FCM 622
Core Family Medicine Sub-I

REQUIRED ROTATION (R2) SYLLABUS

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At MSUCOM, we are constantly working to improve our curriculum and to meet new AOA accreditation guidelines. We need to meet the challenges of modern medicine that force us to innovate. While changes will generally be instituted at the beginning of the school year, changes may also be implemented semester to semester.

Please be mindful of the need to read your syllabi before beginning your rotations.
### TABLE OF CONTENTS

**INTRODUCTION AND OVERVIEW** ................................................................. 3  
  ROTATION FORMAT ..................................................................................... 3

**GOALS AND OBJECTIVES** ......................................................................... 3
  GOALS ............................................................................................................ 3  
  OBJECTIVES .................................................................................................. 4  
  CORE COMPETENCIES .................................................................................. 6

**COLLEGE PROGRAM OBJECTIVES** .............................................................. 7

**REFERENCES** ................................................................................................ 7
  REQUIRED STUDY RESOURCES ................................................................. 7  
  SUGGESTED STUDY RESOURCES ............................................................... 7  
  Recommended Websites ................................................................................ 7

**ROTATION REQUIREMENTS** ................................................................ ........ 8
  WEEKLY READINGS/OBJECTIVES/ASSIGNMENTS .................................... 8  
  DO/PhD Students .......................................................................................... 12  
  AQUIFER ........................................................................................................ 12  
  How to Access Aquifer Cases ....................................................................... 12  
  ONLINE MODULES OR CONFERENCES .................................................... 13  
  COMAT EXAM INFORMATION ...................................................................... 13  
  STUDENT EXPERIENCE LOGS ................................................................... 14  
  ROTATION EVALUATIONS .......................................................................... 14  
  CORRECTIVE ACTION PROCESS ............................................................... 15  
  BASE HOSPITAL REQUIREMENTS ............................................................. 16

**MSU COLLEGE OF OSTEOPATHIC MEDICINE STANDARD POLICIES** .......... 18
  ATTENDANCE POLICY .................................................................................. 18  
  POLICY FOR MEDICAL STUDENT SUPERVISION ................................... 19  
  Supervisors of the Medical Students in the Clinical Setting ....................... 19  
  Level of Supervision/Responsibilities ......................................................... 19  
  STATEMENT OF PROFESSIONALISM ....................................................... 20  
  STUDENT RIGHTS AND RESPONSIBILITIES ......................................... 20  
  MSU Email ................................................................................................... 20  
  FACULTY RESPONSIBILITES ..................................................................... 21  
  COURSE GRADES ....................................................................................... 21  
  N Grade Policy ............................................................................................ 22  
  STUDENT EXPOSURE PROCEDURE ......................................................... 22  
  STUDENT VISA ............................................................................................. 22

**STUDENT EXPERIENCE LOG FCM 622** ...................................................... 23

**SUMMARY OF GRADING REQUIREMENTS** ................................................. 24
Introduction and Overview

Welcome to family medicine. This syllabus provides an overview of rotation goals and objectives designed to help you gain an understanding of the breadth and scope of family medicine. As you progress through the rotation, you will perform certain activities intended to help you meet the identified goals and objectives. Please make sure to review this syllabus in its entirety to ensure understanding of the rotation format and syllabus content.

If you put the time and effort into studying these modules you will be well prepared for internship, residency and national tests you will take such as COMAT and COMLEX. It is also our hope that you will recognize the integral role of Family Medicine, for it is a cognitively rewarding discipline for which there will always be a need.

ROTATION FORMAT

The instructional modules for FCM 622 rotation are created to showcase a typical day for a family medicine physician. These nine modules flow sequentially with one new patient who presents to your clinic. Over time new maladies are uncovered. There is a single reference guide, divided into multiple topics in which I strongly encourage you to print off in color. You will need to minimize distractions while looking for the key points during module viewing and enter in the highlighted areas. Each of the nine modules is followed by a short quiz covering those key points. Each module is under 60 minutes. It would behoove you to complete all of them the weekend before your rotation starts. In the end you will have a Reference Guide that you have completed on your own which will assist with internship, residency and Board preparation.

GOALS AND OBJECTIVES

GOALS

1. Demonstrate the ability to obtain a comprehensive history and physical examination
2. Demonstrate cardinal techniques of examination that include inspection, palpation, percussion, and auscultation.
3. Explain the indications and interpretation of routine laboratory test and procedures
4. Recommend appropriate cost-effective diagnostic tests in the era of cost containment
5. Demonstrate clinical reasoning, assessment, and planning skills appropriate for level of training
6. Apply knowledge of relevant health screening and disease prevention guidelines in formulating the plan of care
7. Demonstrate professionalism throughout the rotation
8. Apply the Tenant:
   a. The body is a unit; the person is a unit of body, mind, and spirit.
b. The body is capable of self-regulation, self-healing, and health maintenance

c. Structure and function are reciprocally interrelated

d. Rational treatment is based upon an understanding of the basic principles of body, unity, self-regulation, and the interrelationship of structure and function.

“The body’s self-healing capacity when mind, body and spirit are in balance.”

OBJECTIVES

Module 1: Hypertension (HTN)

- Understand the proper way of measuring brachial arterial pressure.
- Describe the difference between white coat, masked and resistant HTN.
- Recognize the physical exam manifestations of uncontrolled HTN.
- List the appropriate tests for the initial workup of newly diagnosed HTN.
- List the substances that can raise blood pressure.
- Identify findings that suggest resistant HTN.
- Understand the JNC 8 classification of HTN.
- List lifestyle modification for BP reduction.
- Define the threshold to start medication for uncontrolled HTN.
- Outline the compelling indications, contraindications and side effects of the various classes of antihypertensive medications.
- Define BP goals for special populations.

Module 2: Diabetes (DM)

- List the diagnostic criteria for DM
- Describe the process of shared decision-making for setting goals and creating a management plan for patients with DM
- List the mechanism of action, side effects of available treatment agents in DM and the expected HbA1c reduction of each
- Describe the management of hypoglycemia in the outpatient setting
- Describe the chronic complications of DM and recommend screening

Module 3: Dyslipidemia

- List the four major groups who benefit from intensive statin therapies
- Recite the expected change in values of available agents.
- Recognize which agents have morbidity/mortality reduction.
- Describe the management of side effects of each available class.

Module 4: Thyroid Nodules

- Know when a thyroid US should be performed.
- Understand when a fine needle aspiration is indicated.
- Know when surgery indicated.
- Describe the follow up of benign nodules.

Module 5: Perioperative medicine
- Categorize various surgeries into low, moderate and high risk surgical categories
- List the risk factors included in the Revised Cardiac Risk Index and associated risk % of perioperative cardiac death
- List the active cardiac conditions included in the ACC/AHA algorithm
- Recall the three groups for whom perioperative cardiac testing in not indicated
- Determine when to utilize beta blockers or noninvasive testing based upon use of the 5 step ACC/AHA perioperative evaluation algorithm

Module 6: “The Incidentals”
- List the tests in the initial workup of recurrent kidney stones
- Recite the general prevention measures for kidney stones
- List the available treatment options for Calcium Oxalate stones
- Recite the CT characteristics that differentiate benign from malignant findings for the adrenal incidentaloma
- List the serological tests needed for the adrenal incidentaloma
- Indicate when surgery is required for the adrenal incidentaloma
- Detail the follow up the adrenal Incidentaloma
- Describe the diagnostic work-up for a pulmonary nodule
- Describe the workup of a renal cyst

Module 7: Select Topics in Rheumatology
- Identify the presentation of gout
- Recognize other masqueraders
- Know when arthrocentesis is indicated
- List the laboratory tests needed in the initial work up of gout
- List the available treatment options for gout
- Describe the goals for chronic treatment
- Detail the follow up of treatment of gout
- Recognize the presentation of Polymyalgia Rheumatica (PMR)
- Describe the treatment and follow up of patients with (PMR)

Module 8: Healthy Living
- Differentiate the stages of change
- Be able to identify what stage a patient is in
- Be able to move the patient to the next stage
- Describe the various treatment options for smoking cessation
- Apply motivational interviewing techniques for alcohol reduction
- Apply motivational interviewing techniques for weight loss

Module 9: Sleep Disorders
- List the elements of sleep hygiene.
- Describe the workup and treatment of Restless Legs Syndrome
- Describe the workup and treatment of Obstructive Sleep Apnea
CORE COMPETENCIES
The Core Competencies were developed by the AOA to represent seven defined areas. In 2007, the American Association of Colleges of Osteopathic Medicine developed a document to assist colleges in integrating these same core competencies into medical education at the medical student level. The following core competencies are addressed during the month of Out-Patient Internal Medicine:

1. Osteopathic Principles and Practice
   • Approach the patient with recognition of the entire clinical context, including mind-body and psychosocial interrelationships
   • Diagnose clinical conditions and plan patient care
   • Perform or recommend OMT as part of a treatment plan
   • Communicate and document treatment details

2. Medical Knowledge
   • Articulate basic biomedical science and epidemiological and clinical science principles related to patient presentation

3. Patient Care
   • Gather accurate data related to the patient encounter
   • Develop a differential diagnosis appropriate to the context of the patient setting and findings
   • Form a patient-centered, inter-professional, evidence-based management plan
   • Health promotion and disease prevention (HPDP)
   • Documentation, case presentation, and team communication

4. Interpersonal and Communication Skills
   • Establish and maintain the physician-patient relationship
   • Demonstrate effective written and electronic communication in dealing with patients and other health care professionals
   • Work effectively with other health professionals as a member or leader of a health care team

5. Professionalism
   • Demonstrate humanistic behavior, including respect, compassion, honesty, and trustworthiness
   • Demonstrate accountability to patients, society, and the profession, including the duty to act in response to the knowledge of professional behavior of others
   • Attain milestones that indicate a commitment to excellence, as, for example, through ongoing professional development as evidence of a commitment to continuous learning

6. Practice-Based Learning and Improvement
   • Describe the clinical significance of and apply strategies for integrating research evidence into clinical practice
   • Critically evaluate medical information and its sources, and apply such information appropriately to decisions relating to patient care

7. Systems-Based Practice
   • Demonstrate understanding of how patient care and professional practices affect other health care professionals, health care organizations, and society
Identify and utilize effective strategies for assessing patients

COLLEGE PROGRAM OBJECTIVES

In addition to the above course-specific goals and learning objectives, this clerkship rotation also facilitates student progress in attaining the College Program Objectives. Please refer to the complete list provided on the MSUCOM website (https://com.msu.edu/) and in the Student Handbook.

REFERENCES

REQUIRED STUDY RESOURCES

1. Desire to Learn (D2L)

2. Access Medicine
   *Compendium of various medical books, questions, images, videos that apply to internal medicine. Infinitely helpful resources that allows you to search a topic over multiple different texts.

   Available at: https://accessmedicine-mhmedical-com.proxy1.cl.msu.edu/

3. Harrison’s Principles of Internal Medicine 20th edition
   *The bible of internal medicine. Long running book providing complex overview of topics that are applicable to every level of education. Can be overly complex when trying to quickly review a topic or answer clinical questions for a medical student.

   Available online at: https://accessmedicine-mhmedical-com.proxy1.cl.msu.edu/

4. Aquifer

   Available at: https://michstate-do.meduapp.com/users/sign_in

SUGGESTED STUDY RESOURCES

Recommended Websites
Additional Resources/Convenient Apps - some are free through the web and some you will need to pay for if you would like access. Also check with your hospital library as to whether they have any available electronically for your use.

   Dynamoed- http://libguides.lib.msu.edu/dynamedapp
   UpToDate – http://www.uptodate.com/home
   Epocrates - https://online.epocrates.com/rxmain
ACP Doctors Doctor’s Dilemma - https://ddm.acponline.org/

Accessing the Electronic Resources Using MSU’s Library will provide many of these for free.

**ROTATION REQUIREMENTS**

<table>
<thead>
<tr>
<th>REQUIREMENT</th>
<th>SUBMISSION METHOD</th>
<th>DUE DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>25 Aquifer Cases</td>
<td>Completed 100% and uploaded by 11:59pm the last day of the rotation.</td>
<td>Completed 100% and uploaded by 11:59 pm the last day of the rotation.</td>
</tr>
<tr>
<td>View the 9 modules online. Take end of module Quiz after completing each module</td>
<td>Completed 100% and uploaded by 11:59pm the last day of the rotation.</td>
<td>Completed 100% and uploaded by 11:59 pm the last day of the rotation.</td>
</tr>
<tr>
<td>Student Experience Log</td>
<td>11:59 pm last day of the rotation.</td>
<td>Must be uploaded to D2L</td>
</tr>
<tr>
<td>Student Daily Shift Schedule</td>
<td>11:59 pm last day of rotation submitted in D2L.</td>
<td>Not to be submitted until the last Friday- Sunday of the rotation, and must be the schedule you worked, not what you were scheduled to work.</td>
</tr>
<tr>
<td>ZOOM Presentations</td>
<td>You will need to make sure you complete your Case Presentation.</td>
<td>Must be done when you are scheduled or Corrective Action completed on time.</td>
</tr>
<tr>
<td>Attending Evaluation of Clerkship Student</td>
<td>Can be accessed via the “Attending Evaluation” link in Kobiljak online schedule. Email completed evaluation to <a href="mailto:COM.Clerkship@msu.edu">COM.Clerkship@msu.edu</a></td>
<td>Last Day of Rotation</td>
</tr>
<tr>
<td>Student Evaluation of Clerkship Rotation</td>
<td>Can be accessed and submitted via the “Student Evaluation” link in Kobiljak online schedule.</td>
<td>Last Day of Rotation</td>
</tr>
</tbody>
</table>

**WEEKLY READINGS/OBJECTIVES/ASSIGNMENTS**

Students will find module presentations on D2L. References are listed here and may be reviewed as additional reading.
Module 1 References:


Available at: https://www.ahajournals.org/doi/full/10.1161/HYP.0000000000000065


Available at: https://jamanetwork.com/journals/jama/fullarticle/1791497

Module 2 References:

2021 American Diabetes Association Introduction: Standards of Medical Care in Diabetes; Diabetes Care 2021 Jan: 44 (Supplement 1): S1-S2

Available at: https://care.diabetesjournals.org/content/44/Supplement_1/S1

Module 3 References:


Available at: https://www.ahajournals.org/doi/10.1161/CIR.0000000000000625?url_ver=Z39.88-2003&rfr_id=ori%3Arid%3Acrossref.org&rfr_dat=cr_pub++0pubmed&

American College of Cardiology 2018 Guideline on the Management of Blood Cholesterol


Available at: https://www.ahajournals.org/doi/pdf/10.1161/01.cir.0000437738.63853.7a
Module 4 References:

Available at: https://pubmed.ncbi.nlm.nih.gov/27167915/

Module 5 References:

Available at: https://pubmed.ncbi.nlm.nih.gov/25091544/

Module 6 References:

Available at: https://pubmed.ncbi.nlm.nih.gov/28240562/


Available at: https://pubmed.ncbi.nlm.nih.gov/19632967/

Module 7 References:

Available at: https://pubmed.ncbi.nlm.nih.gov/32390306/

European League Against Rheumatism; American College of Rheumatology. 2015 recommendations for the management of polymyalgia rheumatica: a European League Against Rheumatism/American College of Rheumatology collaborative initiative. Arthritis
Module 8 References:
Available at: https://pubmed.ncbi.nlm.nih.gov/28726479/

Module 9 References:
Clinical Guideline for the Evaluation and Management of Chronic Insomnia in Adults (aasm.org)
Available at: https://jcsm.aasm.org/doi/pdf/10.5664/jcsm.27286

Available at: https://pubmed.ncbi.nlm.nih.gov/22851800/

Available at: https://jcsm.aasm.org/doi/pdf/10.5664/jcsm.6506

Treatment of Adult Obstructive Sleep Apnea with Positive Airway Pressure: An American Academy of Sleep Medicine Clinical Practice Guideline (aasm.org)
Available at: https://jcsm.aasm.org/doi/pdf/10.5664/jcsm.7640
DO/PhD Students

DO/PhD student rotations generally span a period of approximately four months. As such, students on this curricular track should strive toward completing one module every three to four weeks.

AQUIFER

How to Access Aquifer Cases

Navigate to [https://michstate-do.meduapp.com/users/sign_in](https://michstate-do.meduapp.com/users/sign_in)

1. You will be brought to a Sign In page. If you have previously accessed Aquifer for pediatrics, enter the same Sign In information. If you are new to Aquifer, enter your msu.edu email and click “register”
2. Once you have signed in, all the cases should be available to you. If you are brought to a course menu, the cases are listed under “IM Elective Course”.
3. You must navigate through the case including the last page. This will give you a Green Light on case completion.
4. You must complete 25 of the following cases of your choosing. For your reference, they are also listed here:
   1. Internal Medicine 01: 49-year-old male with chest pain
   2. Internal Medicine 02: 60-year-old female with chest pain
   3. Internal Medicine 03: 54-year-old female with syncope
   4. Internal Medicine 04: 67-year-old female with shortness of breath and lower-leg swelling
   5. Internal Medicine 05: 55-year-old male with fatigue
   6. Internal Medicine 06: 45-year-old male with hypertension
   7. Internal Medicine 07: 28-year-old female with lightheadedness
   8. Internal Medicine 08: 55-year-old male with chronic disease management
   9. Internal Medicine 09: 55-year-old female with upper abdominal pain and vomiting
   10. Internal Medicine 10: 48-year-old female with diarrhea and dizziness
   11. Internal Medicine 11: 45-year-old male with abnormal liver chemistries
   12. Internal Medicine 12: 55-year-old male with lower abdominal pain
   13. Internal Medicine 13: 65-year-old female for annual physical
   14. Internal Medicine 14: 18-year-old female for pre-college physical
   15. Internal Medicine 15: 50-year-old male with cough and nasal congestion
   16. Internal Medicine 16: 45-year-old male who is overweight
   17. Internal Medicine 17: 28-year-old male with a pigmented lesion
   18. Internal Medicine 18: 75-year-old male with memory problems
   19. Internal Medicine 19: 42-year-old female with anemia
   20. Internal Medicine 20: 48-year-old female with HIV
   21. Internal Medicine 21: 78-year-old male with fever, lethargy and anorexia
   22. Internal Medicine 22: 71-year-old male with cough and fatigue
   23. Internal Medicine 23: 54-year-old female with fatigue
   24. Internal Medicine 24: 52-year-old female with headache, vomiting and fever
   25. Internal Medicine 25: 75-year-old female with altered mental status
   26. Internal Medicine 26: 58-year-old male with altered mental status experiencing homelessness
27. Internal Medicine 27: 65-year-old male with hypercalcemia  
28. Internal Medicine 28: 70-year-old male with shortness of breath and cough  
29. Internal Medicine 29: 55-year-old female with fever and chills  
30. Internal Medicine 30: 55-year-old female with leg pain  
31. Internal Medicine 31: 40-year-old male with knee pain  
32. Internal Medicine 32: 39-year-old female with joint pain  
33. Internal Medicine 33: 49-year-old female with confusion  
34. Internal Medicine 34: 55-year-old male with low back pain  
35. Internal Medicine 35: 35-year-old female with three weeks of fever  
36. Internal Medicine 36: 49-year-old male with ascites

ONLINE MODULES OR CONFERENCES

The Department of Family and Community Medicine requires that you attend ONE zoom session for each rotation you are on. The Zoom Sessions will be assigned the second week of the rotation.

Your verbal case presentation should be approximately 3-5 minutes in length and include HPI, physical exam, labs/imaging, differential, final diagnosis and medications/therapies.

You are expected to be on the entire hour, your camera needs to be on the entire time and present for the entire hour.

COMAT EXAM INFORMATION

DUE DATE: The COMAT Exam date that is offered the last Friday of your rotation, which you will need to make sure to register and sit for if you have taken FCM 620 previously.

To be considered for Honors, you will need to achieve an Honor Score on the COMAT.

The grade will be issued under the requirements for FCM 620. For information on exam registration and administration, please visit the COM Office of the Registrar’s COMAT webpage: http://com.msu.edu/Students/Clerkship/MAT_Subject_Exams.htm.

If a student requires an accommodation, a valid VISA from the Resource Center for Persons with Disabilities must be presented to the COM Office of the Registrar 7 days in advance of the COMAT examination date. The student must also disclose which allowed accommodations s/he intends to use for the exam 7 days in advance of the COMAT examination date.

COMAT GRADING

- **Honors:**
  - You will need to score at or above 116 on first attempt.
  - In addition to meeting the other passing requirements listed in the “Honor Rotation Requirements” section of this syllabus.
• **Pass:**
  o Score at or above 85 on the exam.
  o If you fail to take your exam when you are scheduled, you will receive a zero and have one chance to retake the exam.
  o In addition to meeting the other passing requirements listed in the “Rotation Requirements” section of this syllabus.

• **ET:** Will be the conditional grade given until all the requirements of this rotation are completed.

• **N:** Not taking or passing the COMAT Exam by the due date on the first or second attempt.

**COMAT Corrective Action**

• It is your responsibility to take the exam on the last Friday of the rotation. If this deadline is not met (with the exclusion of the following scenarios) you will receive an “0” for that attempt of the exam and will only be given one (1) time to re-take the exam (on the next immediate date the exam is available). You must receive a passing score on the retake exam or you will receive an “N” grade for the rotation.

• It is your responsibility to contact the Course Assistant (listed on the front of the syllabus) by the end of the first week of the rotation for consideration of delaying the exam if you have a conflict regarding the prescribed exam date.

• It is your responsibility to contact the Course Assistant (listed on the front of the syllabus) within in 24 hours of an emergency that will keep you from taking the exam the last Friday of the rotation, in order for consideration of delaying the exam.

The Department will notify students of their failure.

**STUDENT EXPERIENCE LOGS**

Students are required to complete one Student Encounter Log per Core Rotation. In Core Family Medicine Sub-I you are to complete this Log 100% and submit it to the Dropbox in D2L before 11:59 PM the last day of the rotation.

**ROTATION EVALUATIONS**

**Attending Evaluation of Student**

Students are responsible for assuring that his/her clinical supervisor receives the appropriate evaluation form. Forms can be accessed via the “Attending Evaluation” link in the student’s Kobiljak online Clerkship schedule.
Students should actively seek feedback on his/her performance throughout the course of the clinical rotation. Students should also sit down and discuss the formal evaluation with the clinical supervisor.

Students should keep a copy of the evaluation and leave the original with the Medical Education Office at the clinical training site where that office will review, sign, and forward the completed form to the COM Clerkship Team. Any evidence of tampering or modification while in the possession of the student will be considered “unprofessional behavior” and will be referred to the MSUCOM Spartan Committee Clearinghouse for resolution, per MSUCOM’s Common Ground Framework for Professional Conduct or to the Committee on Student Evaluation (COSE).

Grades are held until all rotation requirements, including evaluation forms, are received. Be sure you are using the correct form.

**Student Evaluation of Clerkship Rotation**
Students will submit their rotation evaluations electronically at the conclusion of every rotation by accessing their online evaluation system at:

http://hit-filemakerwb.hc.msu.edu/Clerkship/login_student.html

**Unsatisfactory Clinical Performance**
The Instructor of Record and/or the Assistant Dean for Clerkship Education will review/investigate a student’s performance on a rotation when a concern is raised by the supervisor(s), and when the Attending Evaluation of Clerkship Student contains any below expectation marks within the professionalism area, any unsatisfactory written comments, or a total of two or more below average marks on the evaluation.

Professionalism concerns, as well as accolades, will also be referred to the MSUCOM Spartan Committee Clearinghouse for resolution, per MSUCOM’s Common Ground Framework for Professional Conduct.

**CORRECTIVE ACTION PROCESS**
If a student does not successfully complete the rotation requirements of the course, the student will receive an ET grade and be permitted to go through a ‘Corrective Action’ process.

The following assignments are eligible for corrective action and will be due no later than 14 days after the last day of the rotation at 11:59pm:
1. Weekly Quizzes
   The student who fails to achieve an 70% on each weekly quiz will be allowed to take a comprehensive final examination that will be a random selection of similar questions, worth 50 points, with a necessary score of 70% to pass. It will be a cumulative examination and will be offered within the first two weeks following the completion of the rotation in which the student failed to achieve the necessary average score.

2. Evaluations, Aquifer Cases, and Student Experience Log
   The student who fails to turn in required paperwork, who has a verifiable reason why they failed to do so, will be allowed 14 days to submit or more depending on the circumstances, Failure to meet this two week deadline will result in an N grade.

3. Zoom Conference
   Students who miss a Zoom Conference, will be required to do a one-page essay on What Professionalism is and what it means to you. It is the student’s responsibility to contact the course assistant to determine when the review is due.

4. COMAT
   For the COMAT Corrective Action please COMAT Section of this syllabus.

The student is responsible for contacting the Course Assistant (on the first page of this syllabus) if they believe missing assignments were reported in error or are unclear about the Corrective Action process.

Please note that while it is the responsibility of the student to ensure the Attending Evaluation of the Clerkship Student is completed, this requirement may extend beyond the corrective action date. Additionally, in the event of a COMAT failure on first attempt, the corrective action for the repeat COMAT may extend beyond 14 days.

As determined by the Instructor of Record, the student will receive an N grade for the course if all assignments and the Corrective Action process are not completed successfully within 14 days after the last day of rotation at 11:59pm (with the exception of the Attending Evaluation). Additionally, a letter of unprofessional behavior for late submission of assignments will be sent to the MSUCOM Spartan Community Clearinghouse.

If a student successfully completes the Corrective Action process, as determined by the Instructor of Record, the student will receive credit for the deficient academic grading requirement(s) and be eligible for a rotation grade change from ET to Pass (pending the Attending Evaluation of the Clerkship Student and COMAT score).

BASE HOSPITAL REQUIREMENTS
Students are responsible for completing all additional requirements set by the hospital/clinical site in which the student is completing the rotation. Students are not responsible for reporting results of requirements outside the ones listed above to the college.
STUDENT RESPONSIBILITIES AND EXPECTATIONS

Medical students are expected to participate in direct patient care in the office, although final responsibility and decision-making rests with the attending physician. As a third-year student more emphasis will be placed on student responsibility and your ability to manage basic internal medicine patients. Students are required to attend didactics as assigned.

ATTIRE AND ETIQUETTE

During your clinical rotation, you will be a part of many different learning environments and will be given a great deal of responsibility. Importantly, most of your patients will consider you a critical member of the medical team and see you as a physician. Given this, it is vital that a high level of professional behavior is maintained. Outward appearance is very important in this regard, and is critical for initial impressions and for gaining the respect of your patients. For this reason, please adhere to the following dress code during your clerkship:

- Men should routinely dress in slacks, as well as a shirt and tie. No blue jeans are allowed during any rotation.
- Women should wear skirts or slacks. Skirts should be of a length that reaches the knees or longer.
- Tennis shoes should not be worn, except with scrubs.
- No open toe shoes, flip-flops, or sandals are allowed at any time. Socks are always a public health code requirement.
- Scrubs are provided for situations where extended periods of patient care necessitate more comfortable clothing or change in clothing. Therefore, scrubs are allowed for ‘on-call days’ only.

At ALL times when patient contact is expected or anticipated, your waist-length WHITE COAT will be worn.

As this policy simply represents general guidelines, we encourage anyone with uncertainties or questions regarding the dress code to reach out to student director for confirmation.

- Wear a waterproof gown when blood or body fluid may soak a cloth gown.
- ALL incidents of exposure to blood or body fluids such as parenteral (needle stick or cut); mucous membranes (splash to eyes, nose or mouth); cutaneous (contact with blood or body fluids on ungloved hands or other skin surfaces that may be cut, chapped, abraded or affected by active dermatitis should be reported immediately to attending physician, student director, and MSUCOM (see “Exposure Incidents Report” on page 18 of the syllabus)
MSU COLLEGE OF OSTEOPATHIC MEDICINE STANDARD POLICIES

The following are standard MSUCOM policies across all Clerkship rotations.

ATTENDANCE POLICY
To gain the knowledge and skills to successfully complete the MSUCOM clerkship program, consistent participation/attendance in program activities is essential. Any time off must not interfere with the quality of the rotation.

1. In the event a student needs to be absent from any rotation for the reasons listed below and permissible by the rotation syllabus, students may request time off.
2. Any absence (unless emergent) must be approved in advance (at least 30 days) of absence by the medical education department (student coordinator/director or DME), utilizing the Clerkship Program Excused Absence Request Form. Students must notify rotation team and medical education of emergent/illness absences on day of absence.
3. A student may not be absent more than 2 days on any one 4-week rotation (no time off allowed for rotations of 2 weeks or less) for the reasons below (exception Interview absences or Conference absences as below).
4. Any additional time off any one rotation must be approved by the MSUCOM Instructor of Record for the course the absence will occur.

Absence due to interviews:
For the purpose of interviewing only, a student may be absent 4 days on a 4-week rotation (2 days on a 2-week rotation) during the months of September to January in the OMS year 4. Interview invitations must accompany the Clerkship Program Excused Absence Request Form.

<table>
<thead>
<tr>
<th>Examination</th>
<th>Maximum Time Off (includes travel time)</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMLEX USA Level 2 CE/USMLE Step 2 CK/Canadian MCCEE</td>
<td>1 day</td>
</tr>
<tr>
<td>MSUCOM COMLEX PE Simulation at MSU</td>
<td>1 day for each scheduled simulation</td>
</tr>
<tr>
<td>COMLEX USA Level 2 PE/USMLE Step 2 CS (Canadian Students Only)</td>
<td>2 days</td>
</tr>
<tr>
<td>COMAT/SHELF examinations</td>
<td>Travel time and time for exam</td>
</tr>
</tbody>
</table>

Personal Day Absence:
Students are allowed 5 personal days per academic year in OMS 3 and OMS 4. These days are not carried over from third year to fourth year. These are to be used for illness, physician appointments, and special events (weddings, graduations, special anniversary events) and must not exceed 2 days on any 4-week rotation (#3 above). Prolonged illness and bereavement will be handled on a case-by-case basis between MSUCOM Assistant Dean of Clerkship Education and the base hospital/medical education department. Students must notify rotation team and medical education of emergent/illness absences on day of absence.

Hospital organized community events might lead to periodic absence from rotations. Student participation is encouraged and if base hospital approved, would be considered part of the rotation and not a personal day absence.

Jury duty:
When obligated, student participation is not considered a personal day. Court excuses must accompany any absence. If absence is prolonged, this will be handled on a case-by-case basis between the base hospital/medical education and MSUCOM.

Conference Absence:
While on required/core rotations, no excused absences for any professional meeting will be allowed unless the student is presenting research in which they have participated.

a. Appropriate paperwork with proof of presentation and copy of conference agenda must accompany the form.

b. Time off in this situation will be for travel and presentation only.

Personal vacations/family reunions, etc. are not part of this policy. Vacations can be scheduled periodically, provided all curriculum requirements will be met, with the assistance of your Student Services Advocate. Vacations will not be permitted on any core rotation or elective rotation.

While on selective/elective rotations: A student may submit a request for an excused absence to attend one (1) professional meeting, time not to exceed 3 days off rotation. The meeting agenda must accompany the Clerkship Program Excused Absence Request Form.

**POLICY FOR MEDICAL STUDENT SUPERVISION**

**Supervisors of the Medical Students in the Clinical Setting**

The MSUCOM curriculum includes required clinical experiences in a variety of clinical learning environments. The role of the student is to participate in patient care in ways that are appropriate for the student’s level of training and experience and to the clinical situation. The student’s clinical activities will be under the supervision of licensed physicians. This supervising physician may delegate the supervision of the medical student to a resident, fellow, or other qualified healthcare provider, however, the supervising physician retains full responsibility for the supervision of the medical students assigned to the clinical rotation and must ensure his/her designee(s) are prepared for their roles for supervision of medical students.

The physician supervisor and his/her designee(s) must be members in good standing in their facilities and must have a license appropriate to his/her specialty of practice and be supervising the medical student within that scope of practice as delineated by the credentialing body of the facility.

**Level of Supervision/Responsibilities**

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

- The student’s demonstrated ability
- The student’s level of education and experience
- The learning objectives of the clinical experience

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

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

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

STATEMENT OF PROFESSIONALISM
Principles of professionalism are not rules that specify behaviors but guidelines that provide direction in identifying appropriate conduct. These principles include the safety and welfare of patients, competence in knowledge and skills, responsibility for consequences of actions, professional communication, confidentiality, and lifelong learning for maintenance of professional skills and judgments. Professionalism and professional ethics are terms that signify certain scholastic, interpersonal and behavioral expectations. Among the characteristics included in this context is the knowledge, competence, demeanor, attitude, appearance, mannerisms, integrity, and morals displayed by the student to faculty, peers, patients, and colleagues in other health care professions.

Students are expected to conduct themselves at all times in a professional manner and to exhibit characteristics of a professional student.

STUDENT RIGHTS AND RESPONSIBILITIES
Each individual student is responsible for their behavior and is expected to maintain standards of academic honesty. Students share the responsibility with faculty for creating an environment that supports academic honesty and principles of professionalism. Proper relationship between faculty and student are fundamental to the college's function and this should be built on mutual respect and understanding together with shared dedication to the education process. It is a fundamental belief that each student is worthy of trust and that each student has the right to live in an academic environment that is free of injustice caused by dishonesty. While students have an obligation to assist their fellow students in meeting the common goals of their education, students have an equal obligation to maintain the highest standards of personal integrity.

MSU Email
To facilitate communication from faculty and staff to students, students are required to have a functioning MSU email address. Students are responsible for checking their MSU
email accounts daily and maintaining their MSU mailboxes so that messages can be received.

Forwarding MSU email to another email account or failure to check email are not valid excuses for missing a deadline or other requirements of the clinical education program.

Further, students must use secure email when working in a hospital, clinic, or other health care setting if discussion of patient information is involved. MSUNet (msu.edu) email is secure; many web-based email systems including Hotmail, Gmail and Yahoo are not.

FACULTY RESPONSIBILITIES

It is the responsibility of the college faculty to specify the limits of authorized aid (including but not limited to exams, study aids, internet resources and materials from senior students) in their syllabi, and it is the responsibility of students to honor and adhere to those limits. Course instructors shall inform students at the beginning of the semester of any special criteria of academic honesty pertinent to the class or course.

It is the responsibility of the clinical faculty to provide students with ongoing feedback during rotation upon request. Clinical faculty are generally recommended (though not required) to limit student assigned duty hours from 40 to 60 hours weekly (and not exceeding 60 hours). Both faculty and students are to be treated fairly and professionally to maintain a proper working relationship between trainer and trainee.

COURSE GRADES

H/Honors – A grade of honors will be designated to students demonstrating outstanding clinical, professional, and academic performance in certain core rotations. Criteria for achieving honors in a core rotation will be determined by the Instructor of Record and will be listed in the course syllabi. While Honors designation will be awarded to students meeting the criteria in the syllabi of the above courses, Honors is not an official MSU grade. The official MSUCOM transcript will reflect a grade as Pass with an additional notation that the student achieved Honors in the course. The students Medical Student Performance Evaluation will reflect each Honors grade.

P/Pass – means that credit is granted, and that the student achieved a level of performance judged to be satisfactory by the department according to the student's didactic and clinical performance.

ET/Extended Grade – means that a final grade ('Pass' or 'No Grade') cannot be determined due to one or more missing course requirements. The ET grade will be changed to a final grade once all the completed course requirements have been submitted to and processed by MSUCOM (either to the department or Clerkship Team). An ‘ET’ grade will NOT remain on a student’s transcript.

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 department according to the
student's didactic and clinical performance.

N Grade Policy
Students who fail this rotation will have to repeat the entire rotation and fulfill all (clinical and academic) requirements.

STUDENT EXPOSURE PROCEDURE
A form has been developed by the University Physician to report incidents of exposure, e.g. needle sticks, mucous membrane exposure, tuberculosis exposure, etc., and may be found on the Clerkship Medical Education page of the MSUCOM website here (https://com.msu.edu/current-students/clerkship-medical-education).

Contact Assistant Dean for Clerkship Education, Dr. Susan Enright, if exposure incident occurs: enright4@msu.edu.

STUDENT VISA
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-RCPD, or on the web at www.rcpd.msu.edu. Once a student’s eligibility for (clinical and/or testing) accommodation has been determined, the student may be issued a Verified Individualized Services and Accommodations (VISA) form. Students must present this VISA form to the Clerkship Team (COM.Clerkship@msu.edu), A-332 East Fee Hall, at the start of the semester in which they intend to use their accommodations (for tests, projects, labs, etc.). Accommodation requests received after this date will be honored whenever possible.

If updates or modifications to an existing VISA form are made after the semester begins, it is the responsibility of the student to submit an updated version to the Clerkship Team if he or she intends to use the new accommodation going forward.
STUDENT EXPERIENCE LOG
FCM 622
Mid Rotation Evaluation

Date of evaluation: 
Areas of Strength: 
Areas for Improvement: 
Attending Signature/Printed Name: 

On this rotation you are required to encounter the below clinical presentations, if your rotation should not permit the following, you are required to gain the knowledge via modules/readings per syllabus. Place a checkmark where appropriate.

<table>
<thead>
<tr>
<th>Clinical Presentation</th>
<th>Experience via patient on rotation</th>
<th>Experience gained via Readings/ modules. (per syllabus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>HTN</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DM Management</td>
<td></td>
<td></td>
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<tr>
<td>Dyslipidemia</td>
<td></td>
<td></td>
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<tr>
<td>Thyroid nodules</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Perioperative medicine</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nephrolithiasis/renal cyst</td>
<td></td>
<td></td>
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<tr>
<td>Adrenal incidentalomas</td>
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<tr>
<td>Pulmonary nodules</td>
<td></td>
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<tr>
<td>Gout/PMR</td>
<td></td>
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<tr>
<td>Temporal Arteritis</td>
<td></td>
<td></td>
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<tr>
<td>ETOH/Smoking cessation</td>
<td></td>
<td></td>
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<tr>
<td>OSA/RLS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Obesity</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Student Name: ____________________________

Rotation Dates: __________________________

Rotation Site: ___________________________

Rotation Attending: _______________________

OMM - briefly describe how you used OMM on one patient during this rotation: ___________________________

Wellness: An active process of becoming aware of and making choices toward a healthy and fulfilling life.

Have you set one personal wellness goal you would like to accomplish during this rotation?  
☐ Yes  ☐ No

Did you accomplish this goal by the end of the rotation?  
☐ Not at all  ☐ Somewhat  ☐ Completely accomplished goal or exceeded

I participated in interprofessional collaboration (collaboration on patient care with healthcare workers of different professional backgrounds) on this rotation:  ☐ Yes  ☐ No

Describe one encounter on this rotation when you collaborated on patient care with a healthcare worker of different professional background. Please identify the profession of the healthcare worker and how you perceived the experience (positive/neutral/negative).

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

Comments: ___________________________

Students are required to complete the student experience logs, and submit them via D2L dropbox by 11:59pm on the last day of the rotation.

Attending Signature: ____________________________
<table>
<thead>
<tr>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>View the 9 modules online. Take end of module Quiz after completing each module</td>
</tr>
<tr>
<td>25 Aquifer Cases</td>
</tr>
<tr>
<td>ZOOM Presentation</td>
</tr>
<tr>
<td>Shift Schedule</td>
</tr>
<tr>
<td>Requirement</td>
</tr>
<tr>
<td>-------------------------------------------------</td>
</tr>
<tr>
<td>Student Experience Log</td>
</tr>
<tr>
<td>COMAT Exam (scored under course FCM 620)</td>
</tr>
<tr>
<td>Attending Evaluation of Clerkship Student</td>
</tr>
<tr>
<td>Requirement</td>
</tr>
<tr>
<td>-----------------------------------</td>
</tr>
<tr>
<td>Student Evaluation of Rotation</td>
</tr>
</tbody>
</table>