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 major changes will generally be instituted at the beginning of the school year, most minor changes may 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
Goals and Objectives ............................................................................................................................... 4
Neurology Weekly Learning Modules...................................................................................................... 5
  WEEK 1 .............................................................................................................................................. 5
  WEEK 2 .............................................................................................................................................. 5
  WEEK 3 .............................................................................................................................................. 6
  WEEK 4 .............................................................................................................................................. 6
COLLEGE PROGRAM OBJECTIVES ..................................................................................................... 6
References ............................................................................................................................................... 7
  SUGGESTED TEXTBOOKS: ................................................................................................................ 7
Student Responsibilities ............................................................................................................................ 8
Core Neurology Clerkship Rotation Academic Requirements .............................................................. 9
Core Neurology Clerkship Exam Information ......................................................................................... 9
Core Neurology Clerkship Corrective Action Process for ..................................................................... 9
Deficient Academic Requirements ......................................................................................................... 9
Core Neurology Clerkship Rotation Clinical Requirements ................................................................... 10
Unsatisfactory Clinical Performance ..................................................................................................... 10
Base Hospital Requirements .................................................................................................................. 11
Special Considerations .......................................................................................................................... 11
Core Neurology Clerkship Competencies ............................................................................................. 11
MSU College of Osteopathic Medicine Standard Policies .................................................................. 11
  ATTENDANCE POLICY .................................................................................................................... 13
  POLICY FOR MEDICAL STUDENT SUPERVISION .................................................................. 14
  STATEMENT OF PROFESSIONALISM ....................................................................................... 14
  STUDENTS’ RIGHTS AND RESPONSIBILITIES ....................................................................... 15
  FACULTY RESPONSIBILITIES ....................................................................................................... 15
  COURSE GRADES ............................................................................................................................ 15
  ROTATION EVALUATIONS .............................................................................................................. 16
  EXPOSURE INCIDENTS PROTOCOL ............................................................................................. 16
Student Experience Log NOP 656 Neurology ....................................................................................... 17
Introduction and Overview

Welcome to Neurology. This syllabus provides an overview of the requirements and expectations of the rotation as well as a guide to help you gain an understanding of the breadth of the field of neurology.

BACKGROUND:

Neurological complaints and pathology comprise a substantial share of the patient population treated by primary care physicians. Authors debate the average percentage of a primary care physician outpatient practice that is devoted to neurology, but the range is approximately 10 to 25% depending upon individual practice situations.

Unlike other major organ systems such as heart, kidney, lung, bowel, etc., the nervous system is traditionally not taught in an organized way in the postgraduate education of most primary care physicians. Given the amount of neurology that makes up a typical primary care practice, this is an obvious void nationwide in the curriculum of most primary care physicians. There is a remarkable view of the nervous system as a “black box”. It is easy to recognize when there is something wrong with the nervous system, but regrettably there is little insight by many physicians regarding the localization, nature and severity of the lesion, workup and/or treatment strategies. As such, this neurology rotation with specific goals, objectives and learning material has been created.

ROTATION FORMAT:

This rotation is designed to provide you with a basic foundation and ameliorate the complexities of neurology. Furthermore, it is a direct continuation of the material you have already learned in your OST 571 (Neuromusculoskeletal) course taken previously.

Currently, there are numerous base hospitals, each with diverse clinical and teaching opportunities.

In some settings, a student may have the opportunity to rotate on an inpatient service, while others may see patients with neurological conditions in an outpatient clinic or both settings.

Nonetheless, your clinical experience will be supplemented with online didactic material covering the primary areas of neurology and meeting the goals and objectives listed. You will need computer access to utilize Desire2Learn (D2L) through which the online didactic material has been divided into weekly blocks. Each block consists of specific topics with goals and objectives along with the appropriate lecture material, recommended book chapter (s), article (s), and/or videos. You are strongly urged to work through these daily. While you are not required to go through the weekly blocks in the order listed in D2L, it is recommended that you start with the material located under week 1, which contains information on how to perform the neurological examination. You should focus on the material located under the REQUIRED sections within each weekly block. Additional Reference Material has also been included for each weekly block, but is not required.

At the end of the rotation, you will be required to take and pass an online examination through D2L.
**What’s In This Syllabus:** This syllabus is broken down into the following areas:

- **Goals & Objectives**: A list of learning goals & objectives covering the basics of neurology.
- **References**: A list of recommended reading references to meet the stated goals and objectives of neurology.
- **Student Responsibilities and Expectations**: A summary of the clinical and academic student responsibilities and expectations during the rotation.
- **Summary of Clinical Requirements**: A list of required activities for this month with required submission method and completion dates.
- **Core Competencies and Learning modules**: A list of core competencies and learning modules addressed during this month.
- **Special Considerations**: Things to remember while rotating in neurology.
- **Core Neurology Clerkship Exam Information**: Information regarding the final examination.
- **Rotation Remediation Process**: An explanation of remediation steps should you not pass the rotation initially.
- **Standard Policies**: Policies regarding attendance, professionalism, students’ rights and responsibilities, course grades, rotation evaluations, patient logging and exposure incidents protocols.

**Goals and Objectives**

By the end of the rotation, the student will:

1. Develop the ability to perform a competent neurological examination.
2. Learn to localize neurological lesions based on history and neurological examination.
3. Acquire an understanding of the major neurological disorders.
4. Acquire an understanding of basic laboratory tests necessary to pursue a suspected diagnosis; including, but not limited to, electrophysiology, neuroimaging (CT, MRI, etc.), CSF, hematology and metabolic analysis, history and general physical exam.
5. Develop an understanding of the neuropathology, prognosis and treatment strategies for common neurological conditions.
Neurology Weekly Learning Modules

WEEK 1

TOPICS
• Neurological examination
• Review of neuroanatomy
• Neuroimaging basics
• General concepts in lesion localization and formulation of common differential diagnoses

SPECIFIC LEARNING OBJECTIVES
• Learn how to properly perform the neurological examination in the awake and cooperative patient
• Learn how to properly perform the neurological examination in the uncooperative or comatose patient
• Review the basic structures and common pathways in neuroanatomy
• Describe the common modalities used in neuroimaging
• Learn to recognize normal anatomic structures on neuroimaging
• Learn to recognize common abnormal findings on neuroimaging

WEEK 2

TOPICS
• Stroke/TIA
• CNS hematomas and hemorrhages
• Seizures/Epilepsy
• Neurological infections
• CNS malignancies

SPECIFIC LEARNING OBJECTIVES
• Classify the 2 major stroke subtypes
• Describe the common causes of ischemic strokes
• Learn to recognize the signs and symptoms of an acute ischemic stroke
• Discern TIA from stroke
• Appropriate management/treatment of acute vs chronic strokes
• Understand the contraindications in treating acute strokes with tPA.
• Understand the etiologies of the various cerebral hematoma types and hemorrhage
• Define the different types of seizures
• Learn to correctly recognize and treat seizures/epilepsy
• Be able to correctly diagnose and treat status epilepticus and non-convulsive status epilepticus.
• Understand the appropriate evaluation and treatment of CNS infections—meningitis
• Learn the characteristics of common malignant (GBM), metastasis and non-malignant (meningioma) CNS tumors
WEEK 3

TOPICS
• Neuromuscular disorders
• Encephalopathy
• Coma
• Headaches
• Vertigo

SPECIFIC LEARNING OBJECTIVES
• Understand the causes and treatment of common neuromuscular conditions—Myasthenia gravis, ALS, peripheral neuropathy, radiculopathy, inflammatory myopathies
• Be able to recognize and treat emergent neuromuscular conditions--AIDP.
• Understand common causes of encephalopathy
• Learn to differentiate emergent versus non-emergent causes of encephalopathy
• Understand the common causes of coma
• Learn to differentiate emergent from non-emergent causes of headaches
• Understand common headache types and treatments—migraines, tension headaches, rebound headaches, cluster headaches
• Be able to correctly obtain the appropriate workup and treatment of emergent causes of headaches
• Be able to discern the common causes of vertigo (BPPV) and the appropriate treatment
• Be able to discern emergent from non-emergent causes of vertigo

WEEK 4

TOPICS
• Neuro-Ophthalmology
• Multiple sclerosis
• Movement disorders
• Dementia

SPECIFIC LEARNING OBJECTIVES
• Differentiate mono-ocular from binocular diplopia
• Understand common causes of diplopia
• Learn about common neurological causes of acute and sub-acute vision loss
• Understand the criteria required to diagnose Multiple sclerosis
• Understand the various treatment modalities used in in Multiple sclerosis
• Learn the symptoms and signs in common movement disorders (Parkinson’s disease, essential tremor, cervical dystonia, and chorea)
• Understand the treatments used in common movement disorders
• Understand the common types and treatments of dementia

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.
References

SUGGESTED TEXTBOOKS:
The following is a list of recommended textbooks that can be used to supplement both the online educational material located through D2L and the clinical experience. However, listed on the D2L site are specific recommended textbook chapters (or pages) corresponding to the weekly objectives and goals; these may be different than those references listed below.

The first book listed (Neuroanatomy through Clinical Cases) is the required text for the OST 571 course taught at MSU. All the other listed texts are available through the MSU library website (www.lib.msu.edu) in electronic format and therefore, are free.

The MSU library has numerous other electronic and standard Neurology textbooks that can be used as well. The choice of additional material is at the discretion of the individual student. However, it is recommended that one or more of these materials are utilized in order to enhance the educational experience and prepare for the end of the rotation written examination.

1. Neuroanatomy Through Clinical Cases, Blumenfeld: This reviews the basics of neuroanatomy through clinical cases and localization. Required text in the OST 571 course.


5. Neurology [electronic resource]: Pretest self-assessment and review: McGraw Hill Medical Pub., c2001. This is a good study guide to help with the final written examination that will be delivered at the end of the rotation.


PEDIATRIC NEUROLOGY:


NEURORADIOLOGY:


Student Responsibilities

During the course of this month, the student is expected to take a proactive approach to learning about the discipline of neurology. Students should make every effort to have an initial orientation session with their attending physician in an effort to review goals, objectives and expectations on both the part of the preceptor and student. During this initial orientation meeting, students should present the preceptor with both a copy of their evaluation form as well as review this syllabus with him or her. Doing so will improve the overall rotational experience in terms of training and evaluation. Students should also suggest to have a mid-month evaluation during the rotation to gain formative feedback and make adjustments as needed based on commentary from the preceptor. Doing so will encourage active participation and improve summative evaluations that occur at the end of the rotation.

It is expected that the student will meet the following clinical responsibilities during this rotation:
- Report to their rotation in a timely fashion and dressed appropriately for each day of work. Be cognizant of any scheduling changes that occur and provide timely communication to the preceptor about excused or unexpected absences.
- Demonstrate an enthusiastic and proactive attitude towards the learning process.
- Treat all staff members, other rotators and patients with respect and demonstrate professional behavior in all interactions.
- Not engage in behaviors that are either: unprofessional/unethical, illegal or pose a risk to the patient or practice. If there is a question about something you are asked to do, speak with your presenting physician or (if the person you have concern about is the presenting physician) your Student Coordinator and/or Director of Medical Education for your base hospital.
- Complete any and all requested responsibilities in a timely fashion and as directed by your presenting physician excepting behaviors mentioned previously.
- Represent yourself, fellow students and the College in a positive and professional manner.
- Students are expected to function collaboratively on health care teams that include health professionals from other disciplines in the provision of quality, patient-centered care.

It is expected that the student will meet the following academic responsibilities during this rotation:
- Complete all College’s curricular elements of the rotation as specified in this syllabus in a timely fashion.
- Regularly access and review content provided within Desire2Learn (D2L) during the rotation to support and supplement your active learning process.
- Attend the C3 didactic sessions provided during this month as indicated in the C3 (OST 603) syllabus. No exception for this attendance is allowed except as approved by the C3 Director of your base hospital, the Instructor of Record for OST 603 and/or the Director of Medical Education of your base hospital.
- Students are expected to identify, access, interpret and apply medical evidence contained in the scientific literature related to patient health problems.
- Students are expected to: assess their personal learning needs specific to this clinical rotation, engage in deliberate, independent learning activities to address their gaps in knowledge, skills or attitudes; and solicit feedback and use it on a daily basis to continuously improve their clinical practice.

Failure to meet the clinical and/or academic responsibilities (as determined by your preceptor, Director of Medical Education of your base hospital and Instructor of Record for NOP 656) may result in a failing grade “N” for this course and the student will be required to appear before Committee On Student Evaluation (COSE) to determine the next course of action.
Core Neurology Clerkship Rotation Academic Requirements

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Submission</th>
<th>Due Date</th>
<th>Passing Score</th>
<th>Honors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Neurology Final Examination</td>
<td>Desire2Learn</td>
<td>Last Friday of the rotation at 4:00pm</td>
<td>Minimum of 60%</td>
<td>N/A</td>
</tr>
<tr>
<td>Student Experience Log (Pg. 17)</td>
<td>Desire2Learn</td>
<td>Last day of the rotation by 11 pm</td>
<td>100% Completion</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Core Neurology Clerkship Exam Information

The final examination for the neurology rotation will consist of multiple choice case and non-case based style questions. Passing the examination is a requirement for the rotation.

EXAM PREPARATION
All of the questions will be based on the defined weekly topic objectives listed in the syllabus and D2L website. It is recommended that you study the appropriate content as defined and provided on D2L. **You are STRONGLY encouraged to take the practice examination located under the Practice Examination section prior to taking the final examination!**

EXAM ADMINISTRATION
To take this exam, you must log onto the D2L website for this course and complete the online exam, which is based on the preparatory material mentioned above. The test will be made available on D2L starting at the beginning of week 3 of your rotation, and ending at 4:00pm on the last Friday of week 4 of your rotation. Students would be wise to use the preparatory material to study before taking the online exam. If you are experiencing technological issues taking the exam, please contact the HELP DESK 517.355.2345. For all other issues, contact Emily Gardner at emily.gardner@hc.msu.edu

EXAM SCORING
In order to pass the examination, a minimum 60% is required. If you receive less than the minimum score required on the final exam (60%), you will be given a single 24-hour window to retake the exam within a week of the original deadline. **Students who fail to complete the final exam by 4 PM on the last Friday of the rotation will automatically receive an N grade and be required to repeat this rotation.** Any student who receives an N grade in the Clerkship Program will be required to appear before the COSE Clerkship Performance Subcommittee (COSE).

Core Neurology Clerkship Corrective Action Process for Deficient Academic Requirements

If a student does not successfully complete the academic requirements of the course, the student will be permitted to go through a “Corrective Action” process. **For students who do not meet the minimum passing score requirement, one make-up/repeat examination can be taken within one week after a failed first attempt.**

If a student completes the corrective action successfully, as determined by the Instructor of Record, the student will receive credit for the deficient academic grading requirement(s). If a student does not complete the corrective action successfully, as determined by the Instructor of Record, the student will receive an “N” grade for the course.
Core Neurology Clerkship Rotation Clinical Requirements

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Submission</th>
<th>Due Date</th>
<th>Honors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attending Evaluation of Student</td>
<td>Submit completed evaluation to your base hospital’s Medical Education office.</td>
<td>4th Friday of the rotation</td>
<td>N/A</td>
</tr>
<tr>
<td><em>The determination of a satisfactory attending evaluation is governed by the College’s Policy for Retention, Promotion, and Graduation.</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Evaluation of Rotation</td>
<td>“Evaluate” Link in Clerkship Schedule.</td>
<td>End of Rotation</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**Unsatisfactory Clinical Performance**

A designation given to any student who:

- Receives one (1) and/or two (2) N grades in any Clerkship course; and/or
- Receives two (2) or more overall “Below Expectations” ratings on any Clerkship rotation evaluation; and/or
- Displays indicators of marginal performance on any clerkship rotation.
- The student will be required to appear before the COSE Clerkship Performance Subcommittee.
- Any student failing to appear, when directed, without due cause, or fails to meet any Subcommittee requirement, will be suspended from the College.

**IMPORTANT NOTE:** The student will maintain an “Extended” (ET) grade until they have successfully completed all academic and clinical requirements for the course.
Base Hospital Requirements  
*(To be defined and evaluated by individual hospitals)*

*Students are responsible for completing any and all additional requirements set by the hospital/clinical site in which the student is completing the rotation.* However, students are not responsible for reporting results of requirements outside the ones listed above to the department/college.

**NOTE:**
If you are completing your Core Neurology Clerkship at an off-site location (a clinical facility that is not your base hospital), please contact the educational program coordinator at that location to verify if the facility will remain open for holidays, weekends, etc. If this applies to you, an email from the MSU Department of Neurology and Ophthalmology will be sent to you two weeks prior to the first day for your Core Neurology Clerkship rotation providing the name and contact information of this offsite coordinator. Other than unique offsite facility closures/hour changes, you will be required to adhere to the College of Osteopathic Medicine attendance policy (p. 13).

**Special Considerations**

In the field of neurology, the examination is vital. Most neurologists take significant pride in their neurological examination skills and utilize their findings in conjunction with the patient’s history to localize and determine the nature of the patient’s deficits. Along these lines, you are strongly encouraged throughout your rotation to continually hone your neurological examination abilities. Attempt to work on lesion localization (s) based on history and your examination findings. Discuss these with your preceptor and address any difficulties you may be experiencing. During the rotation you should always carry a reflex hammer, opthalmoscope, visual acuity card, 128 Hz tuning fork, safety pin and stethoscope.

**Core Neurology Clerkship 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 Neurology:

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

2) **Medical Knowledge**
   a. Articulate basic biomedical science and epidemiological and clinical science principles related to patient presentation
3) Patient Care
   a. Gather accurate data related to the patient encounter
   b. Develop a differential diagnosis appropriate to the context of the patient setting and findings
   c. Form a patient-centered, inter-professional, evidence-based management plan
   d. Health promotion and disease prevention (HPDP)
   e. Documentation, case presentation, and team communication

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

5) Professionalism
   a. Demonstrate humanistic behavior, including respect, compassion, probity, honesty, and trustworthiness
   b. Demonstrate accountability to patients, society, and the profession, including the duty to act in response to the knowledge of professional behavior of others
   c. 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
   a. Describe the clinical significance of and apply strategies for integrating research evidence into clinical practice
   b. Critically evaluate medical information and its sources, and apply such information appropriately to decisions relating to patient care

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

Clerkship activities are mandatory and timely attendance is expected at all educational events.

In order 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 at least 30 days in advance by the medical edu. dept. (student coordinator/director or DME), utilizing the Clerkship Program Excused Absence Request Form (http://www.com.msu.edu/AP/clerkship_program/top_page_links_clerkship/c3_r2_curriculum/Clerkship%20Absence%20Request%20Form%20NO%20lines%207-13-18.pdf).
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.

Absence due to examinations:

<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 (#3 above). Prolonged illness and bereavement will be handled on a case by case basis between MSUCOM and the base hospital/medical education department.

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.

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.

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.

ROTATION SPECIFIC EXCEPTIONS TO THE ABOVE ATTENDANCE POLICY: NONE
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 are 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.
STUDENTS’ 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.

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 in order to maintain a proper working relationship between trainer and trainee.

COURSE GRADES
- **P-Pass** – means that credit is granted and that the student achieved a level of performance judged to be satisfactory according to didactic and clinical performance by the department.
- **N-No Grade** – means that no credit is granted and that the student did not achieve a level of performance judged to be satisfactory to be satisfactory according to didactic and clinical performance by the department.
- **ET-Extended Grade** – means that a final grade ("Pass" or “No Grade”) cannot be determined due to one or more missing course requirements. In Years 3 and 4, the ET grade is used instead of an “Incomplete (I)” grade. Once all course requirements have been completed, received, and processed, the ET grade will be changed to a final grade. An “ET” will NOT remain on a student’s transcript.
ROTATION EVALUATIONS

Attending/Faculty/Resident 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 Clerkship schedule:
http://hit-filemakerwb.hc.msu.edu/Clerkship/login_student.html

Students should assertively 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. Note that the clinical supervisor and the DME from the rotation hospital are required to sign the form.

Any evidence of tampering or modification while in the possession of the student will be considered “unprofessional behavior” resulting in an “N” grade and review by the Committee on Student Evaluation (COSE) and/or the College Hearing Committee.

Student Evaluation of Rotation

Students will submit their rotation evaluations electronically at the conclusion of every rotation by accessing the evaluation system at:
http://hit-filemakerwb.hc.msu.edu/Clerkship/login_student.html

EXPOSURE INCIDENTS PROTOCOL

A form has been developed by the University to report exposure incidents. These forms will be on file in your DME’s office. You can also access the form at www.com.msu.edu/AP/clerkship_program/clerkship_documents/exposure.pdf. Please make yourself familiar with the procedure and the form.
Student Experience Log
NOP 656 Neurology

Attending mid-rotation feedback date: _______
Attending Signature: ________________________
(Verifying mid-rotation feedback and logs)

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

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>Stroke(ischemic)/TIA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CNS hemorrhage/hematoma</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seizure/Epilepsy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CNS infections</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CNS tumors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Myasthenia Gravis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chronic peripheral neuropathy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Acute inflammatory demyelinating</td>
<td></td>
<td></td>
</tr>
<tr>
<td>polyradiculoneuropathy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Amyotrophic lateral sclerosis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Acute encephalopathy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coma</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dementia</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Headaches</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vertigo</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Multiple Sclerosis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parkinson’s disease</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Essential tremor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vision loss</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Student Name: _________________________
Rotation Date: _______________________
Rotation Site: _______________________
Rotation Attending: ___________________

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

I participated in interprofessional collaboration (collaboration on patient care with healthcare workers of different professional backgrounds) on this rotation:

☐ Yes  ☐ No

Comments: ______________________________________________________________
______________________________________________________________
______________________________________________________________
______________________________________________________________
______________________________________________________________

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

Comments: ______________________________________________________________
______________________________________________________________
______________________________________________________________
______________________________________________________________
______________________________________________________________