

**Patients, Physicians, and Society I (PPS-I INDT 8244)**  
**Fall/Spring 2020-2021**  
**1D18 and Community Sites (Tulsa)**  
**West Lecture Hall and Small Group Rooms as Assigned (OKC)**  
**No More than 87 Clock Hours**  
**Mondays 1 – 5 (See Schedule in Appendix for Other Days/Times)**  
**September 2020 – May 2021**

**COURSE FACULTY**

**Tulsa Course Director:**

Course Director: Kim Coon, EdD  
Title: Professor  
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Office: 1J07 SCM Campus  
Office Hours: By appointment  
Telephone (Cell) (918) 671-9273

Associate Course Director: Jeff Alderman, MD  
Title: Associate Professor, University of Tulsa  
Email: [jeffrey-alderman@utulsa.edu](mailto:jeffrey-alderman@utulsa.edu)  
Office: Oxley Health Sciences Facility 541  
Office Hours: By Appointment  
Telephone: (918) 631-2957

**Tulsa Course Coordinator:**

Tulsa Coordinator: Liz Kollaja  
Title: Curriculum Coordinator  
E-mail: [liz-kollaja@ouhsc.edu](mailto:liz-kollaja@ouhsc.edu)  
Office: 1C54-A  
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**Oklahoma City Course Director:**

Course Director: Maria Trapp, PhD  
Title: Assistant Professor  
E-mail: [maria-trapp@ouhsc.edu](mailto:maria-trapp@ouhsc.edu)  
Office: WP 3440  
Office Hours: Monday & Friday am, or by  
appointment  
Office Telephone: (405) 271-4468

**Oklahoma City Course Coordinator:**

OKC Coordinator: Andie Stringfellow  
Title: Sr. Administrative Assistant  
E-mail: [andie-stringfellow@ouhsc.edu](mailto:andie-stringfellow@ouhsc.edu)  
Office: WP 3440  
Telephone: (405) 271-4468 x 47681

## **WELCOME FROM THE COURSE DIRECTOR / TEACHING PHILOSOPHY**

On behalf of the SCM Course Director, Dr. Kim Coon and Associate Course Director, Dr. Jeffrey Alderman, and the Oklahoma City Director, Dr. Maria Trapp, we would like to welcome you to Patients, Physicians, and Society-I (PPS-I). Before you begin your journey through this course, please take time to review the class syllabus and the Student Handbook. If you have any questions or need assistance throughout the duration of the course, please do not hesitate to contact the Directors or Coordinators. We hope you have a pleasant learning experience in Patients, Physicians, and Society-I.

## **COURSE DESCRIPTION**

This course, Patients, Physicians, and Society-I (PPS-I), is a broad course covering healthcare economics, behavioral factors in medicine and disease, normal human development, cultural factors in the practice of medicine and substance abuse. The course spans the Fall and Spring semesters in the first year medical school curriculum.

PPS is a two year course providing a foundation to understand normal human behavior and ethics.

PPS-I is designed to provide an overview of the healthcare system and economic parameters that govern it socially and politically including the exploration and range of individual, cultural and social factors that play such a prominent role in the development, exacerbation, perpetuation and treatment of diseases. PPS-I is a broad course covering healthcare economics, behavioral factors in medicine and disease, normal human development, cultural factors in the practice of medicine and substance abuse. The course spans the Fall and Spring semesters of the first year medical school curriculum.

This course begins with a Block 1 overview of the US healthcare system(s) and health policy. This includes a discussion of the impact of recent healthcare policy changes on healthcare delivery. Block 2 of the course includes the scientific principles of human behavior and application of behavioral sciences in the development, perpetuation, exacerbation and treatment of disease. Block 3 focuses on human development across the lifespan and the implications of lifespan development on health and healthcare. This includes topics that demonstrate the interactive nature of development, emotional function and the provision of integrated medical care. Block 4 explores the impact of substance abuse and its impact on health outcomes. This section examines substance abuse across the life span and the impact abuse has on health and health care provision. The course concludes with Block 5, and explores the interpersonal, social, and cultural factors that impact healthcare. This section examines the doctor-patient relationship and broadly explores factors that impact this relationship including culture, sexuality and spirituality. This final section also includes issues of abuse and trauma across the life span as well as the role of spirituality in medicine.

PPSI is scheduled primarily for Monday afternoons, but may also be held on other days of the week as needed throughout the preclinical year. For OKC, during times of social distancing, small group activities will be conducted over Zoom and the student mods will be assigned a specific date and time for their virtual small group activity. We will typically be dividing students over the allotted Monday afternoon time and usually the following Wednesday afternoon. Students will be notified in advance when their virtual small group activity time will be and provided a Zoom link in advance.

For the Tulsa SCM students, during times of social distancing small group activities will be conducted over Zoom. The students will be divided into teams and provided a class zoom invitation with break-out rooms for in-class activities.

**Course Outline:**

All scheduling information can be found on the Hippocrates Calendar located at <https://hippocrates.ouhsc.edu/> and will also be posted on D2L.

**PREREQUISITE(S)**

Prerequisites: Acceptance as a 1st Year Medical Student (could include select international students). PPS-I is a one year course providing a foundation to understand normal human behavior, social and cultural influences in healthcare delivery.

**CLASS TYPE**

Lecture/Discussion (With Student Team Presentations/SDL Activities /Site Visits)

**COMPUTER REQUIREMENTS**

Laptops must be encrypted in accordance with University policy. A laptop computer meeting minimum College of Medicine specifications is required for in-class exams. It is your responsibility to ensure that your laptop is capable of connecting to the OUHSC wireless network and is running the latest version of the Respondus Lockdown Browser. For live in person exams during times of non-social distancing, a privacy screen filter is required for every examination. A student whose computing device is not compliant with the College specifications will not receive extra time to complete the exam. The laptop requirements set forth by the College of Medicine can be found at: <https://www.oumedicine.com/college-of-medicine/information-for/current-students/computer-requirements-technical-support>

**COURSE OBJECTIVES**

EPO	Course Objective
<b>1. Medical Knowledge:</b> Students will demonstrate knowledge of the...	
1b. Normal structure, function, and embryology of organ systems	Describe how human emotion and behavior is learned using terms of behavioral, cognitive and psychosocial models.
	Describe the interconnectedness of physical (molecular, biochemical and cellular) and emotional systems in human health and diseases and the need to address treatment at multiple levels to maximize treatment outcome and efficiency.
1c. Pathogenesis and manifestations of clinical disorders	Apply the biopsychosocial model to the understanding of addictions and addictive behavior.
1d. Utility, mechanisms of action, and adverse	Describe the effects of common drugs of abuse and dependence.

effects of commonly used drugs	
1e. Physical, cognitive, emotional, and social aspects of human development	Describe the emotional and social development of adolescents and elder adults as it relates to occurrence of substance use disorders.
	Describe the emotional and social development of adolescents and elder adults as it relates to occurrence of abuse.
<b>2. Patient Care:</b> Students will be able to...	
2f. Apply principles of health promotion and disease prevention to patient care	Describe the role of psychosocial development in the provision of healthcare and the challenges that may occur in providing healthcare if difficulty with normal development occurs.
	Identify the principal types of substance abuse and describe the complications of each.
	Describe methods for the prevention, diagnosis, and treatment of substance abuse.
	Identify the ancillary effect of prenatal and postnatal drug abuse in children and physicians' roles in advocating for prevention of these problems.
	Describe the assessment of addiction in medical treatment and community and private treatment options available for addiction.
	Describe the principal types and manifestations of elder abuse.
	Describe strategies for the prevention, detection, management, and reporting of elder abuse.
	Describe the incidence, prevalence, epidemiology, and psychopathology of elder abuse.
	Describe the principal types and manifestations of child abuse.
	Describe strategies for the prevention, detection, management, and reporting of child abuse.
	Describe the incidence, prevalence, epidemiology, and psychopathology of child abuse.
	Describe the impact of prescription and non-prescription drug abuse in healthcare delivery.
	Identify and describe common ethical issues surrounding child abuse.

	Identify biological and emotional influences on sexual development and sexual functioning and their role in the provision of medical care.
	Gain understanding and appreciation for the diversity of sexual preferences.
	Explain the role of behavioral change in promoting health, preventing disease and enhancing compliance with treatment.
2g. Describe and address common societal problems adversely affecting health in Oklahoma	Identify the principal types of substance abuse and describe the complications of each.
	Describe methods for the prevention, diagnosis, and treatment of substance abuse.
	Describe the principal types and manifestations of elder abuse.
	Recognize signs and management of neglect and elder abuse.
	Describe strategies for the prevention, detection, management, and reporting of elder abuse.
	Describe the principal types and manifestations of child abuse.
	Describe strategies for the prevention, detection, management, and reporting of child abuse.
	Identify and describe common ethical issues surrounding child abuse.
<b>3. Communication:</b> Students will be able to...	
3b. Deliver clear and accurate oral presentations using standard formats tailored to the needs of the listener	Deliver clear and accurate oral presentations
<b>4. Professionalism:</b> Students will be able to...	
4b. Demonstrate integrity, respect, reliability, and accountability in professional endeavors	Demonstrate a strong work ethic by being reliable, accountable, punctual, properly groomed and attired, attentive to professional boundaries, and diligent in completing tasks and assignments.
4d. Demonstrate cultural sensitivity, recognize personal biases, identify demographic influences	Elicit a social and cultural history, demonstrate respect for patients' cultural beliefs, recognize and manage the impact of bias, assess and enhance patient adherence, use negotiating and

on health care quality, and suggest strategies to reduce health disparities	problem solving skills in cross-cultural settings, and identify need for a professional interpreter.
	Assist in the care of medically underserved populations, identify factors that may diminish quality of care (e.g., poverty, low health literacy, discrimination), and seek to mitigate the influence of those factors.
<b>5. Practice-based learning:</b> Students will be able to...	
5a. Use the scientific method, describe principles of clinical and translational research, appraise scientific studies, and engage in evidence-based clinical practice	Compare laboratory, clinical, and translational research; read and appraise the quality of scientific studies; and use the best evidence available in treating patients.
5b. Identify and address personal strengths and weaknesses, respond appropriately to feedback, and seek help and advice when needed	Utilize formative feedback to identify personal strengths and weaknesses, and take action to correct deficiencies in behavior, knowledge, and skill.
5c. Engage in self-directed learning as a foundation of life-long learning	Engage in self-directed learning by assessing learning needs and synthesizing high-quality information to address deficiencies.
<b>6. Systems-based practice:</b> Students will be able to...	
6a. Integrate the unique and complementary abilities of other healthcare professionals and collaborate as a member of an interprofessional team	Identify team members' roles and responsibilities, contribute to a climate of mutual respect, include team members in relevant information exchange, and collaborate as a member of an interprofessional team.
6c. Describe and apply the fundamental principles of community medicine	<p><b>TULSA CAMPUS ONLY (DOES NOT APPLY TO OKC CAMPUS)</b></p> <ul style="list-style-type: none"> <li>• Discuss the role of community in health.</li> <li>• Define a meaningful population for health improvement purposes.</li> <li>• Identify the principle determinants of population health.</li> <li>• Identify existing community-based assets and resources to improve population health.</li> <li>• Participate in community engagement to understand community needs.</li> <li>• Analyze the literature applicable to problems identified among patients and populations.</li> </ul>

	<ul style="list-style-type: none"> <li>• Describe how social determinants of health impact an individual's health.</li> <li>• Describe how inter-professional collaborations can help meet individual patients' needs and affect population health.</li> </ul>
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**Educational Program Objectives:**

The overall Educational Program Objectives for the University of Oklahoma College Of Medicine and the School of Community Medicine can be found online at:

<https://www.oumedicine.com/college-of-medicine/information-about/college-catalog/medical-school-curriculum/educational-program-objectives>

The educational program objectives also are listed in this syllabus.

**CLASS PREPARATION**

Students are responsible for all assigned readings and materials, whether discussed in class or not (including any written or verbal updates, all lecture material, case studies, independent study, other information provided, etc.). All assignments are due on the dates listed.

**PROFESSIONALISM**

Students are given points for professionalism, as listed on the grading scale, for attendance and participation in the **required** panel sessions and **required** small group activities. See also the University's Professionalism requirements for Professional Dress Code below.

**ATTENDANCE**

**OKC students:** Student are expected to be active participants in small group activities and contribute to discussions in panel discussions, these are **required activities**. Attendance at lectures is strongly recommended, but not required. For OKC and Tulsa students lecture attendance during the time of social distancing will be captured by ALL students using the provided Zoom link to join the class (even if the student is attending in person in a lecture hall). You may use your laptop or cell phone (with Zoom installed) to sign in to class, so that attendance can be captured. During non-social distancing times, a paper sign in sheet will be used to capture student attendance. If you are unable to attend **a required activity**, you must follow the College of Medicine's Absence Policy #306 and notify Dr. Ferguson, Associate Dean, in the Student Affairs Office (405) 271-2316 AND Dr. Trapp at (405) 271-4468 x 47681 or (maria-trapp@ouhsc.edu).

**Tulsa students:** During social distancing site visits to community health centers and with other providers/stakeholders will be replaced with interactive participation in panel discussions via zoom and **are required activities**. Attendance at lectures is strongly recommended, but not required. If you are unable to attend **a required activity**, follow absence policy #306, notify Dr. Jeanne Hayes, Associate Dean of Academic Services (918) 660-3494 AND Dr. Coon at (918) 671-9273 (cell) or [kim-coon@ouhsc.edu](mailto:kim-coon@ouhsc.edu).

Students who receive an **approved absence** from a required small group activity or panel, will receive an optional make-up assignment designated by their course director. The make-up assignment can be any assignment the director deems appropriate to fulfill the missed small

group activity or panel. All make-up assignments must be turned in by the designated deadline date in order to receive the make-up points.

### **Lecture Attendance:**

Students may earn up to five bonus points on their final grade for (optional) lecture attendance. We believe lecture attendance is a valuable educational experience and is highly encouraged. To this end, we provide an opportunity for students to enhance their grade by lecture attendance.

Attendance at lectures is strongly recommended, but not required. At the end of the course, the percentage of lecture days you attended will be multiplied by 5 and the resulting number of bonus points will be added to your final grade (Note, **Grades may not exceed 100%**. For example you have a class average of 96 and attend all lectures, your grade will reflect 100 rather than 101).

Lecture attendance contributes to the bonus proportion of your final grade as outlined above. Lecture attendance bonus credit is for attendance for the entire day's lectures and activities; students should only take credit for attendance if they plan to be present for all course activities that day. It is considered an honor code violation to take credit for activities in which you did not participate and violations will be reported to the Deans of Students for appropriate disciplinary actions. We may periodically also verify attendance with a sign-in sheet.

## **CONDUCT OF THE COURSE**

### **Instruction Modes**

**Traditional: (During Non-Social Distancing Times) Face-To-Face Contact:** Instructors interact with students in the same physical space 75% or more of the time.

**Hybrid: (During Social Distancing Times):** Lecture hall will be open for the permitted amount of students to attend (permitted students will be assigned to a master list for the dates allowed to come in person). The whole class will have access to a virtual version of the lectures over Zoom.

### **Required Texts and Materials**

- None

### **Recommended**

#### **Optional:**

- The American Psychiatric Publishing Textbook of Psychiatry, 7<sup>th</sup> Edition, Editors: Laura Weiss Roberts, M.D., M.A.; Robert E. Hales, M.D., M.B.A.; Stuart C. Yudofsky, M.D.  
<https://psychiatryonline.org/doi/book/10.1176/appi.books.9781615372980>

### **Online Resources**

Desire 2 Learn:

<https://learn.ouhsc.edu/>



MediaSite Lecture Recordings for This Year's Lectures May be Found at:

<https://mediasite.ouhsc.edu/Mediasite/Catalog/catalogs/pps-i-2021>

MediaSite Lecture Records for LAST Year's Lectures May be Found at:

<https://mediasite.ouhsc.edu/Mediasite/Catalog/Full/7a9b060168b944b2a95c8547b44c1ded21/a1c02afb517e4bef8a6d1589eb2b0fd514/7a9b060168b944b2a95c8547b44c1ded21>

Respondus Lockdown Browser

<https://learn.ouhsc.edu/>

Click on "LockDown Browser" link at the top of the banner

MedHub:

<https://ouhsc.medhub.com/index.mh>

Hippocrates:

<https://hippocrates.ouhsc.edu/>

### **Course Goals:**

The overarching goal for this course is to increase your appreciation of the complex interactive nature of biological, psychological and social factors in healthcare and healthcare delivery.

### **Course Format:**

The content in this course will be delivered via didactics (lectures) along with small group/team and classroom activities (e.g., group presentations, panel discussions with invited speakers) and independent studies. Tulsa students will also make site visits to community providers and stakeholders focused upon the theme of the materials. Most didactic lectures will be delivered independently at OUHSC and OU-Tulsa while some of the lectures will originate either from OUHSC or OU-Tulsa and be video streamed live to the other campus.

### **Course Outline:**

All scheduling information can be found on the Hippocrates Calendar at:

<https://hippocrates.ouhsc.edu/> and course materials will be posted on D2L.

### **Video Recordings**

Lectures will be recorded electronically. Recorded lectures will be available online via Mediasite (see links above) and on Hippocrates by mid-afternoon after the morning sessions conclude. Some sessions may not be recorded, such as patient panels, live patient interviews, patient videos, team-based learning sessions or other highly interactive sessions, review sessions, and other sessions as deemed necessary by the course director. Recorded lectures may be subject to technical difficulties. The College of Medicine and course faculty take no responsibility for the completeness of these recordings.

Recordings of the previous year's lectures are available to view on Mediasite. Please note that **only** materials discussed during the **current year** will be used for assessment. Any lectures, topics, facts, etc. discussed in the previous year's recordings are to be used only as an additional source of information, unless otherwise stated by the course director (e.g., use of lecture recordings during school closings due to inclement weather).

## **Dress Code**

For panel discussions, students are encouraged to wear white coats.

## **Assignments**

Activities and assignments will be scored according to the points assigned for each element and the cumulative grade will be the percentage of points awarded relative to the total available. The nature of graded assignments may vary and the points assigned to each may vary depending on the activity or assignment. Students will be advised about any changes to the total points associated with each graded assignment(s) in advance. Current assignments are as follows:

- Mental Health and/or Addictions Clinic Assignment. Assignment will be provided in September 2020 and will be due in March 2021. The mental health/addictions clinic assignment may need to be redesigned during the time of social distancing in order to provide an opportunity to participate in a learning experience with a facility or center providing mental health or substance abuse treatment. Most likely this will occur using a learning platform such as a Zoom meeting with the facility director or manager. After the interaction, the student will submit a written product through D2L. You will submit these documents to D2L Dropbox area called "Assignments" under "Assessments" tab on D2L by 5:00 p.m. on the day that this assignment is due.
- Self-Directed Learning (SDL) assignment on a biopsychosocial simulated patient interview will be provided in October 2020. Written paper will be due by the date of the small group activity for the student to present, and the student will turn in a copy of the paper for the small group activity to "Assignments" under "Assessments" tab on D2L. For OKC, the small group activity assignment will be held virtually via Zoom and students will be assigned as mods to a date/time in advance (November 30 or December 2, 2020). The Tulsa SCM students will be provided a required over-view of the SDL assignment on October 26, 2020 with the team presentations held virtually via zoom on November 30, 2020 with faculty facilitators.
- Independent Study - Student Teams on Drugs of Abuse – Research Assignment to be given January 2021 and students' team presentations due in March 2021.

For written assignments, late submissions will not be accepted except in extreme mitigating circumstances. If a due date falls on a day of an excused absence, it is the responsibility of the student to contact the course coordinator and arrange for the submission of the assignment on the day the student returns. Except when an excused absence occurs on a due date, instances of late submission can be appealed to the course director(s) and the decision to accept or decline the submission is at the discretion of the course director(s) and is made on a case by case basis. If an assignment is not turned in or turned in late without a variance granted to accept the submission, a grade of 0 for that assignment will be given.

## **Evaluation Methods**

**During social distancing times, the examinations will be done virtually over D2L.**

Exams consist of five equally weighted, non-cumulative, examinations administered after each block (see schedule for examination dates and block material composition). Each test will count for 16% of the total grade for a cumulative percentage of 80% of the final grade.

## **Absences from Examinations**

You must follow all applicable absence policies, including the College of Medicine policy 306: Absences.

- [http://hippocrates.ouhsc.edu/policy/policy\\_view.cfm?number=306.0](http://hippocrates.ouhsc.edu/policy/policy_view.cfm?number=306.0)

### **The Dean of Student Affairs must approve all requests for excused absences.**

Students who miss an examination MUST notify the Administrator Responsible for Student Affairs (Dr. Mark Ferguson in OKC, (405) 271-2316, or Dr. Jeanne Hayes in Tulsa, (918) 660-3694) and the Course Director at your site BEFORE the exam. For Oklahoma City, Dr. Maria Trapp is the Course Director, at (405) 271-4468 x47681 or [maria-trapp@ouhsc.edu](mailto:maria-trapp@ouhsc.edu), and at Tulsa, Dr. Kim Coon is the Course Director, at (918) 671-9273 (cell) or [kim-coon@ouhsc.edu](mailto:kim-coon@ouhsc.edu). **The Administrator Responsible for Student Affairs must approve all requests for excused absences.**

Students who receive an unexcused absence from more than one regularly scheduled examination or do not take the comprehensive final will not pass the course. Students who miss any examination without an excused absence or who cheat on an exam will receive a score of 0 (zero) for that examination. Students who miss one examination that is an excused absence will be required to take a make-up examination. The make-up exam for interval exams will consist of multiple choice and essay questions.

OKC students who miss an examination MUST notify the Course Director, Dr. Trapp at (405) 271-4468 x 47681 or [maria-trapp@ouhsc.edu](mailto:maria-trapp@ouhsc.edu), AND the Dean of Student Affairs (Dr. Ferguson, (405) 271-2316) BEFORE the exam; otherwise, the student will receive a score of 0 (zero) on that examination.

Tulsa students who miss an examination MUST notify the Associate Dean of Academic Services (Dr. Jeanne Hayes, (918) 660-3694) AND their course director, Dr. Coon at (918) 671-9273 (cell) or [kim-coon@ouhsc.edu](mailto:kim-coon@ouhsc.edu) BEFORE the exam; otherwise, the student will receive a score of 0 (zero) on that examination

## **Late Arrival to an Examination**

If you arrive late to an exam, you must still complete the exam by the original time limit. You will not be given additional time for the exam.

## **Alternative Testing Dates**

The possibility exists that an exam may be cancelled due to unforeseen events (e.g., weather, network or NBME-related disruptions). Alternative exam dates and times are posted in the course schedule. Exams that must be cancelled at the end of the fall semester will be re-scheduled for the first week of the spring semester. Exams that must be cancelled at the end of the spring semester will be re-scheduled for the Saturday immediately following the last Friday of the spring semester. Students who do not take the re-scheduled exam, for reasons other than those explicitly listed in COM Policy # 306, will receive a zero on the exam. Therefore, students should not make plans that cannot be altered for the Saturday immediately following the last Friday of the spring semester.

## Exam Review

After the examination, the course director will review all exam items to identify any questions that may have performed poorly. Students may appeal for review of one or more items if they perceive that one of the following has occurred:

- The topic was not taught
- The topic was inconsistently taught
- The question has no correct answer
- The question has multiple correct answers
- The instructor indicated the topic would not be on the exam

Appeals must be submitted in the examination room using the sheet provided during the exam. Submissions must be identified by the item ID (the item ID contains letters and identify the course, and numbers, i.e. JSB-13.)

All appeal sheets will be collected at the end of the exam. Requests for appeals delivered orally, by email, or by phone, and requested delivered outside the exam room or after the allotted time will not be reviewed. **Appeals on remote D2L exams must be submitted via the free response question at the end of the examination.** Appeals are only allowable on institutionally-developed exams and not on NBME exams. The course director will not respond to each request, but will notify the entire class if a decision is made to alter the content or value of any exam item.

## Student Evaluation of the Course (Cannot be included in course grade)

Course evaluations will be conducted using an online evaluation system. Students will receive an email with a link to complete a course and faculty lecturer survey.

We read your feedback and value your input regarding the course. We use your feedback to help maintain course strengths and refine areas of improvement. Please evaluate the course thoughtfully and constructively.

## **EVALUATION AND GRADING**

### Grading Scale

<b>Activity</b>	<b>Point/ Percentage of Final Grade</b>
Required Small Group Participation/Panel Discussion Attendance (Professionalism)	10%
Examinations	
Exam #1	16% (50 questions – estimated)
Exam #2	16% (50 questions – estimated)
Exam #3	16% (50 questions – estimated)
Exam #4	16% (50 questions – estimated)
Exam #5	16% (50 questions – estimated)
Graded Assignments	10%
<b>Total Points</b>	<b>100%</b>

## **Satisfactory/Unsatisfactory Grades**

- **Satisfactory**: Students must score at least 69.5% to receive a “Satisfactory”.
- **Unsatisfactory**: Students scoring less than 69.4% will receive an “Unsatisfactory”.

## **Consequences of an “Unsatisfactory”**

College of Medicine Policy 413 will be followed if a student earns an “Unsatisfactory” in the course. See <https://hippocrates.ouhsc.edu/policy/pdf/413.pdf>

[http://hippocrates.ouhsc.edu/policy/policy\\_view.cfm?policyNumber=413](http://hippocrates.ouhsc.edu/policy/policy_view.cfm?policyNumber=413)

If you receive an Unsatisfactory in the course, then you must take a reevaluation exam. You must contact the instructor to establish a date for the reevaluation exam, which must be taken before July 1 of the summer term after you complete this course. The reevaluation exam is a single opportunity to remediate the course: previous course grades do not apply. If you earn a score of 69.5% or higher on the reevaluation exam, you will receive a remediated letter grade of “Pass”. The highest percentage grade you will receive for the course is a 69.5%. If your remediated score is below 69.5%, then Policy 413 will be applied.

## **Letter Grade of “I”**

All requirements must be completed (whether graded or not) to earn a letter grade in the course. At the time final grades are reported, any student who has not completed all course requirements will be assigned a grade of "I" (Incomplete). The "I" grade can then be changed to the appropriate letter grade once the course requirements have been met. The Incomplete Grade should not be used for a student whose course evaluations are in the failing category. See [https://hippocrates.ouhsc.edu/policy/policy\\_view.cfm?policyNumber=403](https://hippocrates.ouhsc.edu/policy/policy_view.cfm?policyNumber=403)

## **COURSE OUTLINE/SCHEDULE**

Dates, topics, and assignments are subject to change. You will be notified if a change occurs.

## **Required Policy Statements**

**This syllabus is intended as a guide for this course. Dates, assignments, and evaluation are subject to revision by the instructor. Any such revisions will be announced in advance.**

**Copyright.** This syllabus and all related course material are protected under US Copyright Law and may not be further disseminated in any form or format without the prior explicit written consent of the faculty member. Failure to comply with this provision may subject the student to disciplinary action and/or state or federal action.

**Student Professional Behavior in an Academic Program.** Ethical and professional behaviors are considered a core competency in an academic program and thus are key factors in a student’s good academic standing. Upon acceptance of an offer of admission, the student commits to comply with all professional conduct regulations established by the University, respective college, and program. The complete Student Professional Behavior in an Academic Program policy is at [www.ouhsc.edu/provost/documents/FacultyHandbookOUHSC.pdf](http://www.ouhsc.edu/provost/documents/FacultyHandbookOUHSC.pdf).

**Academic Misconduct Code.** The Academic Misconduct Code describes academic misconduct as any acts intended to improperly affect the evaluation of a student's academic performance or achievement. Academic Misconduct includes but is not limited to cheating, plagiarism, fabrication, fraud, destruction, bribery or intimidation, assisting others in any act proscribed by the Code, or attempting to engage in such acts. The policy and procedures related to academic misconduct are detailed in the Academic Misconduct Code found in Appendix C of the Faculty Handbook at [www.ouhsc.edu/provost/documents/FacultyHandbookOUHSC.pdf](http://www.ouhsc.edu/provost/documents/FacultyHandbookOUHSC.pdf).

**Academic Appeals.** The Academic Appeals policy outlines the procedure a student must follow to request a hearing for appeals related to evaluation in a course, thesis or dissertation defense, or general or comprehensive exam. It also outlines the appeal process for a suspension or dismissal or under the Student Professional Behavior in an Academic Program Policy and for appeals of decisions resulting in dismissal, expulsion, or suspension from a program or of being required to repeat a semester of year. The sole basis for an academic appeal is an alleged prejudiced or capricious academic evaluation or decision. Policy and procedure details are in Appendix C of the Faculty Handbook at [www.ouhsc.edu/provost/documents/FacultyHandbookOUHSC.pdf](http://www.ouhsc.edu/provost/documents/FacultyHandbookOUHSC.pdf).

**Accommodation on the Basis of Disability.** The University of Oklahoma is committed to the goal of achieving equal educational opportunity and full participation for students with disabilities. Accommodations on the basis of disability are available by contacting the Disability Resource Center (DRC) by email at [drc@ou.edu](mailto:drc@ou.edu) or by calling (405) 325-3852 or Voice (405) 325-4173/TDD. Information on policies and registration with the Disability Resource Center may be found on the DRC website at: [www.ou.edu/drc](http://www.ou.edu/drc). Students requesting accommodations related to work in a course must contact the DRC as soon as possible; accommodations are not made retroactively.

**Sexual Misconduct.** For issues regarding gender-based discrimination, sexual harassment, sexual misconduct, stalking, or intimate partner violence, the University offers a variety of resources, including Advocates-On-Call 24/7, counseling services, mutual "No Contact orders," scheduling adjustments, and disciplinary sanctions against the perpetrator. Information is available from the Sexual Misconduct Office at (405) 325-2215 (8AM-5PM) or the Sexual Assault Response Team at (405) 605-0013 (24/7).

**Adjustment for Pregnancy/Childbirth Related Issues.** Students needing modifications or adjustments to course requirements because of documented pregnancy-related or childbirth-related issues should contact the college's Assistant/Associate Dean for Student Affairs (or academic advisor) or the Disability Resources Center ([www.ou.edu/drc](http://www.ou.edu/drc)) as soon as possible to discuss. Generally, modifications will be made where medically necessary and similar in scope to accommodations based on temporary disability. See [www.ou.edu/content/eoo/faqs/pregnancy-faqs.html](http://www.ou.edu/content/eoo/faqs/pregnancy-faqs.html) for answers to commonly asked questions.

**Course Drop/University Withdrawal.** The student is responsible to submit required University paperwork before the deadlines to drop or withdraw from a course, shown in the Academic Calendar at <http://admissions.ouhsc.edu/AcademicCalendar.aspx>. Missed homework and examination grades will be entered as a grade of zero if a student fails to formally drop the course or withdraw from the University.

**Laptop/Device Encryption and Anti-Virus Software.** In advance of examinations, students must check that their laptop or PC includes up-to-date encryption software and the necessary programs for securing the device. Students who obtain new or replacement devices at any time

can request access to the Student Virtual Desktop at <http://ouhsc.edu/sde>. OU IT will grant student access within 24 hours of request submission. Students can log in at <https://mydesk.ou.edu>. All students should continue to encrypt their devices with Windows 10 and MacOS encryption tools and install anti-virus software. Instructions and recommendations are linked at: [Windows 10 Encryption](#), [MacOS Encryption](#), and [Anti-Virus Software](#).

**COVID-19 Related Academic Policies.** The OUHSC COVID-19 Return Plan ([here](#)) includes the HSC policies referenced below, as well as others intended to mitigate the spread of COVID-19. If you believe you have a medical condition that prevents you from complying with these requirements or others, please refer to the Reasonable Accommodations section of this syllabus. As a student, compliance with the following expectations is your responsibility:

1. **Social Distancing.** You must practice social distancing at all times when you are in class or are performing academic-related responsibilities or assignments in University facilities or outdoor spaces. Social distancing requires at least 6-feet be maintained between individuals. The sole exception to practicing social distancing in class or when performing academic-related responsibility is when the instructor informs you that the nature of a particular academic assignment, task, or activity cannot be performed with social distancing. You will be given specific instructions in such situations.
2. **On Campus.** You must wear an approved face covering ([see Return Plan section IV. Masks](#)) at all times when you are in University facilities. It must cover your nose and mouth when worn. If you need a mask, you may pick one up from the centralized Student Affairs office for your campus. Non-medical grade masks with exhalation valves are not permitted on campus unless a surgical style mask is worn over it. Scarves, bandanas, gaiters, buffs, and the like are also not permitted as substitutes for masks.
3. **On-Campus Clinical Laboratory or Simulation-based Instruction.** In academic activities where the assignment, task, or activity cannot be performed with social distancing, the instructor will provide specific directions for maintaining COVID-19 precautions during the assignment, task, or activity.
4. **Off-Campus and On-Campus Clinical or Experiential Instruction.** If your academic responsibilities or assignments require you to go to on- or off-campus facilities for clinical or other experiential instruction, you must comply with the COVID-19 related policies of those facilities. You will receive specific directions from your instructor related to your particular class and the relevant guidelines.

**COVID-19 Screening and Reporting.** All students are responsible to know the University's COVID-19 Screening Guidance listed [here](#).

A. Initial Return to On-site Instruction or Clinic Rotation:

- 1) Complete the online [COVID-19 Screening & Reporting Tool](#). The Student & Employee Health Clinic will notify you, via your University email address, of your screening results.
- 2) After receiving your screening results, please send your results to the specified email address for your college/program outlined in your results email.

B. Each time you experience one of the scenarios listed in the online [COVID-19 Screening Guidance](#), you must follow the below steps:

- 1) Complete the [COVID-19 Screening & Reporting Tool](#). The Student & Employee Health Clinic will notify you, via your University email address, of your screening results.

- 2) After receiving your screening results, please send your results to the specified email address for your college/program outlined in your results email.
- 3) After forwarding your screening results to the specified college results email address, you can send your screening results to your individual instructors or preceptors.

Please note: If you have questions regarding the screening or reporting process, contact HSC Student Affairs at (405) 271-2416 or [students@ouhsc.edu](mailto:students@ouhsc.edu) or OU-Tulsa Student Affairs at (918) 660-3100 or [TulsaSA@ou.edu](mailto:TulsaSA@ou.edu)

**Absences.** If you will be absent from a course activity for any reason, it is your responsibility to notify the instructor as specified by the course syllabus.

**HIPAA Compliance.** The University of Oklahoma complies with all federal and state laws related to the confidentiality of patient and research participant medical information, including the Privacy and Security Regulations issued pursuant to the Health Insurance Portability and Accountability Act (HIPAA). Students are required to comply with these laws and related University policies and procedures, including the HIPAA Privacy and Security policies <http://ouhsc.edu/hipaa/policies.asp>. Students are required to complete the University's mandatory annual HIPAA training at <http://ouhsc.edu/hipaa>. Students must also comply with the related policies and procedures of their departments and any facilities in which they rotate.

**Responsible Conduct of Research.** Students, as members of the University community, have the responsibility to ensure the integrity and ethical standards of any research activity with which they are associated directly or of which they have sufficient knowledge to determine its appropriateness. Students are governed by the Policy on Ethics in Research (Faculty Handbook Section 3.25) at [www.ouhsc.edu/provost/documents/FacultyHandbookOUHSC.pdf](http://www.ouhsc.edu/provost/documents/FacultyHandbookOUHSC.pdf).

**Distance Learning Notification.** In a Distance Learning Classroom (DLC), a student's voice, physical presence, materials, and participation in classroom activities may be transmitted to distance learning sites and videotaped or digitally captured. DLC video/digital archives are used internally by the University for educational and informational purposes.

## COLLEGE POLICIES, PROCEDURES, AND SERVICES

**COM Policies via the Hippocrates website.**

<https://hippocrates.ouhsc.edu/policy/>

**Student Handbook via Admissions & Records website.**

<https://www.oumedicine.com/docs/default-source/DeansOffice/student-handbook.pdf?sfvrsn=0>

**Faculty Handbook via Hippocrates website under "General College Operations".**

<https://hippocrates.ouhsc.edu/policy/>

**Links for other information and services, etc. provided below.**

### **Academic Support Services**

***Further details can be found via the Student Affairs website***

- Career Advising & Mentoring Program (CAMP)
- Peer Assisted Learning (PAL)

**Resume & Career Management via <https://ouhsc.optimalresume.com/>**



## **Clinical Supervision & Required Clinical Experiences**

***Further details can be found via the College of Medicine Policy #410: Clinical Supervision of Medical Students***

Clinical supervision is an oversight activity provided by a supervising practitioner to a student in a clinical setting. Supervision may be provided by physicians or other health care providers.

## **Educational Program Objectives**

The Educational Program Objectives for the University of Oklahoma College of Medicine can be found online at: <https://hippocrates.ouhsc.edu/portaldocs/OU%20COM%20EPOs.pdf>

<b>Educational Program Objectives of the MD Program</b> The University of Oklahoma College of Medicine <small>4.3.19 Approved by MEC</small>					
The following competency-based Educational Program Objectives guide the planning, delivery, and evaluation of the College of Medicine core undergraduate medical education program. Students are expected to demonstrate competency in each of these areas prior to graduation.					
1. Medical Knowledge	2. Patient Care	3. Communication	4. Professionalism	5. Practice-Based Learning	6. Systems-Based Practice
Students will demonstrate knowledge of the...  a. Basic scientific principles fundamental to the practice of medicine  b. Normal structure, function, and embryology of organ systems  c. Pathogenesis and manifestations of clinical disorders  d. Utility, mechanisms of action, and adverse effects of commonly used drugs  e. Physical, cognitive, emotional, and social aspects of human development	Students will be able to...  a. Elicit a medical history and perform a physical examination  b. Interpret common diagnostic and screening tests  c. Create, prioritize, and justify a differential diagnosis  d. Evaluate and manage common clinical conditions  e. Perform general procedures of a physician  f. Apply principles of health promotion and disease prevention to patient care  g. Describe and address common societal problems adversely affecting health in Oklahoma  h. Provide general care to diverse patient populations	Students will be able to...  a. Use effective listening, observational, and communication techniques with patients and families  b. Deliver clear and accurate oral presentations using standard formats tailored to the needs of the listener  c. Provide accurate and context-specific documentation of clinical encounters in written and electronic formats	Students will be able to...  a. Demonstrate altruism, honesty, compassion, and responsiveness to patient needs  b. Demonstrate integrity, respect, reliability, and accountability in professional endeavors  c. Demonstrate commitment to ethical principles by respecting patient autonomy and seeking the patient's best interest  d. Demonstrate cultural sensitivity, recognize personal biases, identify demographic influences on health care quality, and suggest strategies to reduce health disparities	Students will be able to...  a. Use the scientific method, describe principles of clinical and translational research, appraise scientific studies, and engage in evidence-based clinical practice  b. Identify and address personal strengths and weaknesses, respond appropriately to feedback, and seek help and advice when needed  c. Engage in self-directed learning as a foundation of life-long learning	Students will be able to...  a. Integrate the unique and complementary abilities of other healthcare professionals and collaborate as a member of an inter-professional team  b. Explain the principles of quality improvement and contribute to a culture that promotes patient safety  Community Medicine (SCM Track)  c. Describe and apply the fundamental principles of community medicine



## **Incident Weather**

***Further details can be found via the College of Medicine Policy #325: Impact of Campus Closure on Academic Activities***

If campus is closed due to weather, please consult College of Medicine policy 325 [https://hippocrates.ouhsc.edu/policy/policy\\_view.cfm?policyNumber=325](https://hippocrates.ouhsc.edu/policy/policy_view.cfm?policyNumber=325)

## **Medical Student Mistreatment**

***Further details can be found via the College of Medicine Policy #417: Mistreatment of Medical Students***

The College of Medicine policy on the mistreatment of medical students can be found online at [https://hippocrates.ouhsc.edu/policy/policy\\_view.cfm?policyNumber=417](https://hippocrates.ouhsc.edu/policy/policy_view.cfm?policyNumber=417)

## **Post Exposure Treatment for Blood-Borne Pathogens or Needle-Sticks**

***Further details can be found via the OU Student Health and Wellness Clinic website***

The procedure or treatment for blood-borne pathogen exposure of needle-sticks can be found on page 23 in the student handbook at <https://www.oumedicine.com/docs/default-source/DeansOffice/student-handbook.pdf?sfvrsn=0>

## **Professional Dress Code Requirements in the Clinical Setting (Professionalism)**

Professional appearance and demeanor are a demonstration of respect for the patient and the profession, and of self-respect. You must maintain at all times professional appearance and demeanor. Good personal hygiene must be maintained. If you report for clinical duty in dress deemed inappropriate by the faculty or department/clinic director, you may be instructed to return home to make necessary changes.

- Scrubs are appropriate when required by individual departments.
- Scrubs are inappropriate attire for the clinical setting, unless performing procedures.
- You are required to wear a College of Medicine picture ID tag during all worked hours.
- Most clinics and faculty will require you to wear the short white coats that are standard attire for College of Medicine students. White coats should be kept clean and neat in appearance. Unacceptable articles of clothing include but are not limited to:
  - Jeans or leather pants
  - Shorts/skorts
  - T-shirts or sweatshirts
  - Jogging or nylon suits, sweatpants
  - Halter tops or midriff baring tops
  - Sundresses and spaghetti straps are not acceptable unless covered by a jacket.
  - Sheer or low-cut blouses
  - Flip-flops or open-toe shoes
  - Undergarments must be worn, but should not be visible.
  - Excessive fragrances or smell of smoke
  - Athletic shoes (except when worn with scrubs)
  - Mini-skirts (skirts should be no shorter than approximately 2 inches above the knee and appropriateness may be determined at the discretion of the attending, clinic director, or clerkship director.)
- Visibility of tattoos should be kept to a minimum and covered, if possible.
- Hair should be clean and neat. Extreme hairstyles and hair colors (those not found in nature) should not be worn. Shaved eyebrows and unprofessional hair decorations are not appropriate. You should be cleanly shaven and any beards/mustaches must be kept neatly groomed and clean at all times.
- Visible piercings should be professional in appearance. Eyebrow, labret, face, lip or tongue piercings and earlobe expanding earrings are not appropriate. Nose piercings are only appropriate if there is a single, simple, non-protruding stud in the nostril. Other nasal piercings are not appropriate.

**Student Work Hours Policy**

***Further details can be found via the College of Medicine Policy #321: Student Duty Hours***

Student duty hours policy can be found at:

[http://hippocrates.ouhsc.edu/policy/policy\\_view.cfm?policyNumber=321](http://hippocrates.ouhsc.edu/policy/policy_view.cfm?policyNumber=321)

**Teacher/Learner Relationship**

***Further details can be found via the College of Medicine Policy #416: Guidelines for the Teacher-Learner Relationship***

In order to achieve an environment of mutual respect between teachers and learners, each party must uphold certain responsibilities.

Explicit and appropriate professional attributes that are expected of medical students, faculty and staff at all locations. These attributes include:

1. Honesty and integrity	9. Accuracy in representation of clinical findings
2. Caring and compassion	10. Commitment to self-improvement & accepting feedback
3. Courtesy and respect for others	11. Admission of mistakes or errors
4. Cultural sensitivity and humility	

5. Accountability and responsibility	12. Privacy and confidentiality
6. Punctuality	13. Recognition of patient autonomy
7. Professional appearance	14. Recognition of conflicts of interest
8. Attentiveness and participation	15. Maintenance of a "fitness for duty"

These responsibilities are described in the College of Medicine Policy 416: *Guidelines for the Teacher-Learner Relationship*.

[http://hippocrates.ouhsc.edu/policy/policy\\_view.cfm?policyNumber=416](http://hippocrates.ouhsc.edu/policy/policy_view.cfm?policyNumber=416)