

## **OST 555 – Osteopathic Patient Care**

Spring Semester 6 - 2024

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**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

Osteopathic Patient Care (OPC) is a five-course sequence (OST 551-555) that incrementally and longitudinally exposes osteopathic medical students to key components of the seven Osteopathic Core Competencies:

1. Osteopathic Principles and Practice
2. Medical Knowledge
3. Patient Care
4. Interpersonal and Communication Skills
5. Professionalism
6. Practice-Based Learning and Improvement
7. Systems-Based Practice

While much of the MSUCOM curriculum focuses on providing essential foundational medical knowledge (Core Competency #2), the goals of OPC are to help medical students:

1. Apply medical knowledge to patient care,
2. Develop essential psychomotor skills associated with performing physical examinations,
3. Evaluate medical literature and apply new research findings to patient care,
4. Develop skills required for self-directed, lifelong learning and improvement, and
5. Expand competence into related realms such as professionalism, career and professional development, self-care, education/teaching, and interpersonal interactions.

### 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:

#### Interpersonal and Communication Skills

1. Demonstrate effective communication including documenting a clinical encounter in the patient record using the SOAP process and providing an organized verbal presentation of a clinical encounter. (*Documentation/Communication – EPA 5, EPA 6*)
2. Communicate effectively with the patient in order to establish a diagnostic impression and ascertain the nature of the concern or complaint. (*Eliciting information*)
3. Develop, maintain, and conclude the therapeutic relationship while demonstrating competence in the rapport-building functions of the medical interview. (*Rapport Building*)

#### Osteopathic Principles, Practice, and OMM

1. Apply knowledge and skills related to osteopathic principles and practice to a patient care plan in a clinical simulation or case discussion. (*OPP Principles/Integration*)

### **Patient Care and Procedural Skills**

1. Gather accurate, essential data from all sources, including the patient, secondary sources, medical records, and physical examination (including osteopathic structural examination) for selected clinical presentations. (*Data Gathering – EPA 1*)
2. Formulate a differential diagnosis based on the patient evaluation and epidemiologic data, determining the nature of the concern or complaint. (*Differential Diagnosis – EPA 3*)
3. Develop an evidence-based, cost-effective, patient-centered care plan to assess and manage selected clinical presentations. (*Treatment/Management – EPA 4*)

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

1. Apply evidence-based osteopathic medical practice, incorporating evolving evidence into practice and continuous learning. (*EBM Principles/Practice*)

### **Professionalism**

1. Exhibit respect, altruism, compassion, integrity, honesty, and trustworthiness in interactions with patients and one's own team. (*Humanistic Behavior*)

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

1. Demonstrate sensitivity, respect, and responsiveness to a diverse and heterogeneous patient population, while recognizing biases in oneself, others, and health care systems and processes. (*Cultural Competency/Humility*)

## **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:

### **Interprofessional Education for Collaborative Practice**

The Interprofessional Education Collaborative has identified the core competencies necessary for health care professionals to foster effective and collaborative patient care. These include effective communication skills, fostering shared values and ethics for practice, knowledge of team roles and responsibilities, and ability to engage in teamwork and team-based practice. This course encourages interprofessional competency as follows:

1. Participation in collaborative learning events with students from other health professions programs to facilitate early development of interprofessional team skills.

### **Scientific Method**

Knowledge of the scientific method in the medical domain includes topics such as ethical data collection, hypothesis testing, and conducting and/or evaluating the significance of clinical or translational research to inform evidence-based patient care. It can involve decision-making tools and procedures along with

the ability to communicate with lay audiences to gain informed consent or explain research processes and findings. This course fosters scientific competency as follows:

1. Small group assignment to critically evaluate and interpret medical evidence in the literature to inform evidence-based patient care.

## Course Director

(Note – Preferred method of contact is shown in italics)

Name: Lauren Azevedo

Email: *azevedol@msu.edu* (preferred method)

## Osteopathic Patient Care Series – course administration

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## Course Faculty

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## Curriculum Assistants

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East Lansing	Patty Roberts	<a href="mailto:robe1204@msu.edu">robe1204@msu.edu</a>	517-204-4803
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MUC	Simone Jennings	<a href="mailto:sj@msu.edu">sj@msu.edu</a>	586-263-6746

## Lines of Communication

- For administrative aspects of the Course: contact the course coordinator.
- For content questions relating to a specific lecture or topic: contact the faculty presenter for that specific portion of the course or your SE MI on-site instructor.
- For absences/missed exams (see excused absence information below)
- Please set your notifications in D2L to immediate to receive posted News announcements. You may choose to receive notifications by email or SMS.
- Any time you contact a faculty or staff person, please include in your email signature **which campus you are from**. This will help us answer and direct your email appropriately.

## Office Hours

Questions concerning may be discussed individually by making an appointment with the Course Coordinator, *Dr. L. Azevedo*, e-mail: [azevedol@msu.edu](mailto:azevedol@msu.edu). The course coordinator is generally available by appointment.

## Course Web Site

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

## Textbooks and Reference Materials

### Required

- Bickley, Lynn S. (2013) [Bates' Guide to Physical Examination and History Taking](#), 13<sup>th</sup> edition. Lippincott, Williams & Wilkins. ISBN: 9781469893419
- <https://meded.lwwhealthlibrary.com/book.aspx?bookid=2964>
- Mark C. Henderson, Lawrence M. Tierney Jr., Gerald W. Smetana. *The Patient History: An Evidence-Based Approach to Differential Diagnosis, 2e*. ISBN: 978-0071624947

[The Patient History: An Evidence-Based Approach to Differential Diagnosis, 2e | AccessMedicine | McGraw Hill Medical \(mhmedical.com\)](#)

## Required Medical Equipment

You are required to have the following medical equipment for this course. **Bring all your medical equipment to every group session.**

- PPE: mask, eye protection recommended but not required (goggles or face shield)
- Digital wristwatch with seconds display or analog wristwatch with second hand
- Hand sanitizer
- Diagnostic Set that includes:
  - Working Power handle (charged lithium ion or C-cell),

- Otoscope,
  - Ophthalmoscope
- Hand Aneroid Blood Pressure Kit w/Adult & Child Cuffs (Sphygmomanometer)
- Pocket Eye Chart
- Babinski Neurological Hammer
- Peripheral Neuropathy Screening Device (Monofilament)
- C-128 Tuning Fork
- Digital Thermometer & Covers
- Stethoscope with bell and diaphragm
- Cloth Measuring Tape
- EKG Caliper
- Wrapped tongue depressors, cotton balls, paper clips, toothpicks

### **BRING MEDICAL EQUIPMENT AND BATES' TEXTBOOK TO ALL GLEs**

More portable versions of the Bates' textbook are available and would be acceptable **for use during** the GLE sessions (i.e., Bates' for the iPad and/or Pocket Bates').

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

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

Additional academic support resources can be accessed here: [MSUCOM Office of Academic and Career Advising](#).

### **Courses Begin and End Dates**

OST555 begins on 1/8/24 and ends on 3/22/24. 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 questions to the course coordinator.

Assessments	Projected Points	Material to be Covered
<b>Capstone OSCE – Part 1</b>	<b>Milestone Competency</b>	<b>Full H&amp;P, motivational interviewing</b>
<b>Verbal Presentation Check-off during Peer Clinic lead week</b>	<b>25</b>	<b>Verbal presentation skills</b>
<b>Peer Clinic Documentation submitted to D2L week 5, 6, 7 and 8 (@5 points each)</b>	<b>20</b>	<b>Documentation skills</b>
<b>Capstone OSCE – Part 2</b>	<b>Milestone Competency</b>	<b>Acute-Care (2 patients)</b>
<b>Participation Points</b>	<b>20</b>	<b>See Participation Points section of syllabus</b>
<b>IPE Quiz</b>	<b>P/F</b>	<b>Ethics interprofessional event</b>
<b>Total Course Points</b>	<b>65</b>	

\*No late or make-up quizzes, assignments, or Clinical Development Workshop activities will be accepted. Peer Clinic documentations are due by 11:59pm the night of your scheduled clinic. No late documentations will be accepted; if you are having difficulty submitting your documentation on D2L, you must email the completed documentation your site CA prior to 11:59pm.

## Course Grades

**P = PASS** (student achieved satisfactory level of performance; credit granted)

ALL CRITERIA BELOW MUST BE MET TO OBTAIN A “P” GRADE FOR THIS COURSE

A “P” will be assigned to any student who obtains 70% or more of the total course points.

**N = No Grade** (no credit is granted, and that the student did not achieve a level of performance judged to be satisfactory by the instructor)

An “N” may be assigned to any student who obtains less than 70% of the total course points.

OPC Leadership reserves the right to require a student to participate in a Corrective Action as a result of significant deficits in performance for any assessment, even if the student’s score is above the passing threshold of the event.

\*Failure of either of the Capstone OSCEs will result in a Corrective Action process. Failure of the Corrective Action process will result in failure of the milestone.

For any OSCE or standardized patient encounter throughout the OPC series, course leadership reserves the right to review video recordings to confirm scoring. If a patient answers “definitely would not” to the following question: “Would you be willing to see this student again for care?” Your video will be reviewed by a course coordinator.

- You will be required to meet with the course coordinator. You may be required to complete a corrective action during or at the end of the semester.
- Please note that this process will occur for all OPC semesters.
- A letter may be placed in your file if this is recurrent feedback from standardized patients (e.g. more than 3 occurrences over 5 semesters of OPC)

Remediation - Since all of the courses in the MSUCOM curriculum are required, any student receiving an "N" grade must remediate (if eligible) or retake the course.

- Students who earn at least 60% of total available course points will be eligible to remediate the course in a manner to be determined by the Course Director.

### **Dress Code**

- Students are expected to project a professional image. Clothes should be clean and in relatively good condition. No offensive clothing.
- Personal hygiene: clean and well-groomed, no cologne or perfume, fingernails clean and trimmed to no longer than the end of the finger, long hair tied back.
- PPE must be worn in accordance with current university and CDC guidance.
  - Please be aware that PPE expectations may evolve through the semester and may be different at each campus depending on local requirements.
  - Peer clinics, PE checkoffs, and OSCEs are simulated healthcare settings, and as such, PPE requirements will align with the CDC's guidance for healthcare settings. (i.e., we may still require masks for these events, even if masks are no longer required in University buildings in general).

### **Virtual Events:**

- For most virtual classes, casual attire is appropriate. Please be advised that your camera should be turned on during class, and dress accordingly.
- If a patient will be present (patient presentations, patient panels, etc.), business casual is appropriate.

### **In-person GLEs:**

- For any events where students will be practicing physical exam maneuvers on one another: wear loose-fitting, unrestrictive clothing (e.g., athletic wear) or scrubs to facilitate physical exams. Sleeveless undershirts, camisoles, or sports bras may be worn underneath to individual preference. When lower extremities are to be examined, please be sure your pants will roll up above the knee (i.e., avoid leggings or joggers that will not roll up far enough).
- For peer clinics- when you are the lead student, dress as though this is a standardized patient encounter (see below).

### **Standardized Patient Encounters:**

(Standardized Patient Encounters include OSCEs, standardized patient interviews, and standardized patient exams)

- Short white coat with nametag must be worn, even if the encounter is virtual
- Professional attire- dress as you would if you were seeing patients in an actual clinic- if you aren't sure what this means, please speak to course leadership.
- No open-toed shoes
- If your simulated patient encounter is immediately before or after your scheduled OMM lab, you may wear scrubs with your white coat.



## Attendance and Punctuality

**Attendance and punctuality are professional expectations of medical students.** Many of the learning events in OPC are participatory and require the presence of the student.

**BRING YOUR MSU ID TO ALL EVENTS.** Students may be required to show a valid photo ID to verify identity.

Attendance will be taken and documented for **ALL of the following events:**

- OPC group learning events (GLEs),
- OPC patient panel presentations,
- OPC examinations including written exams, practical exams, competency evaluations and OSCEs,
- OPC standardized patient encounters (e.g., simulated patient interviews and clinic experiences),
- Clinical Development Workshops,
- OPC live/broadcast lectures (ILEs) (see schedule for details)

Attendance will be documented via iclicker polling, Zoom login data, or a sign-in sheet. Each student is responsible for documenting their own on-time attendance by signing an attendance sheet or using the student's registered iclicker polling device. Attendance at mandatory Zoom meetings or webinars will be recorded by Zoom login data, so it is crucial that students log in to these sessions using their MSU credentials so that attendance can be verified.

- If you are having difficulty logging in to a mandatory virtual event, you are responsible for contacting your site CA *immediately* to notify them, but continue attempting to log in.
- If the student does NOT document his/her attendance in the proper manner, the student is considered absent for the event, regardless of whether the instructor or classmates can verify their attendance.
- Arrival after the start time of a learning event will be considered an absence unless the student can obtain an Excused Absence approval for late arrival.
- Falsification of an attendance record (e.g., signing in for someone other than oneself, signing in and then leaving the session early, using iclicker polling to sign in when not in the room, or use of another student's iclicker device) will be considered an instance of professional misconduct equivalent to academic dishonesty (e.g., cheating). This is considered a serious situation and may result in dismissal from the college. See MSUCOM policy regarding academic dishonesty and professionalism.
- For any Zoom events, students MUST log into Zoom using their MSU credentials. This is how we verify attendance as well as manage break-out rooms. Failure to log in appropriately will result in being counted absent from the session.

## Participatory sessions (Clinical Development Workshops, GLEs, quizzes, patient panel presentations, ILEs)

If a student is unable to attend a participatory session, the student may apply for an excused absence. Supporting documentation will be required. Alternative assignments may be available for students with approved excused absences to make up points for the missed session.

If a session is missed for any reason, the student is expected to discuss that session with classmates who were present, and the student is responsible for all material covered in the session.

**Each student is responsible for active learning and assignments during the sessions.** This includes participation in group discussions, iclicker Polling sessions, designated activities, and/or handing in paper/electronic assignments.

- If the student does NOT hand in the paper/electronic assignment AND/OR participate in at least one i-clicker question during the session AND/OR participate in group or individual activities, the student will **not receive any points for that session/event**. *Please note*, forgotten or improperly registered iclicker polling devices will result in forfeiture of points for the session/event.
- Connectivity to your class sessions is vital. If you lose connection, please re-enter the room by any means possible – phone, tablet, etc. Email your curriculum assistant as soon as you experience technical difficulty, so your issue can be documented.
- Peer clinic notes **must** be submitted on time. No credit will be given for any late assignments. We recommend that do not wait until the last minute to submit them, in case you experience technical difficulties. If you do experience technical difficulties, you must email your curriculum assistant prior to the submission deadline. The most common reason for errors with peer clinic note submission is the inclusion of punctuation in the file name. If an emergency arises between your peer clinic and the submission deadline that prevents you from being able to submit your note, you must apply for an excused absence within 24 hours of the emergency.

### **Exams, Competency Evaluations, OSCEs and Appointments with Standardized patients**

If a student is unable to attend an assigned time for **competency evaluation, OSCE, or appointment with a standardized patient**, the student must obtain an excused absence prior to the scheduled event or within 24 hours after an emergency situation. Supporting documentation will be required. With an excused absence, the student is eligible to complete a make-up experience. Without an excused absence, the student will NOT be eligible for a make-up experience AND will lose all participation points AND the associated points for the assignment will be forfeited.

If you become ill **PRIOR** to starting or **DURING** your Standardized Patient encounter, please have the administrator of the event (LAC personnel in EL or the CAs in SEMI) contact a course coordinator immediately. You will be required to obtain supporting documentation from a physician stating that you were unable to complete the testing. This documentation is required within 24 hours of your scheduled event. If documentation is not received within 24 hours, your score will be based on the portion you completed out of the total number of points possible on the assessment. If the standardized patient encounter occurs during the semester, you will be provided a corrective action assessment to complete before the end of the semester. If the standardized patient encounter occurs at the end of the semester and time permits, you will be assigned another time or be given an incomplete. The corrective action will be scheduled as soon as scheduling is possible.

The designated time with the standardized patient is all that you have with the patient. If you leave the exam room during the designated time (for any reason), you will not be allowed to re-enter the exam room.

D2L Quizzes will be opened for a specified period of time. Once closed at the indicated time on the course schedule, they will not be reopened. It is your responsibility to ensure your quiz was submitted (e.g. received an email from D2L regarding successful submission).

If you have an emergency situation, you must notify the course coordinator(s) within 24 hours following the event to request an excused absence.

### **Requested changes to GLE schedules**

If you have a preplanned event that you will be seeking to switch GLE/peer clinic times with a classmate, you must submit this request at least 2 weeks prior.

If you need to make a group change request with fewer than 2 weeks' notice, you must identify a fellow student who is both willing and able to make the group change with you, and request this change in writing to your OPC site CA. Requests will be considered up to 24 hours prior to the requested time change.

Schedule changes with fewer than 24 hours' notice cannot be accommodated. Students who are unable to attend their scheduled OPC session should submit an excused absence request form.

### **Requested changes to OSCE schedules**

Once OSCE schedules are posted, if a student has an unavoidable conflict for which they will be seeking to switch OSCE appointment times, and approved Excused Absence form is required, and must be submitted at least **2 weeks** prior to the event.

In the event of fewer than 2 weeks' notice, OSCE appointment change requests will be considered on a case-by-case basis, pending schedule availability.

### **Physical Examinations on Peers**

In this course, students are expected to engage in learning events where you will practice exam skills on each other. These events can include situations where students participate as the "physician" (where their skills are being assessed) and as the "patient" (allowing for the other student to have their physical exam skills assessed).

In these events, it is possible for the student acting as a "patient" to request the student serving as the "physician" be a specific gender. If that request is not honored at the time of the event, we will reschedule or otherwise correct the error at no penalty to either student.

This accommodation does not apply to events where students will be performing physical exams on simulated patients or other applicable events (e.g. a student will NOT be able to request that they are only ever assigned to perform physical exams on females, etc.).

## Participation Points

**Medical students are expected to behave professionally and participate fully at all times.**

Each student starts with twenty (20) points toward the OPC final course grade for demonstration of professionalism.

Behaviors that will result in loss of participation points: Unacceptable student behaviors include, but are not limited to:

Participation Issue	Points deducted per instance
<ul style="list-style-type: none"><li>▪ Leaving a required event early</li><li>▪ Being improperly attired (see Dress Code)</li><li>▪ Using a mobile device / phone / computer, <i>unless specifically authorized to do so</i></li><li>▪ Being unprepared (e.g., demonstrates ignorance of the session's activities, requires significant prompting to get started, etc.)</li></ul>	2
<ul style="list-style-type: none"><li>▪ Each unexcused absence from a mandatory event (Arrival after start of a session will be considered an absence unless an excused absence is obtained)</li></ul>	5
<ul style="list-style-type: none"><li>▪ Being unengaged (e.g., stand-offish, non-participatory, uncooperative, disdainful, etc.)</li><li>▪ Being uncooperative or disruptive to the learning environment</li><li>▪ Being judgmental or disrespectful of faculty, staff, or peers</li></ul>	10
<ul style="list-style-type: none"><li>▪ Missing an OSCE or Standardized Patient encounter without an excused absence (will also result in failure of the missed event)</li></ul>	20

Other inappropriate behaviors not directly listed on the table above will be handled at the discretion of OPC Leadership.

Any unprofessional behavior observed by course faculty or staff member, may result in the student being required to meet with the OPC Leadership for discussion and determination of appropriate follow-up.

*Please make note* that if there are 2 separate events on one day and attendance is taken at both events, this will count as 2 absences.

Participation will be tracked throughout the OPC series.

- If you lose your participation points, you will be required to meet with the course coordinator. You may be required to complete a corrective action during or at the end of the semester.

**Missing an OSCE or Standardized Patient encounter without an excused absence will cause you to lose all of your participation points and all points associated with the learning event.**

**Students who lose all 20 participation points are still required to attend mandatory course events. Continued unexcused absences after the loss of all participation points will be considered a lapse in professionalism and written notification will be submitted to the Common Ground Professionalism**

**Initiative (CGPI) for review by the Senior Associate Dean of Student Affairs (per MSUCOM Student Professionalism Policy).**

Any unprofessional behavior observed by course faculty or staff member, may result in the student being required to meet with the OPC course coordinators for discussion and determination of appropriate follow-up.

**\*Please make note that if there are 2 mandatory events on one day and attendance is taken at both events, this will count as 2 absences.**

Participation will be tracked throughout the OPC series.

- If you lose your participation points, you will be required to meet with the course coordinator. You may be required to complete a corrective action during or at the end of the semester.
- Please note that this spans over all OPC semesters.

## **Student Evaluation of the Course**

We want your feedback on how to improve this course.

- Informal Feedback: Feel free to approach the Course Coordinator, Dr. Azevedo, or any of the other course faculty with your reactions and suggestions.
- Formal Evaluation: MSU sends a [Student Perceptions of Learning Survey \(SPLS\)](#) to enrolled students at the conclusion of each course to gain feedback on the course and Course Directors. Additionally, MSUCOM will deploy surveys through [Medtrics](#) to gain further feedback.

## **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>

Please note that examples of academic dishonesty include but are not limited to:

- Working collaboratively on assignments that are assigned to be completed individually.
  - For example, for peer clinics (OST553-555), we encourage discussion among students and faculty, but each student must write up and submit their own individual, unique note.
- Documenting elements of the history that were not actually asked of the patient
- Documenting elements of the physical examination that were not actually performed on the patient
- Providing other current or future students with information regarding OSCE cases or written exam questions
- Attempting to record, photograph, screenshot, or otherwise reproduce an exam item for any

- reason, including for your personal use
- During written examinations- accessing notes, published materials, or electronic devices, observing answers recorded by other students, or communicating with fellow students or other individuals

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 Senior 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](#).

### **Religious Observation Policy**

Per the [MSU Religious Observance Policy](#), faculty will make every effort to avoid scheduling exams or other assessments during major religious holiday. Students who miss class, assignments or exams to observe a religious holiday will be accommodated such that they are not disadvantaged in any way, including but not limited to reasonable extensions or rescheduling of events without academic penalty.

It is the responsibility of those students who need to be absent to observe a religious holiday to inform their instructor at least two weeks before the holiday, make arrangements in advance with their instructors, and to catch up on any material discussed and assignments given during the absence.

### **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.

## **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.