of quizzes), you will be expected to produce two single-spaced pages of personally written, excellent text that follows the outline above. The two pages do not include figures, quotes, tables, or references. The entire paper will be graded as outlined above. With the exception of essays written for unexpected excused absences occurring on August 4 or August 7, all make-up papers must be emailed to and received by the instructor by no later than 5 p.m. on Friday, August 4.

In general, students have really enjoyed this method of making up excused absences and almost all have produced exceptional work. I will expect no less than that from you as well

**Computer-Based Testing**

http://com.msu.edu/AP/preclerkship_program/preclerkship_curriculum/preclerkship_curriculum%20.htm

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.

**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/Registrar/MSUCOM%20Remediation%20of%20N%20Grade%20Alg orithm.pdf](http://www.com.msu.edu/Students/Registrar/MSUCOM%20Remediation%20of%20N%20Grade%20Algorithm.pdf) 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. Also, it is the student’s responsibility to ask the course coordinator about the format and expectations of the remediation experience.

Students deemed eligible for remediation by the registrar will be informed by the registrar’s office.

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/](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 assessment event (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 two weeks prior to the beginning of the semester, when the VISA is obtained prior to the start of the semester. When the VISA is obtained after the start of a semester, the student will notify the Course Coordinator and the Curriculum Assistant two weeks prior to the next scheduled evaluation.

Addendum: Course Schedule