# Table of Contents

- **Course Description** .................................................................................................................. 2
- **OST 551 Course Goals** ........................................................................................................... 2
- **OPC Enduring Learning Goals** ............................................................................................... 2
- **Course Coordinators** .............................................................................................................. 3
- **Assistant Course Coordinator** ................................................................................................ 3
- **OPC Curriculum Assistants** .................................................................................................... 3
- **Clinical Curriculum Consultants** ............................................................................................. 3
- **Integrative Reasoning Contacts** .............................................................................................. 3
- **Course Faculty** ........................................................................................................................ 3
- **Lines of Communication and Appointments** ......................................................................... 5
- **Office Hours** ............................................................................................................................. 5
- **Course Web Site** ....................................................................................................................... 5
- **Textbooks and Reference Materials** ........................................................................................ 5
- **Required Textbooks** .................................................................................................................. 5
- **Required Medical Equipment** .................................................................................................. 6
- **i>Clicker Use in Course** ......................................................................................................... 6
- **Course-based Academic Support** ............................................................................................ 6
- **Course Format and Schedule** ................................................................................................... 8
- **Dress Code** ................................................................................................................................ 9
- **Attendance and Punctuality** ...................................................................................................... 9
- **Professionalism Points** ............................................................................................................ 12
- **Course Grades** ........................................................................................................................ 13
- **Integrative Reasoning Sessions** .............................................................................................. 14
- **Student Evaluation of the Course** ........................................................................................... 14
- **Academic Honesty and Professionalism** ................................................................................ 15
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.

OST 551 Course Goals
1. To stimulate student engagement in the process of becoming a competent professional.
2. To develop and expand students’ ability to effectively communicate and interact with individuals from diverse backgrounds.
3. To introduce students to the fundamentals of physician-patient interactions, including patient interviewing and physical examination skills.

OPC Enduring Learning Goals
The Preclerkship Osteopathic Patient Care course sequence is designed to enable you to

- Use an osteopathic approach to assess a patient with appropriate history-taking and physical examination techniques
- Integrate the findings of the history and physical exam to generate a differential diagnosis
- Accurately document a patient encounter using the SOAP process
- Support patient care decisions using evidence-based medicine
- Present a patient case in an orderly manner to a resident or physician
- Appreciate the role and obligations of the physician as an educator
- Develop an achievable career plan
- Understand the expectations of being a professional
Successful achievement of OPC learning goals and objectives will require students to apply knowledge and skills acquired in other portions of the MSUCOM curriculum.

http://www.com.msu.edu/AP/ap_general_info/program_philosophy.htm

Course Coordinators

<table>
<thead>
<tr>
<th>Name</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Craig Gudakunst, DO</td>
<td>(517) 353-8470</td>
<td><a href="mailto:Craig.gudakunst@hc.msu.edu">Craig.gudakunst@hc.msu.edu</a></td>
</tr>
<tr>
<td>Deborah Young, PharmD, BCPS</td>
<td>(586) 263-6757</td>
<td><a href="mailto:Deborah.young@hc.msu.edu">Deborah.young@hc.msu.edu</a></td>
</tr>
</tbody>
</table>

Assistant Course Coordinator

<table>
<thead>
<tr>
<th>Name</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sarah McCaskey, MS, RD</td>
<td><a href="mailto:Sarah.Mccaskey@hc.msu.edu">Sarah.Mccaskey@hc.msu.edu</a></td>
</tr>
</tbody>
</table>

OPC Curriculum Assistants

<table>
<thead>
<tr>
<th>Name</th>
<th>Site</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stephanie Goodrich</td>
<td>EL</td>
<td>(517) 432-5637</td>
<td><a href="mailto:goodrics@msu.edu">goodrics@msu.edu</a></td>
</tr>
<tr>
<td>Angela Resseguie</td>
<td>EL</td>
<td>(517) 353-9932</td>
<td><a href="mailto:Angela.Resseguie@hc.msu.edu">Angela.Resseguie@hc.msu.edu</a></td>
</tr>
<tr>
<td>Simone Jennings</td>
<td>MUC</td>
<td>(586) 263-6746</td>
<td><a href="mailto:sj@msu.edu">sj@msu.edu</a></td>
</tr>
<tr>
<td>Rose Shubeck</td>
<td>DMC</td>
<td>(517) 884-9667</td>
<td><a href="mailto:Rosemary.shubeck@hc.msu.edu">Rosemary.shubeck@hc.msu.edu</a></td>
</tr>
<tr>
<td>Dia Vue</td>
<td>EL</td>
<td>(517) 353-4734</td>
<td><a href="mailto:Dia.Yang@hc.msu.edu">Dia.Yang@hc.msu.edu</a></td>
</tr>
</tbody>
</table>

Clinical Curriculum Consultants

<table>
<thead>
<tr>
<th>Name</th>
<th>Site</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bret Bielawski, DO</td>
<td>MUC</td>
<td><a href="mailto:Bielaws2@msu.edu">Bielaws2@msu.edu</a></td>
</tr>
<tr>
<td>Nikolai Butki, DO</td>
<td>DMC</td>
<td><a href="mailto:nikolai.butki@hc.msu.edu">nikolai.butki@hc.msu.edu</a></td>
</tr>
<tr>
<td>Bernadette Gendernalik, DO</td>
<td>MUC</td>
<td><a href="mailto:bgendernalik@gmail.com">bgendernalik@gmail.com</a></td>
</tr>
<tr>
<td>R. Taylor Scott, DO</td>
<td>EL</td>
<td><a href="mailto:scottro5@msu.edu">scottro5@msu.edu</a></td>
</tr>
<tr>
<td>Donald Sefcik, DO</td>
<td>EL</td>
<td><a href="mailto:Donald.Sefcik@hc.msu.edu">Donald.Sefcik@hc.msu.edu</a></td>
</tr>
<tr>
<td>Rosemarie Tolson, DO</td>
<td>EL</td>
<td><a href="mailto:Rosemarie.Tolson@hc.msu.edu">Rosemarie.Tolson@hc.msu.edu</a></td>
</tr>
</tbody>
</table>

Integrative Reasoning Contacts

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jane Gudakunst, MD</td>
<td>Faculty Coordinator</td>
<td></td>
<td><a href="mailto:Jane.Gudakunst@hc.msu.edu">Jane.Gudakunst@hc.msu.edu</a></td>
</tr>
<tr>
<td>Robin Borowski</td>
<td>Curriculum Assistant</td>
<td>(517) 353-9515</td>
<td><a href="mailto:Robin.Borowski@hc.msu.edu">Robin.Borowski@hc.msu.edu</a></td>
</tr>
<tr>
<td>Simone Jennings</td>
<td>Curriculum Assistant</td>
<td>(586) 263-6746</td>
<td><a href="mailto:sj@msu.edu">sj@msu.edu</a></td>
</tr>
<tr>
<td>Charity Troutt</td>
<td>Curriculum Assistant</td>
<td>(517) 884-9629</td>
<td><a href="mailto:Charity.Troutt@hc.msu.edu">Charity.Troutt@hc.msu.edu</a></td>
</tr>
</tbody>
</table>

Course Faculty

<table>
<thead>
<tr>
<th>Name</th>
<th>Site</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nickole Bazger, DO</td>
<td>MUC</td>
<td><a href="mailto:bazgerni@msu.edu">bazgerni@msu.edu</a></td>
</tr>
<tr>
<td>Mary Betanzos, DO</td>
<td>EL</td>
<td><a href="mailto:betanzos3@hotmail.com">betanzos3@hotmail.com</a></td>
</tr>
<tr>
<td>Name</td>
<td>Affiliation</td>
<td>Email</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>-------------</td>
<td>------------------------------</td>
</tr>
<tr>
<td>Bret Bielawski, DO</td>
<td>MUC</td>
<td><a href="mailto:bielaws2@msu.edu">bielaws2@msu.edu</a></td>
</tr>
<tr>
<td>Shannon Biergans, NP</td>
<td>EL</td>
<td><a href="mailto:psbiergans@hotmail.com">psbiergans@hotmail.com</a></td>
</tr>
<tr>
<td>Ron Bishop, DO</td>
<td>EL</td>
<td><a href="mailto:Bboy905@aol.com">Bboy905@aol.com</a></td>
</tr>
<tr>
<td>Patrick Botz, DO</td>
<td>EL</td>
<td><a href="mailto:pjbotz@aol.com">pjbotz@aol.com</a></td>
</tr>
<tr>
<td>Richard Bryce, DO</td>
<td>DMC</td>
<td><a href="mailto:ricardobryce@gmail.com">ricardobryce@gmail.com</a></td>
</tr>
<tr>
<td>Gail Burke, DO</td>
<td>EL</td>
<td><a href="mailto:BurkeG1@michigan.gov">BurkeG1@michigan.gov</a></td>
</tr>
<tr>
<td>Michael Burry, DO</td>
<td>DMC</td>
<td><a href="mailto:burrymic@msu.edu">burrymic@msu.edu</a></td>
</tr>
<tr>
<td>Nikolai Butki, DO</td>
<td>DMC</td>
<td><a href="mailto:nikolai.butki@hc.msu.edu">nikolai.butki@hc.msu.edu</a></td>
</tr>
<tr>
<td>Annette Carron, DO</td>
<td>DMC</td>
<td><a href="mailto:acarron@botsford.org">acarron@botsford.org</a></td>
</tr>
<tr>
<td>Ruby Chahal, DO</td>
<td>EL</td>
<td><a href="mailto:chahalru@msu.edu">chahalru@msu.edu</a></td>
</tr>
<tr>
<td>William Cunningham, DO</td>
<td>EL</td>
<td><a href="mailto:cunni164@msu.edu">cunni164@msu.edu</a></td>
</tr>
<tr>
<td>Talal Derani, DO</td>
<td>EL</td>
<td><a href="mailto:Talal.Derani@hc.msu.edu">Talal.Derani@hc.msu.edu</a></td>
</tr>
<tr>
<td>Pearce Dupuis, DO</td>
<td>EL</td>
<td><a href="mailto:dupuispe@msu.edu">dupuispe@msu.edu</a></td>
</tr>
<tr>
<td>Jeremy Freiwald, MD</td>
<td>EL</td>
<td><a href="mailto:jafreiwald@gmail.com">jafreiwald@gmail.com</a></td>
</tr>
<tr>
<td>Bernadette Gendernalik, DO</td>
<td>MUC</td>
<td><a href="mailto:bgendernalik@gmail.com">bgendernalik@gmail.com</a></td>
</tr>
<tr>
<td>Craig Gudakunst, DO</td>
<td>EL</td>
<td><a href="mailto:Craig.Gudakunst@hc.msu.edu">Craig.Gudakunst@hc.msu.edu</a></td>
</tr>
<tr>
<td>Jane Gudakunst, MD</td>
<td>EL</td>
<td><a href="mailto:Jane.gudakunst@hc.msu.edu">Jane.gudakunst@hc.msu.edu</a></td>
</tr>
<tr>
<td>Jason Gumma, DO</td>
<td>DMC</td>
<td><a href="mailto:jasongumma@gmail.com">jasongumma@gmail.com</a></td>
</tr>
<tr>
<td>Adam Hazebroutck, DO</td>
<td>EL</td>
<td><a href="mailto:ajhazebroutck@gmail.com">ajhazebroutck@gmail.com</a></td>
</tr>
<tr>
<td>Chaya Hunt, DO</td>
<td>DMC</td>
<td><a href="mailto:CPitman@dmc.org">CPitman@dmc.org</a></td>
</tr>
<tr>
<td>Laurie Kaufman, MD</td>
<td>EL</td>
<td><a href="mailto:Laryssa.Kaufman@hc.msu.edu">Laryssa.Kaufman@hc.msu.edu</a></td>
</tr>
<tr>
<td>Cathy Kerschen, DO</td>
<td>EL</td>
<td><a href="mailto:Catherine.Kerschen@hc.msu.edu">Catherine.Kerschen@hc.msu.edu</a></td>
</tr>
<tr>
<td>Margaret Kingry, PhD, RN</td>
<td>EL</td>
<td><a href="mailto:Margaret.kingry@hc.msu.edu">Margaret.kingry@hc.msu.edu</a></td>
</tr>
<tr>
<td>Steven Kohl, DO</td>
<td>DMC</td>
<td><a href="mailto:skohldo@me.com">skohldo@me.com</a></td>
</tr>
<tr>
<td>Frank Komara, DO</td>
<td>EL</td>
<td><a href="mailto:komaraf@msu.edu">komaraf@msu.edu</a></td>
</tr>
<tr>
<td>Kelly Kozlowski, DO</td>
<td>MUC</td>
<td><a href="mailto:Hurleyk1@gmail.com">Hurleyk1@gmail.com</a></td>
</tr>
<tr>
<td>Joseph Naughton, DO</td>
<td>MUC</td>
<td><a href="mailto:jnaught1@hfhs.org">jnaught1@hfhs.org</a></td>
</tr>
<tr>
<td>Christopher O’Connell, DO</td>
<td>MUC</td>
<td><a href="mailto:oconne27@msu.edu">oconne27@msu.edu</a></td>
</tr>
<tr>
<td>Dan Passerman, DO</td>
<td>DMC</td>
<td><a href="mailto:Dpasser1@hfhs.org">Dpasser1@hfhs.org</a></td>
</tr>
<tr>
<td>Haley Pope, DO</td>
<td>MUC</td>
<td><a href="mailto:Haley.m.pope@dmu.edu">Haley.m.pope@dmu.edu</a></td>
</tr>
<tr>
<td>Seleena Rashid, DO</td>
<td>EL</td>
<td><a href="mailto:seleenarashid@gmail.com">seleenarashid@gmail.com</a></td>
</tr>
<tr>
<td>Gerald Robbins, DO</td>
<td>EL</td>
<td><a href="mailto:gmlj@aol.com">gmlj@aol.com</a></td>
</tr>
<tr>
<td>Myral Robbins, DO</td>
<td>EL</td>
<td><a href="mailto:myralrobbinsdo@aol.com">myralrobbinsdo@aol.com</a></td>
</tr>
<tr>
<td>Tony Sayegh, DO</td>
<td>MUC</td>
<td><a href="mailto:tsayegh@outlook.com">tsayegh@outlook.com</a></td>
</tr>
<tr>
<td>Karlyn Smoak, DO</td>
<td>EL</td>
<td><a href="mailto:Karlyn.E.Smoak@dmu.edu">Karlyn.E.Smoak@dmu.edu</a></td>
</tr>
<tr>
<td>Rosemarie Tolson, DO</td>
<td>EL</td>
<td><a href="mailto:Rosemarie.Tolson@hc.msu.edu">Rosemarie.Tolson@hc.msu.edu</a></td>
</tr>
<tr>
<td>Kelli Udelhofen, DO</td>
<td>EL/DMC</td>
<td><a href="mailto:kudelhof@dmc.org">kudelhof@dmc.org</a></td>
</tr>
</tbody>
</table>
Lines of Communication and Appointments
- Questions may be discussed individually by scheduling an appointment with the course coordinators.
- For administrative aspects of the course and content questions related to a specific lecture or topic of the course: contact the Course Coordinators.
- For missed exams (see Attendance/Excused Absence information below)

Office Hours
Questions concerning the course may be discussed individually by making an appointment with the Course Coordinator(s), Dr. Craig Gudakunst (craig.gudakunst@hc.msu.edu) or Dr. Deb Young (Deborah.young@hc.msu.edu).

Course Web Site
The URL for the Course web site is https://d2l.msu.edu/

Students are expected to frequently check D2L for course announcements and to access course materials.

The course D2L site has these PERTINENT sections:
- **Announcements** – Course-related communication to the class will be made here. You should check for announcements on a daily basis.
- **Resources** – Contains the course syllabus with information about the instructional teams, textbooks, exam dates, grading system, rules and regulations, etc.
- **Lessons** – Lecture recordings, tutorials (TT), self-study modules (SSM), and other course-related materials.
- **Communicate** – Contains the course-related email system and the Discussion Forums.

Textbooks and Reference Materials

**Required Textbooks**

These books are also available for free through the MSU Library electronic resources.

There is no course pack for OST551. Materials (e.g., description of learning events, checklists, handouts, etc.) will be available on D2L (Modules >> Week 1, Week 2, Week 3, etc.) or in the mediasite catalog. **Students are expected to check D2L.**
Required Medical Equipment
You are required to have the following medical equipment for this course. Bring all your medical equipment to every group session.
- Digital wristwatch with seconds display or analog wristwatch with seconds 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, tooth picks

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’)

i>Clicker Use in Course
i>Clickers will be used in this class. An i>Clicker 2 is required for this class. The mobile application, i>ClickerGO, will not be allowed.

In this course, i>Clicker input may be used in the following ways: to provide practice with concepts and principles, to stimulate discussion and/or to give mini-quizzes. Questions may be posed at any time during the class hour. No make-up experiences will be provided should you forget your i>Clicker. The i>Clicker will be a mechanism used to record attendance during large group lectures.
- If the i>Clicker is used to take attendance, you will be expected to arrive in class on time and to stay for the duration of the assigned activity.
- If you bring your i>Clicker and it fails during the lecture, please see the course representative immediately after the lecture to inform us of the problem. NO points for attendance will be given unless you notify us at the time of the lecture.

Please refer to additional i>Clicker policy information provided in Section 2 of this syllabus.

Course-based Academic Support
The value you derive from this course (and those that follow it) will depend on many factors, but most importantly the amount of time and effort you put into it. In undergraduate courses, students often concentrate on just getting through the next exam or individual courses. But medical education is different because it is cumulative. Study for understanding, not just short term memorization. This will allow you to understand concepts and carry them forward with you to the next step in your medical education.
You are strongly urged to:

- Consult the course D2L web site frequently to see announcements and to access various study aids (e.g., follow-up to in-lab problem sets, practice exam questions, and answers to frequently asked questions).
- Contact course coordinators immediately if you are having trouble with the course or if there are personal conflicts that are influencing your participation in course events.
- Complete the preparatory work assigned for each lab and lecture session; this includes working through the online modules, problem sets or any other advance study activities.
- Attend every lecture and lab session. Plan to stay to the end of each lab session, in order to take full advantage of the opportunities to work collaboratively with your classmates, to interact with faculty, and to participate in the question reviews at the conclusion of lab.
- Actively annotate your Course Material as you prepare for each class session, as each class session progresses, and also during your follow-up study.
- Complete the follow-up (supplemental) reading and self-study exercises as directed in the Course Pack and on the D2L web site.
- Each member of the teaching team has a well-deserved reputation for being approachable and for helping students achieve success. Avail yourself of the opportunities for help provided by the course faculty -- in person, via e-mail, and at scheduled help sessions or call them to schedule an appointment time.
- The time immediately before or after a course lecture is often too hectic to provide a good opportunity to get help from course instructors. By contrast, lab sessions (especially at the end when some of the students have already departed) or scheduled office appointments provide an excellent time to ask questions of course faculty.
- Keep in mind that you can contact course faculty by e-mail with your questions. Note: Whenever you pose a question by e-mail, include what you THINK the answer is. This makes it much easier for the instructor to either confirm your understanding and/or offer clarification.
- Face-to-face contact with faculty at lecture sessions -- In addition to the faculty person giving a lecture, one or more of the course faculty regularly sit in on course lecture sessions at each site. This provides you with an opportunity to pose a quick question or to request a personal meeting with your local campus faculty. E-mail is also a good way to set up a personal meeting with a particular faculty member.
- Study groups - Many students find it beneficial to study with one or more partners, and we strongly encourage this activity. Studying together can be efficient (what one student doesn't understand, another one will), stimulating (personal interaction can help keep you focused and alert), and motivating (commitment to a partner supplements self-discipline). We encourage you to study with suitable partners. We caution you, however, to avoid study groups that turn into "gab fests" or where one or two students do all the talking. Remember, you may THINK you understand a concept when you hear someone else explain it, but you'll KNOW you understand the concept only when YOU can explain it to someone else. So, make sure you get to talk in your study group!
- Caution: Scribe note services are not sanctioned by MSUCOM and are not endorsed by the course faculty. Course faculty assume no responsibility whatsoever for errors in the "scribe notes". It is unwise to expect the "scribes" to substitute for your own attendance in lecture or lab, your own note taking, or your own studying.
- Additional academic support resources can be accessed at: http://com.msu.edu/Students/Academic_Development/index.htm
In summary, 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.

Course Format and Schedule
OPC is based on a “flipped classroom” instructional model. Weekly faculty-facilitated group sessions are intended for students to practice skills and apply knowledge that is acquired primarily outside of class time (for example, by reading the Bates’ textbook).

For the group sessions to have educational value, students must prepare by completing a series of specified learning tasks. This may include completing any or all of the following: reading assignments, out-of-class assignments, lectures, self-study modules, study questions, and video demonstrations. Instructions for how to prepare for each session are found on ANGEL: Lessons>>Week 1, Week 2, etc.

OPC learning events are of two (2) main types: Individual Learning Events (ILEs) and Group Learning Events (GLEs).
- ILEs include scheduled course activities in which independent learning predominates, such as lectures or self-study modules.
- GLEs include scheduled course activities in which group learning predominates, such as group discussion sessions and PE skills labs. GLEs are often referred to as “small groups” because the group size represents a subset of the entire class.
- As a general rule-of-thumb, written exams will test information presented in the ILEs and covered in the reading assignments, whereas, clinical practical examinations and OSCEs will test the skills practiced during the group sessions (i.e., interviewing, performance of physical exam procedures, documentation).

OST551 is a 2-credit course allotted 28 “contact hours” per semester.
- MSU defines each “contact hour” as equivalent to one 50-minute lecture or one 2-3 hour lab/discussion session.
- In accordance with University guidelines, OST551 will average one (1) ILE per week, AND one (1) GLE per week.

A DETAILED schedule is posted on D2L >> Modules >> Syllabus and Schedule. The exact dates and times of scheduled learning events are subject to change due to circumstances beyond the control of the course coordinators and faculty. The posted schedule will be updated to reflect changes that occur and students will be given as much notice as possible. Students are expected to follow this schedule and periodically check for updates.

Please note that “online” ILEs (e.g., prerecorded lectures, video demonstrations, online/web-based self-study modules, etc.) have corresponding “placeholders” (i.e., reserved time slots) on the Google Calendar and in the posted course schedule. Students may complete these activities at their own pace and at a time of their choosing prior to the associated GLE.
Dress Code

Proper attire at the following events and sessions is a professional expectation, and is required for a student to be eligible to receive his/her professionalism points.

- Student doctors are expected to project a professional image. Clothes should be modest, clean, and in relatively good condition. Personal appearance should be clean and groomed. Be mindful of the fact that you never know when you will be making a first impression on someone who can influence your career.
- Shoes must be worn. No flip-flops or sandals
- Personal hygiene: Well-groomed and clean, no strongly scented cologne or perfume, trim and clean fingernails.
- No denim
- No revealing clothing

For Integrative Reasoning Sessions and Standardized Patient Encounters
(Standardized Patient Encounters include OSCEs, standardized patient interviews, patient panel presentations, and standardized patient exams)
- Short white coat with nametag must be worn
- Business casual attire is a reasonable guideline
  - Men: Trousers/dress-pants/khakis and a shirt with a collar
  - Women: Slacks/knee-length skirt and a blouse or shirt with a collar, or a knee-length conservatively-styled dress (not fancy/flamboyant, not tight/clingy, not low cut

For GLEs:
- Wear loose-fitting unrestrictive clothing (e.g. athletic wear) or scrubs. It is recommended that females wear sports bra or camisole under scrubs or t-shirt.

Note for Integrative Reasoning Sessions- Business casual is the preferred attire as this is a simulated clinic experience however, it is acceptable to wear scrubs ONLY if you are scheduled for a GLE or OMM clinic immediately prior to or after the Integrative Reasoning session.

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.

BRING YOUR REGISTERED I-CLICKER TO ALL EVENTS. Forgotten or improperly registered i-clickers will result in forfeiture of points for that event.

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),
- Integrative Reasoning Sessions,
- OPC live/broadcast lectures (ILEs) (see schedule for details)

Attendance will be documented via a sign-in sheet or a signed scantron (bubble) form, or i-clicker depending on the event. Each student is responsible for documenting his/her on time attendance by signing an attendance sheet or correctly filling in a scantron form, or using his/her registered i-clicker. Sign-in sheets will be picked up 5 minutes after the start of class.

- If the student does NOT document his/her attendance in the proper manner and on time the student is considered absent for the event, regardless if the instructor or classmates can verify your attendance.

- Falsification of an attendance record (e.g., signing in for someone other than oneself or signing in and then leaving the session early or use of another student’s i-clicker) 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 re: academic dishonesty and professionalism.

- Tardiness is defined as arrival more than 5 minutes past the start time. The student will be counted as absent if he/she arrives more than 5 minutes late to a session. The student will be expected to participate in the activity if they are present and will be eligible for points if they are fully engaged in the session. This type of absence will be recorded and counted toward the number of absences in the course (see below).

Any student who has more than 2 absences from events for any reason within the current semester may have the following consequences:

1. Loss of professionalism points and a letter placed in his/her student academic file that describes the student’s attendance record
2. On case-by-case basis, you may be required to meet with the OPC course coordinator(s) to discuss the situation AND may receive an "N" in the course.

Participatory sessions (Integrative Reasoning Sessions, GLEs, quizzes, patient panel presentations, ILEs)

There are NO make-up activities or points for missed participatory sessions for any reason. 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. The faculty will not provide alternate or additional participatory sessions.

Each student is responsible for active learning and assignments during the sessions. This includes participation in group discussions, i-clicker 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 i-clickers will result in forfeiture of points for the session/event.
Exams, Competency Evaluations, OSCEs and Appointments with Standardized patients

If a student is unable to attend a written exam, the student must obtain an excused absence from the Course Coordinator(s). With an excused absence, the student will be eligible to take a make-up exam. Without an excused absence, the student will NOT be eligible to take the make-up exam and the associated points will be forfeited.

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 from the Course Coordinator(s) prior to the scheduled event or within 24 hours after an emergency situation. 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 professionalism 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 a preplanned event that you will be seeking an excused absence or to switch lab times with a classmate, you must submit this request at least 2 weeks prior.

If you have an emergency situation, you must notify the course coordinators within 24 hours following the event to request an excused absence.
**Professionalism Points**

Medical students are expected to behave professionally at all times.

Each student starts with twenty (20) points toward the OST 551 final course grade for demonstration of professionalism.

Any student who exhibits more than two (2) unprofessional behaviors will forfeit all 20 professionalism points (these points are “all or nothing”).

The following is a list of unacceptable student behaviors:

- Arriving late without providing an acceptable reason to a faculty facilitator or room monitor (at the discretion of the faculty or room monitor)
- Leaving early without providing an acceptable reason to a faculty facilitator or room monitor (at the discretion of the faculty or room monitor)
- Being not properly attired (see Dress Code)
- Being not prepared (e.g., demonstrates ignorance of the session’s activities, requires significant prompting to get started, etc.)
- Being not engaged (e.g., stand-offish, non-participatory, uncooperative, disdainful, etc.)
- Failing to complete an in-class activity (e.g., documentation) or assignment on time
- Using a mobile device / phone / computer, unless specifically authorized to do so
- Being uncooperative or disruptive to the learning environment
- Being judgmental or disrespectful of faculty, staff, or peers
- Each absence documented

Missing an OSCE or Standardized Patient encounter without an excused absence will cause you to lose all of your professionalism points.

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 lectures on one day and attendance is taken at both lectures, this will count as 2 absences.*

Professionalism will be tracked throughout the OPC series.

- If you lose your professionalism 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.
### Course Grades
The student’s grade in OST 551 is based on the following assessments of knowledge, skills, and attitude.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm Exam</td>
<td>35</td>
</tr>
<tr>
<td>COMPREHENSIVE Final Exam</td>
<td>50</td>
</tr>
<tr>
<td>Weekly skills check-off during weeks 4, 6, 8, and 10 @10pts each</td>
<td>40</td>
</tr>
<tr>
<td>Physical Exam Technique Evaluation (OSCE)</td>
<td>120</td>
</tr>
<tr>
<td>On-line (D2L) Quizzes (5 points each) (EXCEPT Quiz 1: GS/VS/pain/HEENT covers 2 lectures = 10 points)</td>
<td>35</td>
</tr>
<tr>
<td>Professionalism Points</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total Course Points</strong></td>
<td><strong>300</strong></td>
</tr>
</tbody>
</table>

*no late or make-up quizzes, assignments, or integrative reasoning session activities will be accepted

**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:**
1. Obtains 70% or more of the total course points,  
   **AND**
2. Obtains 80% or more of the points available for the Physical Exam Technique Evaluation.  
   **AND**
3. Take the midterm and final exams

**N = No Grade** (student did not achieve a satisfactory level of performance; no credit granted)

**ANY CRITERIA BELOW MAY RESULT IN AN “N” GRADE FOR THIS COURSE**

**An “N” may be assigned to any student who:**
1. Obtains less than 70% of the total course points,  
   **OR**
2. Obtains less than 80% of points available for the Physical Exam Technique Evaluation,  
   **OR**
3. Fails to satisfactorily complete a required make-up experience for a missed exam or standardized patient encounter,  
   **OR**
4. Is absent from more than two (2) group learning events (GLEs)/Clinics/Integrative Reasoning Sessions.  
   **OR**
5. Does not take the midterm or final exam

On **ANY** standardized patient encounter throughout the OPC series, 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)
**Integrative Reasoning Sessions**

*Schedule:* Please see D2L for Integrative Reasoning schedule.

*Attendance:* Attendance will be taken at all Integrative Reasoning Sessions that are associated with OPC (OST551-555). Absences from these Integrative Reasoning Sessions will count toward your absences in OPC. Integrative Reasoning sessions associated with OPC will be noted on the OPC Schedule.

*Content:* Integrative Reasoning Sessions are developed to be integrative/collaborative, and may draw from multiple courses, past and concurrent. Integrative Reasoning sessions may have content that has been covered in any course.

**Student Evaluation of the Course**

We want your feedback on how to improve this course.

- **Informal Feedback:** Feel free to approach the Course Coordinator(s), Dr. Craig Gudakunst or Dr. Deb Young with your reactions and suggestions. Or write out your comments and email them to the Course Coordinators. From time to time, we may also convene focus groups of students, as an additional way to elicit your opinions and suggestions.

- **Formal Evaluation:** In addition to the above, we ask every student in the class to complete formal on-line course evaluation upon conclusion of the course. Student course evaluations are highly recommended. Student feedback provides Course Coordinators with valuable information regarding their performance, the performance of their colleagues, and the quality of the course. The information gained from these evaluations is used to continuously improve future offerings of this course. Students can access the evaluation system at: [http://kobiljak.msu.edu/Evaluation/UnitI_II.html](http://kobiljak.msu.edu/Evaluation/UnitI_II.html) and you will receive an email when they are available. Your participation in this important process is greatly appreciated.
Section 2 – Policies

Academic Honesty and Professionalism
http://com.msu.edu/Students/Professional_Development/Statement_on_Professionalism.htm

Every student is responsible for their behavior and is expected to adhere to all MSU and MSUCOM policies of academic honesty and professionalism. If there is any instance of academic dishonesty or unprofessionalism discovered by a member of the faculty, administration or staff, it is his or her responsibility to take appropriate action.

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 Student Services, and any other actions outlined in the Medical Students’ Rights and Responsibilities document.


Attendance/Excused Absence
MSUCOM students are expected to attend all class sessions (e.g., lectures, laboratories, group activities) and take all examinations/assessments during their originally scheduled times. If this is not possible an excused absence should be requested.

If a request for an excused absence is denied, the student will receive a zero (0) grade for the mandatory session or examination/assessment in question, which may result in the issuance of an “N grade in the course.

✔ Personal Emergencies:
To obtain an excused absence, you need to make the following contact, as appropriate, within 24 hours of the scheduled class session or administration of the examination/assessment.

Dr. Craig Gudakunst (craig.gudakunst@hc.msu.edu) or 517-884-3773
Dr. Deb Young (Deborah.young@hc.msu.edu) or 586-263-6757

A personal emergency is typically defined as the death of an immediate family member, serious illness, automobile accident and/or hospitalization. Situations including, but not limited to: failure to be on time, conflicting appointments and failure to provide proper identification or bring required materials/devices will not be considered a personal emergency, and requests based upon these situations will be denied.

If an examination/assessment or other mandatory experience is missed due to medical reasons, a medical provider’s written confirmation will be required before the request is considered.

✔ Where there is advance notice of absence:
A student must submit his/her excused absence request at least one week TWO weeks in advance of the scheduled mandatory class session(s) or examination(s)/assessment.
Requests for excused absences regarding wedding, family celebrations, vacations will be denied. Attendance to college-required conferences requires advance notification and planning.

Dr. Craig Gudakunst (craig.gudakunst@hc.msu.edu) or 517-884-3773
Dr. Deb Young (Deborah.young@hc.msu.edu) or 586-263-6757

Computer-Based Testing
http://www.com.msu.edu/Preclerkship_program/preclerkship_curriculum/preclerkship_curriculum.htm

It is the responsibility of each and every student (including students restarting and overload students) to know and be in compliance with the MSUCOM policy regarding computer-based testing. It is possible that adjustments may need to be made to this policy, and students will be notified of those adjustments when necessary.

In addition, each and every student must possess his or her own electronic device that is compatible with the software program SoftTest, and ensure that it is fully functional and operational at the time of every computerized assessment.

If a student has difficulties with respect to their technology prior to an assessment, he or she can send an email to OsteoMedAP@hc.msu.edu (which is monitored during normal business hours) for a response within 24 hours of viewing or call the lead curriculum assistant for more urgent matters. Anyone who will be taking only PART of any Unit Exam in Semester 2 (i.e. overload or returning MS1 students) will use paper and Scantron, not CBT.

i>Clicker Policy
http://www.com.msu.edu/Students/Policies_and_Programs/iCLICKER_Policy.htm

You are expected to have your i>Clicker registered prior to the beginning of this class. You are responsible for bringing your i>Clicker to every class with you. Class will proceed as planned, even if you have forgotten to bring your i>Clicker with you. Paper completion of i>Clicker activities will not be accepted as a substitute for the i>Clicker response. Please make sure that your i>Clicker is always in working order.

As a matter of professionalism, please note that under no circumstances should you loan your i>Clicker to another student. Nor should you ever be in the possession of an i>Clicker other than your own. Answering questions or checking in for attendance on behalf of another student by using his or her i>Clicker is considered to be an act of dishonesty and may result in dismissal from the college.
**Remediation Policy**
Remediation of an “N” grade will be governed by the MSUCOM Policy for Retention, Promotion and Graduation (relevant content found under Remediation section), [http://www.com.msu.edu/Students/Policies_and_Programs/Remediation_Policy.htm](http://www.com.msu.edu/Students/Policies_and_Programs/Remediation_Policy.htm) and by the remediation section of each course syllabus.

It is the responsibility of each student in the Michigan State University College of Osteopathic Medicine to verify his/her eligibility, with the Office of Student Services, prior to the administration of the remediation examination/experience.

Students deemed eligible for remediation by the registrar will be informed by the Course Coordinators. Information on remediation format, date and time will be provided then.

**Requests for Special 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 at 517-884-RCPD or on the web at [http://www.rcpd.msu.edu/](http://www.rcpd.msu.edu/). Once your eligibility for an accommodation has been determined, you may be issued a Verified Individualized Services and Accommodation (VISA) form. Please present the VISA to Cheryl Luick, luick@msu.edu, A329 East Fee Hall at the start of the term and/or two weeks prior to the accommodation date (test, project, labs, etc.). Requests received after this date will be honored whenever possible. **Students with accommodations MUST meet with the course coordinators to discuss IN PERSON the accommodations and how they will apply to the OPC course.**

It is the responsibility of the Student with Accommodations to contact the Course Coordinator and the Curriculum Assistant two weeks prior to the beginning of the semester, when the VISA is obtained prior to the start of the semester. When the VISA is obtained after the start of a semester, the student will notify the Course Coordinator and the Curriculum Assistant two weeks prior to the next scheduled evaluation.