

OST 571 – Neuromusculoskeletal System

Spring Semester 3 - 2023

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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

Neuromusculoskeletal System is a 10 credit hour course.

This course offers the basic science of neuroanatomy and bone/joint anatomy integrated with clinical neurology, orthopedics, psychiatry, rheumatology, and ophthalmology.

In OST 571 you will have different opportunities for learning. Among these are live lectures, pre-recorded online modules (media), and self-study lessons, each with their own format:

- “Lec REM” are live lectures with a faculty member presenting the learning material in real time
- “Media” are pre-recorded learning materials to be viewed on D2L or MediaSpace
- Self-study lessons consist of reading learning materials presented in the course pack, with no live lecture or recordings (unless indicated)

Course Goals

1. Understand the structure and function of the nervous system.
2. Understand the anatomical and functional basis for common neurologic disorders.
3. Understand the anatomical and functional basis for common orthopedic and rheumatologic disorders
4. Understand the anatomical and functional basis for common ophthalmologic disorders
5. Understand the basic concepts of rehabilitation medicine
6. Understand the basic diagnosis and treatment of common neurologic, orthopedic, rheumatologic and ophthalmologic disorders.
7. Understand basic pathology in relation to the diagnosis of common neurologic, orthopedic, rheumatologic and ophthalmologic disorders.
8. Understand the pharmacologic and non-pharmacologic treatments available for common neurologic, orthopedic, rheumatologic and ophthalmologic disorders.

Please note that specific instructional objectives are provided within each learning activity of this course.

Measurable Course Objectives

The American Osteopathic Association has identified osteopathic core competencies (OCC) essential for practice as a future osteopathic physician ([reference](#)). These are embedded throughout programmatic objectives and curriculum. The curricular structure also encourages proficiency in the Core Entrustable Professional Activities (EPAs) for Entering Residency as defined by the Association of American Medical Colleges to help build toward that future phase of the journey toward medical practice ([reference](#)). By the end of this specific course, learners should be able to achieve the following objectives within each competency domain indicated:

Medical Knowledge

1. Summarize anatomical and physiological structure-function relationships in the neuromusculoskeletal system to differentiate between normal and abnormal function. This includes both the central nervous system (brain and spinal cord) and the peripheral nervous system (nerves of the somatic and autonomic nervous systems) along with the skeletal muscles, tendons, bones, joints, cartilage, and ligaments to which they carry information. *(Biomedical Science - Anatomy/Physiology)*
2. Examine the physiologic basis of health and the pathophysiologic basis of disease through selected neurologic, orthopedic, psychiatric, rheumatologic, and ophthalmologic clinical presentations. *(Biomedical Science - Pathology/Pathophysiology)*
3. Summarize the structural, functional, and pathologic basis for neurologic and related disorders along with concepts related to their diagnosis, treatment, and rehabilitation. *(Biomedical Science - Neuroscience)*
4. Explore common conditions and presentations that provide a preview to clinical disciplines. *(Clinical Science - Neuromusculoskeletal, Clinical Science - Neurology, Clinical Science - Otorhinolaryngology/Ophthalmology, Clinical Science - Radiology, Clinical Science - Emergency, Clinical Science - Internal, Clinical Science - Family, Clinical Science - Pediatrics, Clinical Science - Geriatrics, Clinical Science - Preventive/Occupational, Clinical Science - Physical/Rehabilitation, etc.)*

Patient Care and Procedural Skills

5. Practice gathering accurate, essential data from all sources, including the patient, secondary sources, medical records, and physical examination (including osteopathic structural examination) for selected neurologic, orthopedic, psychiatric, rheumatologic, and ophthalmologic clinical presentations. *(Data Gathering - EPA 1)*
6. Practice formulating a differential diagnosis for selected neurologic, orthopedic, psychiatric, rheumatologic, and ophthalmologic clinical presentations, prioritizing diagnoses appropriately based on the patient evaluation and epidemiologic data. *(Differential Diagnosis - EPA 2)*
7. Practice developing evidence-based, cost-effective, patient-centered care plans for selected neurologic, orthopedic, psychiatric, rheumatologic, and ophthalmologic clinical presentations, incorporating both pharmacologic and non-pharmacologic treatments. *(Treatment/Management - EPA 4)*

Professional Development and Reflection Skills

Additionally, the American Osteopathic Association indicates several other competencies on which professional development and reflection across time will foster effective medical practice. These include the ability to work collaboratively as part of an interprofessional team; the maintenance of an inquisitive and scientific approach to learning and medical practice; and the adoption of self-direction in lifelong learning and clinical decision-making. This course will contribute to the development of these longitudinal competencies or skills as indicated:

Self-Directed and Lifelong Learning

Self-directed learning is a 4-step process that occurs within an encapsulated timeframe. The goal of self-directed learning is to help foster self-direction in your lifelong learning and clinical decision-making. This course includes the steps of self-directed learning as follows:

1. **Self-Assessment of Learning Needs** – Students are presented with case vignettes that include narrative descriptions, exam or imaging results, and other details. They are also provided with a set of guiding questions which provide opportunity to reflect on their related knowledge and isolate learning needs.
2. **Identification, Analysis, & Synthesis of Information** – Students will then seek out and synthesize related information through activities such reviewing course materials, locating reputable supplemental resources or peer-reviewed research articles, and collaborating with members of their group to refine their tentative individual responses to the guiding questions.
3. **Appraisal of Information Source Credibility** – Group-based activities provide an opportunity to appraise and apply their knowledge as group members discuss different sources, perspectives, and raise additional questions. The goal is to arrive at consensus regarding group response to the guiding questions for larger class discussion.
4. **Feedback on Information-Seeking Skills** – Students will be provided feedback on their information seeking skills by both peers through the group process and by faculty facilitators during both small group work and larger class discussions. Faculty facilitators, for example, will use verbal strategies during these sessions such as requests for clarification or probing questions to help students affirm their thinking, organize information, or re-direct student inquiry as necessary.

Professionalism in OST571

The challenges presented by this material, coupled with the small-group-based learning and rigorous pace can lead to situations where professional behavior may come into question. We expect all faculty, students, and staff to strive for professional, collegial behavior and to avail themselves of the resources provided by the College in support of those goals. At MSUCOM the Common Ground Professionalism Initiative (CGPI) maintains the Common Ground Framework for guiding principles of professional conduct, and the Spartan Community Clearinghouse for discussing and referring matters related to professionalism. We encourage you to make use of these resources (available under the “About Us” section on the College’s website) both when concerns arise and when exceptional professionalism is demonstrated. To submit an observation form, please visit <https://bit.ly/COMCGPI> or scan the following QR code:



Course Directors

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

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Curriculum Assistants

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Lines of Communication

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

Office Hours

Questions concerning the course may be discussed individually by making an appointment with the Course Directors: Jayne Ward, D.O., Prof. Dept. of Neurology & Ophthalmology, via email at jward@msu.edu or Graham Atkin, Ph.D., Division of Human Anatomy, via email at atking@msu.edu (or at the link below).

For scheduling office hours with foundational science faculty:

<https://outlook.office365.com/owa/calendar/Bookings.atking@booking.msu.edu/bookings/>

For scheduling with clinical faculty, please email them directly.

Please also note: office hours are intended to help students puzzle through the material; they are not intended as a substitute for the course material. It is expected that students will have made a

meaningful attempt at the material, utilizing the lectures and course pack, before coming to office hours. If the faculty person feels that a student is unprepared for office hours, that session will be adjourned and the student will be encouraged to set up another meeting when they have engaged more with the material.

Course Web Site

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

The course D2L site has these main sections:

- **News** – Course-related communication to the class will be made here. You should check for announcements on a daily basis.
- **Course Information** – Contains the course syllabus with information about the instructional teams, textbooks, exam dates, grading system, rules and regulations, etc.
- **Communicate** – Contains the course-related email system and the Discussion Forums.
- **Discussion Boards** – The discussion board for OST571 is very different from other classes. Please DO NOT POST to the discussion board. Instead, when submitting a content question to faculty, copy Betsy Raleigh and the Course Directors. When the question has been answered, Betsy will post both parts to the discussion board. It is highly recommended that you check the discussion board prior to sending a question to faculty, as it is very likely that you are not the only student with the same question – your question and others may already be available for your review – saving you time.

Textbooks and Reference Materials

Required

- OST 571 Course Pack
- Blumenfeld, H., *Neuroanatomy Through Clinical Cases*, 2nd ed., Sinauer Assoc., 2011. ISBN-978-0878936137 (3rd edition also acceptable)

Suggested

- Moore, Dalley & Agur, *Clinically Oriented Anatomy*, 8th ed., Wolters Kluwer, 2018. ISBN: 9781496347213 ([Digital copy of Clinically Oriented Anatomy](#))
- Kumar, Abbas, Aster., *Robbins & Cotran Pathologic Basis of Disease*, 10th ed., Elsevier, 2021. ISBN: 978-0-323-60992-0 ([Digital copy of Pathologic Basis of Disease](#)) (9th ed. also acceptable)
- R. Rhoades and D. Bell, *Medical Physiology: Principles of Clinical Medicine*, 5th ed., Wolters Kluwer/Lippincott, Williams & Wilkins, 2018. ISBN: 978-1-49631-046-0 ([Digital copy of Medical Physiology, 5th ed.](#))
- Agur & Dalley, *Grant's Atlas of Anatomy*, 15th ed., Wolters Kluwer, 2020. ISBN: 9781975138707 ([Digital copy of Grant's Atlas of Anatomy](#))
- Siegel and Sapru, *Essential Neuroscience*, 4th ed., Wolters Kluwer, 2018. ISBN: 9781496382405 ([Digital copy of Essential Neuroscience](#))

- Haines and Mihailoff, *Fundamental Neuroscience for Basic and Clinical Applications*, 5th ed., Elsevier, 2018. ISBN: 978-0-323-39632-5 ([Digital copy of Fundamental Neuroscience for Basic and Clinical Applications](#))
- Ropper, Samuels, Klein & Prasad, *Adams and Victor's Principles of Neurology*, 11th ed., McGraw-Hill, 2019. ISBN: 978-1260458824 ([Digital copy of Adams and Victor's Principles of Neurology](#))
- Berkowitz, *Clinical Neurology and Neuroanatomy: A Localization-Based Approach*, McGraw-Hill, 2017. ISBN: 9781259834400 ([Digital copy of Clinical Neurology and Neuroanatomy: A Localization-Based Approach](#))

Course-based Academic Support

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

Professionalism

Professionalism is a key quality in a physician, and MSUCOM is in the midst of developing a college-wide professionalism initiative. OST571, in particular, involves numerous patient encounters and group interactions where professionalism is essential. MSUCOM is now utilizing the Common Ground Professionalism Framework for guiding principles; please familiarize yourself with those.

Guidelines for Patient Presentations

Each Friday in OST571 we are extremely fortunate to host an interactive patient presentation. We are joined by a patient who will share their lived experience, usually in the company of a neurologist who will help provide additional information. This is followed by an open discussion with the class. Although these will be held via Zoom webinar for 2023, they remain an absolutely critical component of learning in this course, both for integrating content, developing clinical reasoning, and practicing empathy and communication skills. You should approach these sessions with an open and compassionate mind, and with the same respect you would show in a telemedicine visit with one of your own patients.

Students are expected to log in to Zoom no later than 9:00am on Friday for these sessions and remain throughout. **Attendance is mandatory** and will be monitored via the zoom webinar logs. If internet connectivity issues arise, students are expected to contact Betsy Raleigh as quickly as possible and by the end of the session. Failure to log in on time or reach out in a timely manner about technical difficulties will result in your quiz score for the day being set to zero.

These patients are offering their time, energy, and deeply personal stories so that you might become the best possible physician. Respect for them and what they are doing is required in OST571. How you treat these patients lays the foundation for how you will treat others as a clinician. For that purpose, we ask that you remain mentally engaged with the presentation and ask thoughtful questions. Patients prefer to see faces when sharing their personal stories, so we strongly encourage you to have your camera on if possible and business casual attire.

Case-Based Learning Sessions

Following the patient presentation on Fridays there will be case-based learning from 10am to 11:35am. Students will work in zoom breakout rooms in their assigned pods to solve cases posted to D2L. Case-based learning is an essential part of this course because it applies the material you have learned up to that point to clinical scenarios and offers important practice for your clinical reasoning skills. To further these goals, faculty will be circulating through the breakout rooms to ask and answer questions; additional help can be requested by sending a representative from your pod to the main room. The case answers will be posted to D2L immediately after the conclusion of the session.

To get the most out of this valuable experience, it is expected that you have familiarized yourself with the material up to that point, and that you are both present and engaged in applying your learning to the cases. For that reason, this session is required, and failure to be present and involved throughout the session will result in a zero for the quiz that day – this also means that if faculty feel you are unprepared and unable to apply the course material to these cases, you may receive a zero for that day's quiz. This time is not to be used for studying for the quiz or other activities, and please do not pressure faculty to excuse you early for rushing through the cases. Internet outages should be handled as described above in the section on patient presentations.

Laboratory Attendance and Guidelines for Neuroanatomy Labs 1-5

Neuroanatomy labs will emphasize neuroimaging and utilize case-based learning. Each lab will be in the format of clinical cases that you will work on in groups, much like how you did for the ANTR510 course. Students will be assigned to one of four faculty sessions to prevent the numbers from getting overwhelming at any one session. At the beginning of the session, faculty will highlight important points or difficult concepts regarding the lab material, then you will be split into groups and work on the assigned cases. These cases are designed to help you think clinically about the lab material, and you will also be able to test your knowledge with practice questions and quizzes embedded in the cases.

These sessions will be most useful if you have worked through the lab objective list prior to coming to the lab case discussion, which you are strongly encouraged to do, and if you are up-to-date on course lectures. The cases will be released on D2L the day of your lab for you to download.

Lab attendance is worth 3 points per lab (a total of 15 course points) and you must be present throughout a given lab to receive credit*. Attendance will be monitored by zoom log. Lab content will appear on unit exams this year; there will not be separate lab exams.

Before each lab session, students should pre-lab by doing the following:

1. watch the assigned videos on MediaSpace (links are also embedded in the tables within the lab objective list)
2. work through the lab objective lists with the corresponding image power points (posted on D2L), and other recommended materials mentioned in the lab objective list.

*Lab 4 will be optional and recorded for 2023. Points will be awarded to all students. Course Directors encourage taking time for self-care in the aftermath of the campus tragedy.

Advice for Getting the Most Out of OST571

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. Medical education is different because it is cumulative. OST571 builds upon all the courses that came before it, and your next classes will build on this one. 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.

The practice of asking for help is a critical determinant of success in medical education and clinical service. There is a lot of help available if you ask for it – do not let your pride stand in the way of your becoming the best physician possible.

As additional tips, you are strongly urged to:

- Consult the course D2L site frequently to see announcements and other resources.
- Complete the preparatory work assigned for each learning activity; this may include working through the online modules or any other advance study activities.
- Engage with 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 Pack as you prepare for each class session, as each class session progresses, and also during your follow-up study.
- Complete any follow-up (supplemental) reading and self-study exercises as directed in the Course Pack and on the D2L web site.
- Avail yourself of the opportunities for help provided by the course faculty -- in person, via email, and by scheduling an appointment time. Each member of the teaching team has a well-deserved reputation for being approachable and for helping students achieve success.
- Keep in mind that you can and should contact course faculty by email with your questions. But when you do, include what you THINK the answer is. This makes it much easier for the instructor to either confirm your understanding and/or offer clarification, as well as to address your clinical reasoning.
- Study groups – While these are not the same over Zoom as in person, they are still worth pursuing. 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 allowing one or two students in the group to do all of the talking. It may feel as though 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!
- Make practice questions for yourself/your group: thinking about how a condition would present clinically and how you would assess the presentation and determine a responsible mechanism of pathology is an outstanding way to practice this material. Making questions can be an excellent way to synthesize material.
- Note with 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.

- Exercise great caution regarding learning materials passed down from previous students. The Course Directors do not certify the accuracy or relevance of those materials nor whether having them violates academic integrity guidelines. It is your responsibility to avoid any such violations resulting from these materials.
- Familiarize yourself with additional academic support resources, available at: http://com.msu.edu/Students/Academic_Career_Guidance/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 Directors with any personal issues you may have involving this course. Additional academic support resources can be accessed through MSUCOM Academic and Career Guidance and MSUCOM Personal Counseling.

Wellness Challenge

In OST 571 we want to recognize that self-care is extremely important. Therefore, we challenge all students in the course to do 20 mins of physical activity five times a week, you can participate some weeks and not others if you choose.

If you choose to participate any week, you will self-report to a google form that is made and maintained by class leadership. Each week class leadership sends us a list of the folks who completed the challenge. We then ask our visiting patients on Fridays to select two numbers at random to determine the winners. Dr. Ward will then send the winners a gift certificate via email. Former winners are eligible each week as long as they participate and self-report.

Course Begin and End Dates

OST 571 begins on January 9th, 2023 and ends on March 3rd, 2023. See addendum for detailed daily course schedule.

Exams/Assessments

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

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

All previously delivered material is fair game and could be included in any quiz or exam. Example: though S3 UE2 is testing content from lectures 014-034, it could still contain information from any lecture 001-013.

Assessments	Projected Points	Material to be Covered
Lab 1 - Overview/Spinal Cord	3	Based on attendance to assigned Lab Zoom Meeting
Quiz 1	6	Lecture Content (Lessons 001 through 011)
S3 Unit Exam 1 1/17/23	52	Lessons 001 through 013 and Overview & Spinal Cord Lab
Lab 2 – Brainstem	3	Based on attendance to assigned Lab Zoom Meeting
Quiz 2	6	Lecture Content (Lessons 014 through 019)
Lab 3 – Cerebrum	3	Based on attendance to assigned Lab Zoom Meeting
Quiz 3	6	Lecture Content (Lessons 020 through 032)
S3 Unit Exam 2 1/30/23	74	Lessons 014 through 034 and Brainstem & Cerebrum Labs
Quiz 4	6	Lecture Content (Lessons 035 through 044)
Quiz 5	6	Lecture Content (Lessons 045 through 059)
S3 Unit Exam 3 2/13/23	82	Lessons 035 through 063
Quiz 6	6	Lecture Content (Lessons 064 through 072)
Lab 4 – Spine/Lower Extremity	3	*see note following lab section above
S3 Unit Exam 4 2/20/23	69	Lessons 064 through 076 and Spine/Lower Extremity Lab This will be an optional formative assessment. Exam 4 grade will not be included in final grade calculation for 2023.
Quiz 7	6	Lecture Content (Lessons 077 through 088)
Lab 5 – Upper Extremity	3	Based on attendance to assigned Lab Zoom Meeting
S3 Unit Exam 5 3/3/23	100	Lessons 077 through 098 and Upper Extremity Lab

Course Grades

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

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

- **P-Pass**—means that you have achieved a satisfactory level of performance and will receive credit for this course. To obtain a “P” grade for this course, you must earn a final percent scores of 70%.

- **N-No Grade**—means that you have not achieved a satisfactory level of performance and no credit will be granted for this course. If you earn a final percent score below 70% you will receive an “N” grade.
- **Remediation** – If you receive an “N” grade and meet the criteria below, you will be eligible to attempt remediation:
 - A final course score in the range of 68% up to (and including) 69.99%
 - No single unit exam score lower than 65%
 - At least one email addressing academic performance sent to the course directors prior to unit exam 3, either identifying the student’s plan for improved performance or requesting help in creating one. This email should not be superficial, and must include clear reflection on academic difficulties. An email that simply checks the box of this requirement will not be counted.

Remediation will take the form of a thorough, comprehensive examination, drawing from all content across lectures and labs from the course, and given March 10th, 2023. The remediation exam will consist of a TBD number of questions, passing is 70%.

Student Evaluation of the Course

We want your feedback on how to improve this course.

- **Informal Feedback:** Feel free to approach the Course Directors, Dr. Jayne Ward and Dr. Graham Atkin, or any of the other course faculty with your reactions and suggestions.
- **Formal Evaluation:** In addition to the above, we ask every student in the class to complete formal on-line course evaluation upon conclusion of the course. Student feedback provides Course Directors with valuable information regarding their performance, the performance of their colleagues, and the quality of the course. The information gained from these evaluations is used to continuously improve future offerings of this course. Students can access the evaluation system at: <https://msucom.medtricslab.com/users/login/>

Section 2 – Policies

Please refer to the Student Handbook at <https://com.msu.edu/current-students/student-handbook-course-catalog> for these and other policies.

Academic Honesty and Professionalism

Every student is responsible for their behavior and is expected to adhere to all MSU and MSUCOM policies of academic honesty and professionalism, as outlined in the MSUCOM Student Handbook and the MSU Medical Student Rights and Responsibilities. These documents may be found on the MSUCOM website. Additional guidance on academic integrity may be found on the MSU Ombudsperson’s website at <https://ombud.msu.edu/sites/default/files/content/Academic-Integrity-at-MSU-updated-August-2017.pdf>

Incidents of academic dishonesty or professional misconduct will be addressed by the faculty, administration, or staff; such action may include, but is not limited to: giving a failing grade, referring a student for judicial review, directing the student to the Associate Dean of Medical Education, evaluation by the Committee on Student Evaluation, and other actions outlined in the Medical Student Rights and Responsibilities document.

Types of Class Sessions

MSUCOM designates lectures and other class sessions by their delivery method. While additional terms may be used in a specific course, the following will provide general guidance to the type of session:

- Live or livestream lecture: broadcast at a designated time; intended to be viewed synchronously
- Online Lecture: recorded content, may be viewed asynchronously
- Webinar: more interactive session where student participation is expected
- Lab: may refer to on-site clinical skills training or online lab session; see details

Changes to Course Schedule or Requirements

Due to external circumstances, the course requirements published in the course syllabus and/or course schedule may be subject to change. Timely notification Communication regarding changes will be provided to enrolled students via the course D2L site and/or email. Any changes made will consider the MSU Code of Teaching Responsibility and the MSU Medical Students Rights and Responsibilities.

Mandatory and Optional Class Sessions

All lectures and other class sessions are considered to be integral to the course, and students are expected to attend, view, or participate in each session. Some sessions are designated as “mandatory” in that attendance at the session on the scheduled date and time is required. Depending on the course, a student may earn points for attending or participating in a mandatory session or may lose points for failing to attend or participate. Availability of make-up points for missed sessions is at the discretion of the course directors. 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](#).

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.

iClicker Student Policy

It is your responsibility to know and comply with the iClicker Student Policy. This policy may be found in the MSUCOM Student Handbook. If you forget your device or if it does not work, for whatever reason, no make-up experiences will be provided, and no points will be given.

If iClicker Student is used to take attendance for an on-campus event, you will be expected to arrive to the physical location on time and to stay for the duration of the assigned activity. If iClicker Student 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 Student account to another student by sharing your device and/or account login, nor should you accept another student's device or login credentials to access iClicker Student on their behalf. Answering questions or checking in for attendance on behalf of another student by using their device or account is considered to be academic dishonesty and may result in disciplinary action up to and including dismissal from the college.

Remediation

The MSUCOM Policy for Retention, Promotion and Graduation requires successful completion of each required course to progress in the curriculum. If you receive an "N" grade in a course, that grade will be recorded on your official transcript; you must meet the course requirement by successfully remediating or repeating the course.

Eligibility to attempt remediation of the course is determined by criteria described in the "Course Grades" section of the syllabus. If you are not eligible to attempt remediation, or if you fail the remediation, you must retake the course, provided you are eligible to continue in the program as determined by the Committee on Student Evaluation.

Student Safety and Well-being

The MSUCOM website and Student Handbook provide information on student safety, campus security, access to medical care and counseling services, and to policies on injuries and exposures. If you have an injury or acute illness on campus, an incident report should be completed. The form is available on the MSUCOM intranet or from Academic Programs.

Academic Support Resources at MSUCOM

As a way to acclimate you to the curriculum at MSUCOM, we have created a program called On Target: <https://michiganstate.sharepoint.com/sites/OnTargetforAcademicSuccess>

On this site you will find semester roadmaps which gives a general overview of each semester, tools needed to be successful in the curriculum and targeted resources for your unique learning situation. In each semester's road map, you will also find course expectations, tips for success, potential trouble spots, longitudinal course integration, and specific course study guides.

Requests for Accommodations

Michigan State University is committed to providing equal opportunity for participation in all programs, services and activities. Requests for accommodations by persons with disabilities may be made by contacting the Resource Center for Persons with Disabilities (RCPD) at 517-884-7273 or online at rcpd.msu.edu. 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, 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 directors 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.

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.