

## **OST 573 – Endocrine System**

Spring Semester 3 - 2023

Updated: 04/03/2023 RB

### **Table of Contents**

Course Description.....	2
Measurable Course Objectives .....	2
Professional Development and Reflection Skills.....	3
Self-Directed Learning Activity for Diabetes Case Discussion.....	4
Self-Directed Learning Activity for Thyroid Case Discussion .....	4
Course Coordinator.....	5
Course Faculty.....	5
Curriculum Assistants.....	6
Lines of Communication .....	6
Office Hours .....	6
Course Web Site.....	6
Textbooks and Reference Materials .....	7
Specific Procedures for the Histology Laboratory .....	8
Course-based Academic Support.....	9
Course Begin and End Dates .....	9
Exams/Assessments.....	9
Course Grades.....	10
Student Evaluation of the Course .....	11
Academic Honesty and Professionalism .....	12
Types of Class Sessions .....	12
Mandatory and Optional Class Sessions .....	12
Absences from Mandatory Sessions and Examinations/Assessments .....	12
Computer-Based Testing.....	13
Medical Student Rights and Responsibilities .....	13
Remediation.....	14
Student Safety and Well-being .....	14
Academic Support Resources at MSUCOM .....	14
Requests for Accommodations .....	14
Title IX Notifications.....	15

**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

OST 573 Endocrine System is a 3-credit course designed to provide a multidisciplinary approach to endocrinology that integrates basic science and clinical information. The learning objectives in this course will build upon your understanding of the normal structure and function of the endocrine system, describe the pathophysiology and epidemiology of disorders affecting the endocrine system, and introduce principles of clinical diagnosis, prevention, and management of endocrine disorders.

### 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. Summarize anatomical and physiological structure-function relationships in the endocrine system to differentiate between normal and abnormal function. This includes the hypothalamus, pancreas, ovaries or testes, and the pituitary, thyroid, parathyroid, and adrenal glands, among other structures. (*Biomedical Science - Anatomy/Physiology*)
2. Examine the physiologic basis of health and the pathophysiologic basis of disease through selected endocrine clinical presentations, such as diabetes, hyperlipidemia, osteoporosis, and inherited or acquired disorders affecting the thyroid, adrenal, pituitary, and reproductive systems. (*Biomedical Science - Pathology/Pathophysiology*)
3. Describe the microscopic structural, developmental, biochemical, and regulatory mechanisms of cells, tissues, and organs pertinent to endocrine function. (*Biomedical Science - Molecular/Biochemical*)
4. Explain the rationale for recommending drugs and nutritional factors for the prevention, management, and treatment of common endocrine disorders, considering the mechanism of action, indications, contraindications, and side effects of each intervention. (*Biomedical Science - Pharmacology*)
5. Explore common endocrine presentations that intersect with clinical disciplines. (*Clinical Science - Internal, Clinical Science - Family, Clinical Science - Obstetrics/Gynecology, Clinical Science - Emergency, Clinical Science - Preventive/Occupational, Clinical Science - Geriatrics, Clinical Science - Pediatrics, Clinical Science - Pathology, etc.*)

## **Osteopathic Principles, Practice, and Osteopathic Manipulative Medicine (OMM)**

1. Demonstrate the connection between osteopathic tenets and the biomedical basis for endocrine system function as it relates to osteopathic patient care (OPP/Principles/Integration)

## **Patient Care and Procedural Skills**

1. Practice gathering accurate, essential data from all sources, including the patient's history, physical examination findings, and results of diagnostic examinations for selected clinical presentations related to the endocrine system. (*Data Gathering - EPA 1*)
2. Recommend and interpret common diagnostic and screening tests related to the assessment of endocrine disorders (glucose test, thyroid function test, pregnancy test, biopsy, ultrasound, CT scan, MRI, etc.) using evidence-based and cost-effective principles. (*Diagnostic Testing - EPA 3*)
3. Practice formulating a differential diagnosis for selected endocrine clinical presentations, prioritizing diagnoses appropriately based on the patient evaluation and epidemiologic data. (*Differential Diagnosis - EPA 2*)
4. Practice developing an evidence-based, cost-effective, patient-centered care plan to assess and manage selected endocrine clinical presentations such as diabetes, hyperlipidemia, thyroid disorders, osteoporosis, reproductive health challenges, etc. (*Treatment/Management - EPA 4*)

## **Practice-Based Learning and Improvement**

1. Practice using clinical decision-making tools and procedures to retrieve and interpret evidence within the context of clinical cases involving disorders of the endocrine system. (Clinical Decision-Making – EPA 7)

## **Societal and Cultural Awareness and Advocacy**

1. Describe social determinants of health that promote health inequities or risk health outcomes in individuals from underserved populations who are living with diabetes. (*Social Determinants*)

## **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. This course includes the steps of self-directed learning as follows:

1. **Self-Assessment of Learning Needs** – Students are provided learning materials to prepare for upcoming, case-based sessions. Students are asked to reflect on their individual learning needs related to these materials by considering their level of efficacy or confidence with identified learning objectives and case-related questions, and by completing formative assessments such as self-instructional problems, practice questions, and quizzes.
2. **Identification, Analysis, & Synthesis of Information** – Based on individual reflections and feedback from formative assessments, students have the opportunity to seek further or clarifying information on related content to meet learning objectives. This may include re-engaging with course materials or seeking supplemental information through sources such as peer-reviewed web content or database research, peer discussion, or discussion with faculty.
3. **Appraisal of Information Source Credibility** – During case-based sessions, students have the opportunity to apply and critique synthesized knowledge through guided questions, peer collaboration, and group discussion. Case-based learning also allows students to appraise the credibility of information sources and learning within the context of specific, varied patient cases.
4. **Feedback on Information-Seeking Skills** – Faculty facilitators of case-based sessions will provide feedback on information-seeking skills through the use of both probing questions and direct responses. Additionally, students receive another point of feedback to inform related study through completion of a summative assessment, or unit exam.

### **Self-Directed Learning Activity for Diabetes Case Discussion**

1. **Self-assessment of learning needs:** Students will work in groups (PODS) for this case-based activity. They will review questions asked by a patient with newly diagnosed diabetes and identify areas where their knowledge is insufficient to provide adequate answers.
2. **Identification, analysis, and synthesis of information:** Based on the identified learning needs, students will search for additional knowledge by finding web-based resources to supplement their understanding of type 1 diabetes and enable them to communicate effectively with patients and families affected by diabetes.
3. **Appraisal of the credibility of information sources:** During the Diabetes Case Discussion students will be asked to discuss their online resource choices and the information provided in each.
4. **Feedback on information retrieval and synthesis skills** – During the Diabetes Case Discussion, students will be provided with feedback regarding the sources of information they chose.

### **Self-Directed Learning Activity for Thyroid Case Discussion**

1. **Self-assessment of learning needs:** Students will work in groups (PODS) to review questions related to a clinical case and identify areas where their knowledge is insufficient to provide adequate answers.

2. **Identification, analysis, and synthesis of information:** Based on the identified learning needs, students will search for additional information by reviewing learning materials from their MSUCOM courses or seeking supplemental information from peer-reviewed web content and peer discussion.
3. **Appraisal of the credibility of information sources:** During the Thyroid Case Discussion session students will be asked to discuss their peer group's responses to case-based questions.
4. **Feedback on information retrieval and synthesis skills** – During the Thyroid Case Discussion, students will be provided with feedback regarding their information retrieval and synthesis skills through faculty facilitator-guided group discussion.

## Course Directors

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

Name: Laryssa Kaufman, M.D.

Phone: 517-8844-3856

Email: [lkaufman@msu.edu](mailto:lkaufman@msu.edu) (preferred method)

Address: B311 West Fee Hall, Department of Osteopathic Medical Specialties, 909 Wilson Rd., East Lansing, MI 48824

Name: Carol Wilkins, Ph.D.

Phone: 517-353-4927

Email: [mindockc@msu.edu](mailto:mindockc@msu.edu) (preferred method)

Address: Department of Biochemistry and Molecular Biology, 603 Wilson Road Room 502b, East Lansing, MI 48824

## Course Faculty

Name	Email	Phone	Site
Richard Bryce, D.O.*	<a href="mailto:bryceri1@msu.edu">bryceri1@msu.edu</a>	517-884-9600	DMC
Nik Butki, D.O.*	<a href="mailto:butkinik@msu.edu">butkinik@msu.edu</a>		DMC
Evan Coyne, D.O.*	<a href="mailto:coyneeva@msu.edu">coyneeva@msu.edu</a>	586-263-6711	MUC
Anne Dorrance	<a href="mailto:dorranc3@msu.edu">dorranc3@msu.edu</a>		EL
Patrick Flaherty, D.O.*	<a href="mailto:flaher13@msu.edu">flaher13@msu.edu</a>	586-263-6711	MUC
Bernadette Gendernalik, D.O.*	<a href="mailto:bgendern@msu.edu">bgendern@msu.edu</a>	586-263-6711	MUC
Brett Gerstner, D.O.*	<a href="mailto:gerstne8@msu.edu">gerstne8@msu.edu</a>	517-353-3211	EL
Peter Gulick, D.O.	<a href="mailto:gulick@msu.edu">gulick@msu.edu</a>	517-353-3211	EL
Mary Hughes, D.O.	<a href="mailto:hughesm@msu.edu">hughesm@msu.edu</a>	517-353-3211	EL
Mary Jordan, D.O.*	<a href="mailto:jordanm7@msu.edu">jordanm7@msu.edu</a>	517-884-9600	DMC
Laryssa Kaufman, M.D.	<a href="mailto:lkaufman@msu.edu">lkaufman@msu.edu</a>	517-884-3856	EL
Frances Kennedy, D.V.M., M.D.	<a href="mailto:kennedyf@msu.edu">kennedyf@msu.edu</a>	517-432-0467	EL
Paul Kowalski M.D.	<a href="mailto:pauljk@msu.edu">pauljk@msu.edu</a>	517-353-3453	EL
J'Aimee Lippert, D.O.	<a href="mailto:boseljai@msu.edu">boseljai@msu.edu</a>		EL

Name	Email	Phone	Site
Anissa Mattison, D.O.*	<a href="mailto:webste25@msu.edu">webste25@msu.edu</a>	517-884-9600	DMC
Todd Moyerbrailean D.O.*	<a href="mailto:moyerbrail1@msu.edu">moyerbrail1@msu.edu</a>	517-353-8470	EL
Carrie Nazaroff, Ph.D.	<a href="mailto:tatarcar@msu.edu">tatarcar@msu.edu</a>	586-263-6743	MUC
L. Karl Olson, Ph.D.	<a href="mailto:olsonla@msu.edu">olsonla@msu.edu</a>	517-884-5116	EL
Carrie Palazzolo, D.O.*	<a href="mailto:palazz41@msu.edu">palazz41@msu.edu</a>	517-884-9667	DMC
Kim Pfothenhauer, D.O.	<a href="mailto:pfotenha@msu.edu">pfotenha@msu.edu</a>		EL
Raquel Ritchie, Ph.D.*	<a href="mailto:rritchie@msu.edu">rritchie@msu.edu</a>	586-263-6296	MUC
Maxwell Rouse, D.O.*	<a href="mailto:rousemax@msu.edu">rousemax@msu.edu</a>		EL
Janice Schwartz, Ph.D.	<a href="mailto:schwa317@msu.edu">schwa317@msu.edu</a>	517-884-9671	DMC
Sarah Weitz, MS, RD	<a href="mailto:mccaske7@msu.edu">mccaske7@msu.edu</a>	586-263-6066	MUC
Carol Wilkins, Ph.D.	<a href="mailto:mindockc@msu.edu">mindockc@msu.edu</a>	517-353-4927	EL

\* Faculty who lead case discussion groups but do not lecture

## Curriculum Assistants

Site	Name	Email	Phone
East Lansing	Robin Borowski	<a href="mailto:chambe27@msu.edu">chambe27@msu.edu</a>	517-353-9515
DMC	Donna Stern	<a href="mailto:sterndon@msu.edu">sterndon@msu.edu</a>	517-884-9667
MUC	Beata Rodriguez	<a href="mailto:rodri583@msu.edu">rodri583@msu.edu</a>	586-263-6799

## Lines of Communication

- For administrative aspects of the Course: contact the course director.
- For content questions relating to a specific lecture or topic: contact the faculty presenter for that specific portion of the course or your SE MI on-site instructor.
- For absences/missed exams (see excused absence information below)
- Please set your notifications in D2L to immediate to receive posted News announcements. You may choose to receive notifications by email or SMS.

## Office Hours

Questions concerning this course may be discussed individually by making an appointment with either one of the Course Directors.

Dr. Laryssa Kaufman, B311 W. Fee Hall, Department of Osteopathic Medical Specialties, can be reached by phone at 517-884-3856 or via e-mail: [lkaufman@msu.edu](mailto:lkaufman@msu.edu). Dr. Kaufman is generally available for virtual office hours on Fridays from 4-5 pm or by appointment.

Dr. Carol Wilkins, Room 502b Biochemistry Building, Department of Biochemistry and Molecular Biology, can be reached by phone at 517-353-4927 or via email: [mindockc@msu.edu](mailto:mindockc@msu.edu).

## Course Web Site

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

## Textbooks and Reference Materials

### Required

- OST 573 Course Pack
- Pawlina, W and MH Ross (Deceased),  
**Histology: A Text and Atlas** 8th ed. (2020) Wolters Kluwer Health  
[ISBN# 978-1496383426] ([Digital copy of Histology](#))

### Recommended

- Rhoades RA and DR Bell,  
**Medical Physiology: Principles for Clinical Medicine** 5th ed.(2018) Lippincott Williams & Wilkins [ISBN# 9781496310460] ([Digital copy of Medical Physiology](#))
- Kumar, V et al.,  
**Robbins and Cotran Pathologic Basis of Disease**, 10<sup>th</sup> ed. (2021) Saunders Elsevier [ISBN: 978-0323531139] ([Digital copy of Pathological Basis of Disease, 10th ed.](#))

- Sadler, TW,  
**Langman's Medical Embryology** 14th ed. (2019) Lippincott Williams and Wilkins  
[ISBN: 978-1-4511-9164-6] ([Digital copy of Medical Embryology](#))
- Abali EE, SD Cline, DS Franklin, and SM Viselli  
**Lippincott's Illustrated Reviews: Biochemistry**, 8<sup>th</sup> ed., (2021). [ISBN 978-1975155063]  
([Digital copy Biochemistry 8th ed.](#))

Also acceptable:

Ferrier, D

**Lippincott's Illustrated Reviews: Biochemistry** 7<sup>th</sup> ed., (2017). [ISBN 978-1496344496]  
([Digital copy of Biochemistry 7th ed.](#))

- Bickley, LS, et al.,  
**Bates' Guide to Physical Examination and History Taking** 12th edition (2017). Lippincott, Williams & Wilkins, [ISBN: 9781469893419] ([Digital copy of Bates'](#))
- Brunton, LL,  
**Goodman and Gilman's : The Pharmacological Basis of Therapeutics**, 13th ed. McGraw-Hill  
[ISBN# 9780071624428] ([Digital copy of Goodman and Gilman's](#))

or

Katzung, B.G., et. al (2020) Basic and Clinical Pharmacology, 15th ed.  
[ISBN: 978-1260452310] ([Digital copy of Basic and Clinical Pharmacology](#))

Also available online: [www.accessmedicine.com](http://www.accessmedicine.com)

- Electronic Medical Books listed by subject can be found at:  
<http://libguides.lib.msu.edu/medicalebooks>
- MSU Library Medical Videos Guide: <http://libguides.lib.msu.edu/healthsciencesvideos/medicine>

## Specific Procedures for the Histology Laboratory

The Histology Lab Sessions will be held at each campus in the following locations:

EL – Room E200 Fee Hall

DMC – Room G031

MUC – Room 211 of the UC-4 Building

Students will team up in groups of 2-3 to share the laboratory workstations. You will need your Histology Lab Manuals (contained within the course pack), your required histology text (Pawlina) and your device for iClicker polling. The Lab Sessions are computer-based. The Histology Lab Website uses virtual slides (digitized microscope slides), Image Series obtained from virtual slides, and images from other designated sources. The Histology Lab Website is available at any time via your personal computer. The website address and log in credentials needed to access the Histology Lab Website are posted on the course D2L site.

### Individual Readiness Quizzes

Each Histology Laboratory Session will begin with a brief Individual Readiness Quiz, which will be administered via iClicker polling. These quizzes will consist of four multiple choice questions drawn from the preparatory material indicated in the section entitled "In preparation for the pre-lab quiz, be sure to study the following in your Pawlina textbook" within the "Preparation" section of the Histology Lab Manuals. No make-ups will be offered for these quizzes. See the **"iClicker Policy"** of this syllabus for more information.

### Histology Lab Schedule

Your College will assign you to a specific 1 hour, 50 minute lab section. Your lab section assignment will be posted on the course D2L site. It is essential that you attend only the lab section to which you have been assigned. Please consult the **"Absences from Mandatory Sessions and Examinations/Assessments"** section of this Syllabus for information regarding missing a Lab Session due to illness or emergency. Any student who is granted an excused absence from histology lab should contact Dr. Kaufman ([lkaufman@msu.edu](mailto:lkaufman@msu.edu)). The process for seeking a change in your lab section assignment is to contact your site Curriculum Assistant or complete the Request for a Group Change form.

### Preparation for the Laboratory Sessions

To make your time during the Histology Lab Session productive, it is essential that you prepare beforehand. The Lab Manuals, found in your coursepack, include an "Introduction" to the Lab Session



and a specific "Preparation" assignment for you to work through before the Lab Session. You should also skim through the detailed directions within the Lab Manual in order to obtain some idea of what will be covered during the Lab Session.

### **Resources to have available during the Laboratory Sessions**

Your course pack contains Histology Lab Manuals, which are the essential guides to the structural features you will be examining during the Lab Sessions, and to their significance. Both the Lab Manuals and the Histology Lab Website will frequently refer to pertinent material in the required histology textbook (Pawlina); so you should have that textbook available during the Lab Session. You will also need your device for iClicker polling.

### **Course-based Academic Support**

The course faculty are here to facilitate your learning. Please feel free to contact the Course Director with any personal issues you may have involving this course. Additional academic support resources can be accessed through MSUCOM Academic and Career Guidance and MSUCOM Personal Counseling.

### **Course Begin and End Dates**

OST 573 begins on 03/13/2023 and ends on 04/24/2023. See addendum for detailed daily course schedule.

### **Exams/Assessments**

The successful achievement of learning objectives will require knowledge and skills acquired in other portions of the overall MSUCOM educational program. Students will be expected to apply concepts and vocabulary learned in other courses to problem-solving for exams/assessments in this course.

To maintain security of assessments, you may NOT post questions on the discussion board regarding exam questions or quiz questions. Kindly email your exam-related questions to the course coordinator.

<b>Assessments</b>	<b>Projected Points</b>	<b>Material to be Covered</b>
<b>Quiz #1 Diabetes</b> <b>D2L Quiz</b> <b>Due by Fri 3/24/23 10am</b>	<b>4</b>	<b>Diabetes &amp; Metabolism Lectures (Lectures 1-20)</b>
<b>Unit Exam #6</b> <b>Monday 3/27/23</b> <b>9:00-10:30am</b>	<b>56</b>	<b>Lectures 1-20 and Case Discussion</b>
<b>Endocrine Histology Lab Quiz</b> Wed., 4/5/23 DMC and EL Thurs., 4/6/23 MUC	<b>2</b>	Quiz at the start of the Lab See D2L schedule for your assigned lab time; <b>BRING iClicker device</b> Reading assignment for Endocrine Histology Lab
<b>Self-Directed Learning Assignment for Thyroid Case Discussion</b> <b>Due by Fri 4/7/23 10am</b>	<b>1</b>	<b>Lecture 25 Thyroid Physiology</b>

Assessments	Projected Points	Material to be Covered
Monday 4/10/23 4:00-4:50PM CoreWellness Module 8 Discussion iClicker polling	1	Lecture 24 Introduction to CoreWellness Module 8 iClicker polling questions will be presented during this session
Quiz #2 Endocrine Emergencies D2L Quiz Due by Tuesday 4/11/23 10am	4	Lecture 30 Endocrine Emergencies and related course materials
Unit Exam #8 Friday 4/14/23 9:00-10:45am	35	Lectures 21-31 plus Endocrine Histology Lab and Case Discussions
Male Reproductive Histology Lab Quiz Monday 4/17/23	2	Quiz at the start of the Lab See D2L schedule for your assigned lab time; <b>BRING iClicker device</b> Reading assignment for Male Reproductive Histology Lab
Quiz #3 Growth, Development, Reproduction D2L Quiz Due by Wednesday 4/19/23 10am	4	Growth, Development, Reproduction Lectures 32-42
Female Reproductive Histology Lab Quiz Wednesday 4/19/23	2	Quiz at the start of the Lab See D2L schedule for your assigned lab time; <b>BRING iClicker device</b> Reading assignment for Female Reproductive Histology Lab
Unit Exam #9 Monday 4/24/23 9:00-10:15am	35	Lectures 32-42 plus Male and Female Histology Labs, and all other course materials/activities
<b>Total Projected Points</b>	<b>146</b>	

## Course Grades

The course faculty determine the threshold for satisfactory performance in each preclerkship course. Your course grade will be determined by the following formula:

$$\frac{(\text{All points earned})}{(\text{total points possible})} \times 100\% \\ = \text{Final Percent Score}$$

- **P-Pass**—means that you have achieved a satisfactory level of performance and will receive credit for this course. To obtain a “P” grade for this course, you must earn a final percent score of 70%.
- **N-No Grade**—means that you have not achieved a satisfactory level of performance and no credit will be granted for this course. If you earn a final percent score below 70%, you will receive an “N” grade.

- **Remediation** – If you receive an “N” grade and meet the criteria below, you will be eligible to attempt remediation:
  - Earn a final percent score in the course of 60% or greater.

The remediation opportunity for this course will be by examination. Passing is 70%.

All remediation exams for semester SS23 are scheduled for **Tuesday May 9, 2023 or Wednesday May 10, 2023**. Refer to the remediation policy information provided in Section 2 of this syllabus for more information.

## **Student Evaluation of the Course**

We want your feedback on how to improve this course.

- **Informal Feedback:** Feel free to approach the Course Directors, Laryssa Kaufman and/or Carol Wilkins, or any of the other course faculty with your reactions 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 Directors 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 Student Handbook at <https://com.msu.edu/current-students/student-handbook-course-catalog> 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 director. Optional class sessions are offered by faculty to assist students in learning or reviewing course content.

### Absences from Mandatory Sessions 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](#).

## **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).

## **iClicker Policy**

It is your responsibility to know and comply with the iClicker 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 iClicker 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 iClicker 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 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 iClicker 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 director 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 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.