

OST 572 – Genitourinary 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

OST572 is a 3-credit hour course that provides basic science and clinical information regarding the normal structure and function of the genitourinary system, the pathophysiology of genitourinary system disorders, and the clinical characteristics and epidemiology of these disorders. In addition, the course introduces principles of clinical diagnosis and management of genitourinary disorders.

Measurable Course Objectives

The American Osteopathic Association has identified osteopathic core competencies (OCC) essential for practice as a future osteopathic physician. 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. By the end of this specific course, learners should be able to achieve the following objectives within each competency domain indicated:

Medical Knowledge

1. List Summarize anatomical and physiological structure-function relationships in the genitourinary system to differentiate between normal and abnormal function, particularly noting the role of the kidneys and urinary system in maintaining homeostasis. (*Biomedical Science - Anatomy/Physiology*)
2. Examine the physiologic basis of health and the pathophysiologic basis of disease through selected genitourinary clinical presentations, such as disturbances in the regulation of body fluids, electrolytes, or acid-base balance. (*Biomedical Science - Pathology/Pathophysiology*)
3. Describe the microscopic structural, developmental, biochemical, and regulatory mechanisms of cells, tissues, and organs pertinent to genitourinary function. (*Biomedical Science - Molecular/Biochemical*)
4. Explain the rationale for recommending drugs, vaccines, and nutritional factors for the prevention, management, and treatment of common genitourinary disorders, considering the mechanism of action, indications, contraindications, and side effects of each intervention. (*Biomedical Science - Pharmacology*)
5. Explore common presentations related to the genitourinary system that intersect with clinical disciplines. (*Clinical Science - Internal, Clinical Science - General Surgery, Clinical Science – Family, Clinical Science - Radiology, Clinical Science - Pathology, Clinical Science - Emergency, Clinical Science - Geriatrics, Clinical Science - Pediatrics, Clinical Science - Preventive/Occupational, etc.*)

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

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

Patient Care and Procedural Skills

1. Practice gathering accurate, essential data from all sources, including the patient's history, physical examination findings, and results of diagnostic examinations for selected clinical presentations related to the genitourinary system (*Data Gathering – EPA 1*)
2. Recommend and interpret common diagnostic and screening tests related to the assessment of genitourinary disorders (basic metabolic panel, arterial blood gas test, urinalysis, ultrasound, CT scan, etc.) using evidence-based and cost-effective principles. (*Diagnostic Testing - EPA 3*)
3. Practice formulating a differential diagnosis for selected genitourinary clinical presentations, prioritizing diagnoses appropriately based on the patient evaluation and epidemiologic data. (*Differential Diagnosis - EPA 2*)
4. Practice developing an evidence-based, cost-effective, patient-centered care plan to assess and manage selected genitourinary clinical presentations such as hyponatremia, kidney disease, nephrotic & nephritic syndromes, acute kidney injury, sexually transmitted infections, urinary incontinence, benign prostatic hyperplasia, renal & testicular neoplasia, etc. (*Treatment/Management - EPA 4*)

Practice-Based Learning and Improvement

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

Societal and Cultural Awareness and Advocacy

1. When using diagnostic test results to guide clinical decisions, describe negative consequences of using of race-adjusted clinical algorithms to calculate estimated glomerular filtration rate.

Professional Development and Reflection Skills

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

Self-Directed and Lifelong Learning

Self-directed learning is a 4-step process that occurs within an encapsulated timeframe. The goal of self-directed learning is to help foster self-direction in your lifelong learning and clinical decision-making.

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

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

Self-Directed Learning Activities in this Course are described in the section “**Specific Procedures for Self-Directed Learning Activities.**”

Course Directors

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

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*Faculty who lead case discussion groups but do not lecture

Curriculum Assistants

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MUC	Beata Rodriguez	rodri583@msu.edu	586-263-6799

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 or your SE MI on-site instructor.
- For absences/missed exams (see excused absence information below)
- Please set your notifications in D2L to immediate to receive posted News announcements. You may choose to receive notifications by email or SMS.

Office Hours

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

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

Dr. Ritchie, Room 117 UC-4 MUC, may be reached by phone at 586-263-6296 or via email at [rritchie@msu.edu](mailto:rritch@msu.edu).

Course Web Site

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

Textbooks and Reference Materials

Required

- OST 572 Course Pack
- Emine Ercikan Abali, Susan D. Cline, David S. Franklin, Susan M. Viselli Ph.D., *Lippincott's Illustrated Reviews: Biochemistry*, 8th edition (2022). Wolters Kluwer. ISBN 978-1-9751-5506-3 ([Digital copy of Biochemistry](#)).
- Kumar, V et al., *Robbins and Cotran Pathologic Basis of Disease*, 10th edition (2021). Saunders Elsevier. ISBN 978-0-323-53113-9 ([Digital copy of Pathological Basis of Disease](#)).
- W. Pawlina, M. Ross, *Histology: A Text and Atlas, With Correlated Cell and Molecular Biology*, 8th edition (2020). Wolters Kluwer. ISBN 978-1-4963-8342-6. ([Digital copy of Histology](#)).

Recommended

- Bickley, LS, *Bates' Guide to Physical Examination and History Taking*, 13th edition (2021). Wolters Kluwer. ISBN: 978-1-4963-9817-8 ([Digital copy of Bates](#)).
- Brunton, L., et. al., *Goodman & Gilman's: The Pharmacological Basis of Therapeutics*, 14th edition (2023). McGraw Hill. ISBN 978-1-264-25807-9. ([Digital copy of The Pharmacological Basis of Therapeutics](#)).
- Katzung, B.G., et al., *Basic and Clinical Pharmacology*, 15th edition (2020). McGraw Hill. ISBN 978-1-2604-5231-0. ([Digital copy of Basic and Clinical Pharmacology](#)).

- McAninch J.W., & Lue T.F. (Eds.), *Smith and Tanagho's General Urology*, 19th edition (2020). McGraw Hill Lange ISBN: 978-1259834332 ([Digital copy of General Urology](#)).
- Rhoades RA and DR Bell, *Medical Physiology: Principles for Clinical Medicine*, 5th edition (2017) Lippincott, Williams, Wilkins. ISBN 978-1-4963-1046-0. ([Digital copy of Medical Physiology](#)).
- Sadler, T.W., *Langman's Medical Embryology*, 15th edition (2024). Lippincott, Williams, Wilkins. ISBN 978-1-9751-7996-0. ([Digital copy of Medical Embryology](#)).

Optional

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

Specific Procedures for the Histology Laboratory

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

EL – Room E200 Fee Hall

DMC – Room G031

MUC – Room 211 of the UC-4 Building

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

Individual Readiness Quiz

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

Histology Lab Schedule

Your College will assign you to a specific 1 hour, 50 minute lab section. Your lab section assignment will be posted on the course D2L site. It is essential that you attend only the lab section to which you have been assigned. Please consult the "Absences from Mandatory Sessions and Examinations/Assessments" section of this Syllabus for information regarding missing a Lab Session due to illness or emergency. Any student who is granted an excused absence from histology lab should

contact Dr. Kaufman (lkaufman@msu.edu). The process for seeking a change in your lab section assignment is to contact your site Curriculum Assistant or complete the Request for a Group Change form.

Preparation for the Laboratory Session

To make your time during the Histology Lab Session productive, it is essential that you prepare beforehand. The Lab Manual, found in your coursepack, includes an "Introduction" to the Lab Session and a specific "Preparation" assignment for you to work through before the Lab Session. You should also skim through the detailed directions within the Lab Manual in order to obtain some idea of what will be covered during the Lab Session.

Resources to have available during the Laboratory Session

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

Specific Procedures for the Gross Anatomy Laboratory

Welcome back to the gross lab! At all campus sites, the lab will be open Tuesday March 14, 2023 for access to donors and bucket pelvis & kidney specimens. You will be assigned to a specific lab session (lab section assignments will be posted on the OST 572 D2L website). Space and instructional support are limited in the gross anatomy lab, so it is essential that you attend only the lab section to which you have been assigned. *Attendance during the faculty proctored anatomy labs is **not required**.* However, we do highly suggest that you take advantage of the anatomy *and* clinical faculty while they are present in lab so that you can have your questions answered. Also, the iClicker post lab quiz will only count if you are attending the lab session to which you were assigned.

Pre-lab preparation

To make your time in gross lab productive, it is essential that you skim over the material beforehand. While many of these objectives may readily return from the deep recesses of your brain, some may not. Remember that objectives can be demonstrated on a donor, bucket specimen, cross section or radiograph. Have fun and enjoy your time again with the specimens.

iClicker Post-Lab Quiz

An iClicker quiz will be administered during the anatomy laboratory. In order to receive post-lab quiz credit, you must personally attend the lab session to which you are assigned, and you must submit answers using your personal iClicker polling device, which you have web-registered in accordance with directions provided by MSUCOM. Students who correctly answer more than 50% of the iClicker quiz questions will receive 1 point toward their course grade (see Exams/Assessments section of this syllabus)

Please recall that having your personal iClicker polling device in good working order (fully charged) is your responsibility! If you miss this quiz (sickness, arriving late, leaving early, previously scheduled appointments, forgetting your iClicker device, your iClicker device breaking, uncharged, religious observances) then the score for the quiz will be a zero. **No make-ups are offered for missed iClicker quizzes.**

Professional Behavior and Dress

MSU Human Gross Anatomy Lab Rules and Policies will be enforced and professional behavior is expected. Personal electronic devices should be used for educational purposes only. You are to make no attempt to use any electronic device to photograph, video, or otherwise reproduce any image of human anatomical material located in any area of any anatomy laboratory.

In order to have access to the gross labs at EL, MUC and DMC, please come to lab wearing:

- Closed toe shoes
- Long pants/scrub bottoms
- White coat or long sleeve shirt under scrub top (key is to have arms covered)
- Name tag or MSU ID tag

Specific Procedures for Self-Directed Learning Activities

Self-Directed Learning Activity on Newborn Screening - requires students to participate in an in-person session that will consist of group discussion and iClicker questions. There will be a post-exercise assessment on D2L, contributing a total of **2 points to the Course Grade**. We will be using participation in iClicker questions as the mechanism to monitor attendance throughout the session. **You will not be eligible to earn points on the Post Exercise Quiz (PEQ) unless you participate in the iClicker questions throughout the session.** Any student who has an excused absence can contact Dr. Faner (fanermar@msu.edu) to determine how to make-up the absence. The student will not be eligible to take the D2L quiz unless the make-up experience is successfully completed.

Self-Directed Learning Activity on A Woman Who Presents with Confusion and Flank Pain - requires students to do preparatory work and participate in an in-person session that will consist of group discussion and iClicker questions. There will be individual readiness and post-exercise assessments, contributing a total of **1 point to the Course Grade**. We will be using participation in iClicker questions as the mechanism to monitor attendance throughout the session. **You will not be eligible to earn points on the Post Exercise Quiz (PEQ) unless you participate in the iClicker questions throughout the session.** Any student who has an excused absence can contact Dr. Faner (fanermar@msu.edu) to determine how to make-up the absence. The student will not be eligible to take the D2L quiz unless the make-up experience is successfully completed.

Course-based Academic Support

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

Course Begin and End Dates

OST572 begins on 3/13/23 and ends on 5/1/23. 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 director.

Assessments	Projected Points	Material to be Covered
Anatomy Lab Quiz Tues. 03/14/23	1	Quiz during the Lab; See schedule for your assigned lab time; BRING REEF iClicker device
Self-Directed Learning Activity on Newborn Screening D2L Post Exercise Quiz (PEQ) Due by Fri 3/31/23 10am	2	Newborn Screening Case Session iClicker polling during the Self-directed Learning Newborn Screening session on 3/28/23 is a prerequisite for taking the PEQ. This session will NOT be recorded.
Histology Lab Quiz Wed., 03/29/23 DMC and EL Thurs., 3/30/23 MUC	2	Quiz at the start of the Lab See schedule for your assigned lab time; BRING iClicker device
Self-Directed Learning Activity of A Woman Who Presents with Confusion and Flank Pain D2L Individual Readiness Quiz (IRQ) Due by Thurs 3/30/23 8am D2L Post Exercise Quiz (PEQ) Due by Mon 4/3/23 8am	1	A D2L IRQ must be completed prior to this session (due by Thurs 3/30/23 8am). iClicker polling during the Self-Directed Learning Activity of A Woman Who Presents with Confusion and Flank Pain on 3/30/23 is a prerequisite for taking the PEQ. This session will NOT be recorded.
Unit Exam 7 Monday 4/4/23 9:00 a – 10:30 am	54	Lectures 1-19 and Anatomy Lab & Histology Lab & Case Discussions
Unit Exam 8 Friday 4/15/23 9:00 a – 10:45 am	24	Lectures 20-27 and Case Discussion
GU Cases Wednesday 4/26/23 10:00 a – 11:50 am	1	Participation in discussion based on Lectures 28-30 and 32 plus all prior course materials/activities. Participation will be monitored by iClicker polling .

Assessments	Projected Points	Material to be Covered
Unit Exam 10 Monday 5/1/23 9:00 a – 11:00 am	44	Lectures 28-42, Case Discussion, and related content from Anatomy and Ultrasound Labs
TrueLearn Quiz (Bonus point opportunity)	2 (bonus)	Lectures 1-27, Nephrology and Renal Pathology Case Discussion, Ultrasound Lab
Total Projected Points	129	

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:

$$\begin{aligned} & (\text{total points earned}) / (\text{total points possible}) \times 100\% \\ & = \text{Final Percent Score} \end{aligned}$$

- **P-Pass**—means that you have achieved a satisfactory level of performance and will receive credit for this course. To obtain a “P” grade for this course, you must earn a final percent score of 70%.
- **N-No Grade**—means that you have not achieved a satisfactory level of performance and no credit will be granted for this course. If you earn a final percent score below 70%, you will receive an “N” grade.
- **Remediation** – If you receive an “N” grade and meet the criteria below, you will be eligible to attempt remediation:
 - Earn a final percent score in the course of 60 % or greater

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

All remediation exams for semester 3 are scheduled for Tuesday, May 9, 2023, and Wednesday, May 10, 2023. Refer to the remediation policy information provided in Section 2 of this syllabus for more information.

Student Evaluation of the Course

We want your feedback on how to improve this course.

- **Informal Feedback:** Feel free to approach the Course director, Laryssa Kaufman, 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 in the Class of 2025 can access the evaluation system at: [MSUCOM Pre-clerkship Evaluation System](#).

Section 2 – Policies

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

Academic Honesty and Professionalism

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

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

Types of Class Sessions

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

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

Changes to Course Schedule or Requirements

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

Mandatory and Optional Class Sessions

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

Absences from Mandatory Sessions and Examinations/Assessments

It is the responsibility of the student to know which class sessions are deemed as mandatory and comply with the MSUCOM policy regarding absences from mandatory sessions and examinations. This policy

may be found in the MSUCOM Student Handbook on the MSUCOM website. Requests for an excused absence must be submitted via the [student portal](#).

Computer-Based Testing

It is the responsibility of each student to know and comply with the MSUCOM policy on computer-based testing. This policy may be found in the MSUCOM Student Handbook on the MSUCOM website.

Administration of quizzes, examinations, and other assessments may be self-proctored, virtual proctored, or classroom proctored. Regardless of the proctoring method, you are expected to take the exam in a quiet, private setting. Just like in a proctored exam, you are not to access notes, textbooks, references, your phone, or other materials, and you are not to interact with fellow students or others. Remember that integrity is defined as what you do when no one is looking.

You are also expected to not record, photograph, take screen shots, make notes of, or otherwise attempt to make a copy of any exam item for any purpose, including your personal use. A student who is discovered to have cheated or breached exam security will be subject to formal disciplinary action, up to and including dismissal from MSUCOM.

If you have concerns or evidence of an exam security breach on this or any exam, you may report that to an MSUCOM administrator or through the online concern form.

Medical Student Rights and Responsibilities

If problems arise between instructor and student, both should attempt to resolve them by informal, direct discussions. If the problems remain unsolved, the Associate Dean for Medical Education and/or the MSU Ombudsperson may be consulted. The MSU Medical Student Rights and Responsibilities (MSRR) document defines processes for additional steps, including submission of a formal grievance. The MSSR may be found in the MSUCOM Student Handbook and online at splife.studentlife.msu.edu.

iClicker Policy

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

If iClicker is used to take attendance for an on-campus event, you will be expected to arrive to the physical location on time and to stay for the duration of the assigned activity. If iClicker is used to take attendance for an online event, you will be expected to start the session at the scheduled time and participate for the duration of the assigned activity.

As a matter of professionalism, please note that under no circumstances should you provide access to your iClicker account to another student by sharing your device and/or account login, nor should you accept another student's device or login credentials to access iClicker on their behalf. Answering questions or checking in for attendance on behalf of another student by using their device or account is considered to be academic dishonesty and may result in disciplinary action up to and including dismissal from the college.

Remediation

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

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

Student Safety and Well-being

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

Academic Support Resources at MSUCOM

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

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

Requests for Accommodations

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

Title IX Notifications

Michigan State University is committed to fostering a culture of caring and respect that is free of relationship violence and sexual misconduct, and to ensuring that all affected individuals have access to services. For information on reporting options, confidential advocacy and support resources, university policies and procedures, or how to make a difference on campus, visit the Title IX website at titleix.msu.edu.

Limits to confidentiality. Essays, journals, and other materials submitted for this class are generally considered confidential pursuant to the University's student record policies. However, you should be aware that University employees, including instructors, may not be able to maintain confidentiality when it conflicts with their responsibility to report certain issues to protect the health and safety of MSU community members and others. Instructors must report the following information to other University offices (including the Department of Police and Public Safety):

- Suspected child abuse/neglect, even if this maltreatment happened when you were a child;
- Allegations of sexual assault, relationship violence, stalking, or sexual harassment; and
- Credible threats of harm to oneself or to others.

These reports may trigger contact from a campus official who will want to talk with you about the incident that you have shared. In almost all cases, it will be your decision whether you wish to speak with that individual. If you would like to talk about these events in a more confidential setting, you are encouraged to make an appointment with the MSU Counseling and Psychiatric Services.

Addendum: Course Schedule

Course schedule for the current semester will be posted to D2L. Changes to the course schedule will be noted on the class academic calendar and communicated to students via D2L and/or email. The schedule for the most recent offering of this course will be posted on the MSUCOM website under Current Students/Preclerkship Curriculum.