

**OST577 - Psychopathology**

Fall Semester 5 - 2021

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**Table of Contents**

Course Description..... 2

Measurable Course Objectives ..... 2

Lecture Learning Objectives..... 3

Professional Development and Reflection Skills..... 6

Course Coordinators/Primary Course Faculty ..... 6

Curriculum Assistants..... 7

Small Group Faculty ..... 7

Lines of Communication ..... 7

Course Liaisons..... 7

Pizza Office Hours ..... 8

Course Web Site..... 8

Textbooks and Reference Materials ..... 8

Course-based Academic Support..... 8

Courses Begin and End Dates..... 9

Super Sessions..... 10

Exams/Assessments..... 10

Attendance..... 12

Self-Directed Learning in Psychopathology ..... 12

Student Evaluation of the Course ..... 13

Academic Honesty and Professionalism ..... 13

Types of Class Sessions ..... 14

Mandatory and Optional Class Sessions ..... 14

Absences from Mandatory and Examinations/Assessments..... 14

Computer-Based Testing..... 15

Medical Student Rights and Responsibilities ..... 15

Remediation..... 15

Student Safety and Well-being ..... 16

Academic Support Resources at MSUCOM ..... 16

Requests for Accommodations..... 16

Title IX Notifications..... 16

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

## Section 1 – Course Information

### Course Description

Psychopathology (OST 577) is a 2-credit hour course that provides students with an introduction to abnormal human behavior and psychopathology. An introduction to psychiatric and substance use disorder medicine, including diagnosis, assessment, and treatment will be undertaken.

### Measurable Course Objectives

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

#### Medical Knowledge

1. Explore common psychiatric/behavioral presentations that intersect with clinical disciplines. (*Clinical Science - Psychiatry/Behavioral, Clinical Science - Family, Clinical Science - Internal, Clinical Science - Pediatrics, Clinical Science - Geriatrics, Clinical Science - Emergency, Clinical Science - Neurology, etc.*)
2. Examine the physiologic basis of health and the pathophysiologic basis of disease through selected psychiatric/behavioral clinical presentations, such as mood disorders, somatic disorders, eating disorders, addictions, psychotic disorders, dementia, etc. (*Biomedical Science - Pathology/Pathophysiology*)
3. Provide examples of the social, cultural, and environmental issues that may be associated with psychiatric/behavioral clinical presentations. (*Biomedical Science - Biopsychosocial*)
4. Explain the rationale for recommending drugs, vaccines, and nutritional factors for the management and treatment of common psychiatric/behavioral disorders, considering the mechanism of action, indications, contraindications, and side effects of each intervention. (*Biomedical Science - Pharmacology*)

#### Patient Care and Procedural Skills

1. Practice gathering accurate, essential data from all sources, including the patient, secondary sources, medical records, and physical examination (including osteopathic principles) for selected psychiatric/behavioral clinical presentations. (*Data Gathering - EPA 1*)
2. Practice formulating a differential diagnosis for selected psychiatric/behavioral clinical presentations, prioritizing diagnoses appropriately based on the patient evaluation and epidemiologic data. (*Differential Diagnosis - EPA 2*)
3. Practice developing an evidence-based, cost-effective, patient-centered care plan to assess and manage selected psychiatric/behavioral clinical presentations such as anxiety, depression, grief, PTSD, BPD, anorexia nervosa, bulimia, sexual dysfunction, postpartum depression, delirium, etc. (*Treatment/Management - EPA 4*)

## Lecture Learning Objectives

### Orientation

1. Describe the *DSM* and how it is utilized in psychiatric care.
2. Compare and contrast psychiatry with other fields of medicine.

### Depression

3. Identify symptoms of major depression, persistent depressive disorder, and disruptive mood dysregulation disorder.
4. Describe the work up and treatments for major depression, persistent depressive disorder and disruptive mood dysregulation disorder.
5. Describe risk factors and the safety assessment for suicidal and homicidal ideation, including implementation of treatment and safety measures.

### Anxiety

6. Describe anxiety disorders, especially panic, generalized anxiety, social phobia, and obsessive-compulsive disorders, and appropriate therapeutic and pharmacologic treatments.

### PTSD Post Traumatic Stress Disorder

7. Describe the causes and presentations of PTSD and acute stress disorder.
8. Understand the neurobiology underlying the symptoms of PTSD.
9. Describe treatments, both pharmacologic and psychotherapeutic for PTSD.

### An Overview of Mood Disorders

10. Define mania and differentiate between Bipolar I, Bipolar II, and dysthymia.

### Online Mental Status Exam Module

11. Describe the components of the psychiatric mental status exam.
12. Differentiate between normal and abnormal mental status exam findings, especially those indicative of major mental illness.

### Medical Conditions with Psychiatric Presentations

13. Identify general medical conditions and medications that might present with psychiatric symptoms.

### Psychotherapy

14. Describe psychotherapy and when it may be helpful, with special emphasis on cognitive and/or behavioral therapy, and dialectical behavior therapy.
15. Identify analytic therapeutic processes, including transference/countertransference and defense mechanisms.

### Sexual Disorders

16. Describe the sexual response cycle, including the neurobiology of normal and abnormal function.
17. Identify sexual dysfunctions, including medical and substance-induced causes, and describe their treatments.
18. Identify sexual paraphilia disorders and describe available treatments.

## **Ethics**

19. Distinguish between situations where patient confidentiality should be maintained or broken, including Tarasoff Duty.
20. Differentiate between different types of boundary violations and boundary crossings.
21. Distinguish between situations where patient autonomy should be maintained, such as informed consent, or taken away such as lack of capacity.

## **Personality Disorders**

22. Recognize symptoms of individual personality disorders, especially borderline personality disorder, and be able to differentiate between schizoid and schizotypal personality disorders.

## **Eating Disorders**

23. Recognize signs and symptoms, psychiatric and medical, encountered in the primary care setting that may be indicative of eating disorders, especially anorexia nervosa and bulimia.
24. Describe appropriate treatments for eating disorders, especially weight restoration and therapy.

## **Psychotic Disorders**

25. Define and recognize psychotic symptoms.
26. Define, recognize, and differentiate the psychotic disorders by symptoms and timelines.
27. Recognize the standard treatments for psychotic disorders and complications associated with those treatments.

## **Online Substance Use Disorder Module**

28. Recognize physical and psychiatric effects of hallucinogens, inhalants, steroids, and nicotine.
29. Describe counseling interventions for substance use including motivational interviewing.
30. Describe urine drug screening including false positive tests.

## **Substance Use Disorder Medicine**

31. Describe the addiction reward pathway.
32. Identify the signs and symptoms associated with acute intoxication and withdrawal.
33. Describe the treatments for intoxication and withdrawal.
34. Describe the chemical actions, medical complications/risks, and treatment interventions to maintain abstinence for commonly abused substances.

## **Somatic Symptom Disorder and Other Related Disorders**

35. Define and differentiate the somatic symptom disorders and related disorders, body dysmorphic disorder, factitious disorder and malingering.
36. Understand the standard treatments for each somatic symptom disorder, related disorder, body dysmorphic disorder and factitious disorder.
37. Define primary and secondary gain and apply the concepts to differentiate the somatic symptom disorders from factitious disorder, and malingering.

## **Child and Adolescent Psychiatry**

38. Identify psychiatric disorders that commonly present or have an onset in childhood or adolescence.
39. Identify the appropriate treatment strategies for child and adolescent disorders.

40. Develop an awareness of the unique presenting symptoms in child/adolescent psychiatric disorders.

### **Women's Mental Health**

41. Describe the hormonal influences on neurotransmitters as they relate to Women's Mental Health.
42. Identify risk factors for and symptoms of post-partum depression, anxiety, mania and psychosis.
43. Discuss the appropriate treatment for psychiatric disorders during pregnancy and lactation.
44. Describe the symptoms and treatments of Premenstrual Dysphoric Disorder.
45. Understand the symptoms of perimenopause/menopause and the treatment of vasomotor and mood symptoms related to this time.

### **Psychopharmacology:**

#### **Pharmacology of Antipsychotic and Mood Stabilizing Drugs**

46. Describe the mechanisms of action and adverse effects of the antipsychotic medications, especially extrapyramidal symptoms.
47. Describe the mechanisms of action and adverse effects of the mood stabilizer medications, including lithium, valproic acid, carbamazepine, oxcarbazepine, lamotrigine, and topiramate.

#### **Pharmacology of Antidepressant Drugs**

48. Describe the clinical uses, mechanisms of action, and adverse effects (especially serotonin syndrome and hypertensive crisis) of the antidepressant medications.

#### **Pharmacology of Anxiolytic Drugs and Hypnotics**

49. Describe the appropriate use of SSRIs for treatment of anxiety disorders.
50. Describe the appropriate clinical use, mechanism of action, and adverse effects of benzodiazepines, including treatment of overdose.
51. Describe mechanisms of action of, indications for, and any known adverse effects for hypnotics such as zolpidem and melatonin.

#### **Geriatric Psychiatry**

52. Differentiate between the presentation and treatment of later life versus earlier life depression.
53. Describe causes, presentation, and treatment of anticholinergic toxicity.
54. Differentiate between grief and major depression.

#### **Dementia and Delirium**

55. Define delirium and dementia. Describe the common etiologies, work up and assessment of delirium and dementia.
56. Select the most appropriate behavioral or pharmacologic plan for an older adult with delirium or dementia. Differentiate between types of dementia, delirium, and depression.

#### **Cultural Psychiatry**

57. Define cultural psychiatry, cultural concepts of distress, and cultural transference.
58. Describe culturally sensitive clinical approaches to patients with psychiatric presentations.
59. Describe ethnopsychopharmacology and its clinical impacts.

*Learning objectives are provided to give students an outline to, and sense of, important course content. However, students may be tested on course content not specifically detailed in the objectives.*

## **Professional Development and Reflection Skills**

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

### **Self-Directed and Lifelong Learning**

Self-directed learning is a 4-step process that occurs within an encapsulated timeframe. The goal of self-directed learning is to help foster self-direction in your lifelong learning and clinical decision-making. Some of the ways this takes shape in OST 577 is through the use of large group (“Super Sessions”) and small group discussions, which typically unfold as follows:

- Self-Assessment of Learning Needs – Students are presented with learning materials prior to a live session, with knowledge that they will engage in assessment prior to the beginning of that session. This provides an opportunity to reflect on knowledge and isolate learning needs related to the provided objectives, seeking out related information.
- Identification, Analysis, & Synthesis of Information – In the live sessions, students are provided with additional opportunities to identify, analyze, and synthesize information in relation to their learning surrounding a relevant case or scenario, such as decisions on clinical management for a certain clinical presentation.
- Appraisal of Information Source Credibility – Once students have synthesized gathered information, they will appraise this knowledge and its relevance to the provided case or scenario through both large and small group discussions. Peers will collaboratively construct and assess knowledge as they share perspectives, sources, and probe with related questions.
- Feedback on Information-Seeking Skills – Students are provided with feedback on their information seeking skills by facilitators of the live sessions both during the group discussions with targeted group feedback and in summary at the end of group discussions with global notes directed to the group holistically.

### **Course Coordinators/Primary Course Faculty**

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Name: Brian Smith, M.D.  
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## Curriculum Assistants

Site	Name	Email
East Lansing	Gini Larson	<a href="mailto:larsonv2@msu.edu">larsonv2@msu.edu</a>
DMC	Donna Stern	<a href="mailto:sterndon@msu.edu">sterndon@msu.edu</a>
MUC	Rose Shubeck	<a href="mailto:shubeckr@msu.edu">shubeckr@msu.edu</a>

## Small Group Faculty

Site	Name	Email
DMC	Debalina Bandyopadhyay	<a href="mailto:bandyop4@msu.edu">bandyop4@msu.edu</a>
DMC	Diana Hristova	<a href="mailto:hristov3@msu.edu">hristov3@msu.edu</a>
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MUC	Paul Ehrmann, DO	<a href="mailto:ehrmann.paul@gmail.com">ehrmann.paul@gmail.com</a>

## Lines of Communication

- Whenever possible, please contact your Psychopathology Student Liaisons for course-related concerns. They will collect, organize, and deliver these concerns to the course administration.
- For all other questions, please contact Gini Larson and she will forward to the correct person.
- Individual contact with the course coordinators (phone, Zoom, or in person if available) may be set up on an as-needed basis. Please arrange through Gini Larson ([larsonv2@msu.edu](mailto:larsonv2@msu.edu).)
- Announcements – Course-related communication to the class will be made through D2L (Course Website). Students should check for announcements on a daily basis.
- For absences/missed exams (see excused absence information on page 13 of the syllabus)

## Course Liaisons

The following students have volunteered to serve as OST 577 Course Liaisons:

Name	Email	Campus
Birsanescu, Izabela	<a href="mailto:birsanes@msu.edu">birsanes@msu.edu</a>	EL
Desai, Puja	<a href="mailto:desaipuj@msu.edu">desaipuj@msu.edu</a>	EL
Dodson-Garrett, Maddie	<a href="mailto:dodsonga@msu.edu">dodsonga@msu.edu</a>	MUC
Robinson, Jourdon	<a href="mailto:robi1274@msu.edu">robi1274@msu.edu</a>	EL
Singhal, Neena	<a href="mailto:singha11@msu.edu">singha11@msu.edu</a>	DMC
Swan, Kirby	<a href="mailto:swankirb@msu.edu">swankirb@msu.edu</a>	EL

## Pizza Office Hours

Questions concerning the course may also be discussed during the Pizza Office Hours. These meetings will also serve as opportunities to discuss psychiatry in the news and for the coordinators to get to know some of the students better (and vice versa.) Space is limited to the first 12 students from each campus to sign up by contacting Gini Larson (unfortunately, we can't afford to feed all of you and also want to have a group of optimal size.) See times and dates below (rooms TBA):

Campus	Day of Week	Date	Time
Detroit Medical Center	Friday	9/17/21	12:00-12:50 pm
East Lansing	Wednesday	9/22/21	12:00-12:50 pm
Macomb University Center	Friday	9/24/21	12:00-12:50 pm

## Course Web Site

The URL for the Course website is: <https://d2l.msu.edu/d2l/le/content/1490617/Home>

## Textbooks and Reference Materials

### Required

- OST 577 Course Pack
- Required Readings: In preparation for the small group discussions, students are responsible for completing the assigned readings. There are 2 required articles assigned for each small group session. Links will be posted in D2L. **There will be quiz questions generated from the required readings. Content from the assigned readings for small group #1 will be tested at the beginning of the first Super Session on Monday, 9/20. Content from the assigned readings for small group #2 will be tested at the beginning of the second Super Session on Monday, 9/27.**

### Recommended

Andreasen & Black (2020). Introductory Textbook of Psychiatry, 7<sup>th</sup> ed., American Psychiatric Publishing Inc. ISBN: 978-1615373192  
<http://ezproxy.msu.edu/login?url=https://psychiatryonline.org/doi/book/10.1176/appi.books.9781615373758>)

## 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 interact with faculty.
- Actively annotate your Course Pack as you prepare for each class session, as each class session progresses, and during your follow-up study.
- Avail yourself of the opportunities for help provided by the course faculty – especially at scheduled Office Hours.
- Proactively ask for clarification regarding course protocol and content issues as soon as they come to your attention. **Course Coordinators may not be able to answer any course-related questions after 5 p.m. the evening before the final examination.**
- Keep in mind that you can contact course faculty through the Psychopathology Student Liaisons or by e-mail through Gini Larson. 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 or to see where you are going off-track.  
Attend the course Help Session/Office Hours, which is scheduled prior to the course exam.  
**(Thursday, 9/30, 11:00-11:50 Zoom link TBA)**
- 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 here: [MSUCOM Office of Academic Success and Career Planning](#).

## **Courses Begin and End Dates**

OST577 begins on 9/10/2021 and ends on 10/1/2021. See addendum for detailed daily course schedule.

## Super Sessions

There are 2 live webinars (Zoom links TBA), one for each full week of the course. These sessions will review, and sometimes add to, materials from the preceding lectures/online modules in a case-based format with student responses via Reef Polling. As part of each Super Session, there will be a 5-question quiz with short, multiple choice questions based on the preceding lectures/online modules and any assigned readings for the Small Groups. The quiz questions are relatively simple and are primarily designed to promote readiness for the Super Sessions. They are not indicative of the difficulty of the Final Exam questions. With the 2 Super Sessions, students may earn a total of 10 points. Final Exam questions may be based on these case materials. The final course grade needs to be 75 points or more with a possible 90 points from the Final Exam and a possible 10 points from the Super Session Quizzes. Dates/times of each Super Session in addition to the lectures/small group readings covered are as follows:

**Super Session #1:** 9/20/2021, 1-4:50 pm (9/10-9/17/21 lectures/online modules/readings for Small Group #1)

**Super Session #2:** 9/27/2021, 1-4:50 pm (9/20-9/24/21 lectures/readings for Small Group #2)

**\*Although the online modules include self-study questions, these are only for practice and are not worth any points toward the final course grade.\***

## Exams/Assessments

There will be a total of one exam given in OST 577 this semester. Your score on the final exam and your scores on the Super Session quizzes will determine your grade in the course. The exam assessment schedule is as follows:

Assessments	Projected Points	Material to be Covered
<b>WHEN:</b> October 1, 2021 Friday 9:00-11:30 AM <b>WHERE:</b> TBA	150 minutes to complete 90 Psychopathology multiple choice questions along with approximately 8 Y&A questions	Lectures (recorded and live) and online modules  Students are responsible for all content from the lectures, live webinars, and online modules, above and beyond what appears in the course pack. Small group readings will not be tested on the final exam.  Materials discussed <i>exclusively</i> during panels or small group sessions will not appear on the test. However, this content, when also appearing elsewhere, may be emphasized on the exam.

(Almost) **Free Exam Questions!!!** When 50% or more of the class from the site of origin attends select lectures in person, the entire class will receive questions that are similar to (sometimes *very similar to*) exam content.

\*One question each will be provided for both the MUC and DMC Orientation sessions and one question each for other select lectures. \*

The entire class will receive the compiled list of questions by **Monday, September 27, 2021 at 5pm**, with the answers posted by **Wednesday, September 29, 2021 at 5pm**. Please try to first figure them out on your own (it's a better way to learn the materials). We provide the added incentive of free questions to improve lecture attendance and class participation, especially when the Course Coordinators are getting up at the crack of dawn to drive to Detroit, and to give examples of the format of the questions on the exam. Questions will be provided when the minimum required number of class members from the site of origin is present in person for the following lectures:

Course Introduction Sessions:	MUC Origin – Smith & Ley DMC Origin—Smith & Ley	Friday, 9/10, 1-1:50 Friday, 9/10, 3-3:50
Depression and Suicide	EL Origin—Ley	Tuesday, 9/14, 9-9:50
Child and Adolescent Psychiatry (Part I):	DMC Origin—Ley	Friday, 9/17, 10-10:50
Psychotherapy	MUC Origin—Smith	Friday, 9/24, 1-1:50

**The class may earn up to a total of 5 questions for the final exam. These are important. Based on the performance of past classes, we’re guessing you’re going to want them!**

## Course Grades

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

#Correct Answers Final Exam/90 + Super Session Quizzes/10 = Final Point Score plus completion of mandatory small group and panel attendance

- **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 a minimum of 75 points combined from the Final Exam and Super Session Quizzes. The student must also Pass all of the Pass/Fail experiences (see table below) in order to Pass OST 577.**
- **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 75 points combined on the Final Exam and Super Session Quizzes and/or does not Pass all Pass/Fail experiences will receive an “N” grade. Unprofessional behavior may also result in an “N” grade.**

Experience	Approximate Possible Points
Final Exam – October 1, 2021 from 9:00-11:30 am	90
Super Session Quizzes (SS #1, 9/20; SS #2, 9/27)	10
Attendance at ALL small Groups (Gr. A-9/21, 9/28; Gr. B-9/22, 9/29)	P/N
Attendance at ONE or more panels (PTSD-9/20; NAMI-9/24)	P/N
Course and Faculty Evaluation (optional)	-
Student Evaluation of Small Group Preceptor (optional)	-

**Attendance**

- **Attendance at (and full participation in) ALL small groups is mandatory.**
- **Attendance in person at a minimum of ONE panel is mandatory.** There is a Posttraumatic Stress Disorder panel with individuals from the Michigan Victim Alliance (MVA) (both video and Q & A must be attended for credit), and a panel of individuals coping with various psychiatric disorders from the National Alliance on Mental Illness (NAMI). The panelists deserve your undivided attention. Students engaging in unprofessional, including off-task, behaviors during panels may not receive credit for attendance along with needing to meet individually with the course coordinators. **Attendance will be taken at local sites via REEF polling.**

**Self-Directed Learning in Psychopathology**

It is a goal at MSUCOM to promote self-directed learning to help our students grow into strong, self-directed future clinicians. Self-directed learning is also required by medical school accreditation standards. Self-directed learning is a 4-step process that occurs within an encapsulated timeframe. Some of the ways this takes shape in OST 577 is through the use of large group (“Super Sessions”) and small group discussions, which typically unfold as follows:

- **Self-Assessment of Learning Needs** – Students are presented with learning materials prior to a live session, with knowledge that they will engage in assessment prior to the beginning of that session. This provides an opportunity to reflect on knowledge and isolate learning needs related to the provided objectives, seeking out related information.
- **Identification, Analysis, & Synthesis of Information** – In the live sessions, students are provided with additional opportunities to identify, analyze, and synthesize information in relation to their learning surrounding a relevant case or scenario, such as decisions on clinical management for a certain clinical presentation.
- **Appraisal of Information Credibility** – Once students have synthesized gathered information, they will appraise this knowledge and its relevance to the provided case or scenario through both large and small group discussions. Peers will collaboratively construct and assess knowledge as they share perspectives, sources, and probe with related questions.
- **Feedback on Information-Seeking Skills** – Students are provided with feedback on their information seeking skills by facilitators of the live sessions both during the group discussions with targeted group feedback and in summary at the end of group discussions with global notes directed to the group holistically.

## Remediation

All remediation exams for semester 5 are scheduled for January 4th or 5th, 2022.

### Remediation Examination Eligibility Criteria:

Students enrolled in OST 577-Psychopathology who do not successfully pass the course with a combined total of 75 or more points are eligible for the remediation examination only if they have demonstrated a substantial level of mastery of the subject material and fulfilled all course requirements. In order to sit for the remediation examination, the student must meet the following criteria:

- The student attempted the final examination on time as scheduled.
- The student obtained a minimum combined total of 65 or more points for the course.
- The student attended and participated in both small groups as assigned.
- The student attended at least one patient panel (NAMI or PTSD).
- The student displayed professional behavior throughout the course in all interactions with peers and faculty - in lectures, small groups and during panels.

Since all the core courses in the MSUCOM pre-clerkship curriculum are required, any student receiving an “N” grade must remediate, if eligible, or repeat the course when next offered. In order to be eligible for remediation, all course requirements must be completed, including successful make-ups for any missed Pass/Fail experiences. Remediation for this course involves a completion of a multiple-choice examination of approximately 50 questions in 75 minutes, with a score of 70% or greater required to pass the remediation. The needed pass rate/point total for the remediation is less than it was for the course (75 points) because there are **no quiz points or free exam questions offered for the remediation**. Students who fail the remediation exam must retake OST 577 the following year—no alternative options will be provided. Please refer to the remediation policy information provided in Section 2 of this syllabus for additional 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 your course liaisons with your reactions and suggestions. Office hours, emails through Gini Larson, and D2L Discussion Board are additional ways to elicit and respond to 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 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: [MSUCOM Pre-clerkship Evaluation System](#).

## Section 2 – Policies

Please refer to the [MSUCOM Student Handbook](#) for these and other policies.

### Academic Honesty and Professionalism

Every student is responsible for their behavior and is expected to adhere to all MSU and MSUCOM policies of academic honesty and professionalism, as outlined in the MSUCOM Student Handbook and

the MSU Medical Student Rights and Responsibilities. These documents may be found on the MSUCOM website. Additional guidance on academic integrity may be found on the MSU Ombudsperson's website at <https://ombud.msu.edu/sites/default/files/content/Academic-Integrity-at-MSU-updated-August-2017.pdf>

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

## **Types of Class Sessions**

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

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

## **Changes to Course Schedule or Requirements**

Due to external circumstances, the course requirements published in the course syllabus and/or course schedule may be subject to change. Timely notification Communication regarding changes will be provided to enrolled students via the course D2L site and/or email. Any changes made will consider the MSU Code of Teaching Responsibility and the MSU Medical Students Rights and Responsibilities.

## **Mandatory and Optional Class Sessions**

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

## **Absences from Mandatory and Examinations/Assessments**

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

After a request for an excused absence is submitted via the student portal, COM administration will make a preliminary review of this request to see if it potentially meets COM policy criteria for an excused absence. Requests that meet these criteria will then be forwarded to the OST 577 course coordinators for a final determination regarding approval followed by any plans to makeup missed course activities.

## **Computer-Based Testing**

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

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

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

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

## **Medical Student Rights and Responsibilities**

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

## **Reef Polling (iClicker Cloud) Policy**

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

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

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

## **Remediation**

The MSUCOM Policy for Retention, Promotion and Graduation requires successful completion of each required course to progress in the curriculum. If you receive an "N" grade in a course, that grade will be

recorded on your official transcript; you must meet the course requirement by successfully remediating or repeating the course.

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

## **Student Safety and Well-being**

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

## **Academic Support Resources at MSUCOM**

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

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

## **Requests for Accommodations**

Michigan State University is committed to providing equal opportunity for participation in all programs, services and activities. Requests for accommodations by persons with disabilities may be made by contacting the Resource Center for Persons with Disabilities (RCPD) at 517-884-7273 or online at [rcpd.msu.edu](http://rcpd.msu.edu). Once eligibility for an accommodation has been determined, you may be issued a Verified Individualized Services and Accommodation (VISA) form. Each VISA includes an expiration date; to request an accommodation, you must have an active VISA. You may work with RCPD to renew a VISA.

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

## **Title IX Notifications**

Michigan State University is committed to fostering a culture of caring and respect that is free of relationship violence and sexual misconduct, and to ensuring that all affected individuals have access to services. For information on reporting options, confidential advocacy and support resources, university

policies and procedures, or how to make a difference on campus, visit the Title IX website at [titleix.msu.edu](http://titleix.msu.edu).

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

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

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

### **Addendum: Course Schedule**

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