



Osteopathic Principles and Practices 3 Syllabus
MEDC630 (3.0 Credits)
Fall 2025, Class of 2028
Touro College of Osteopathic Medicine

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Note About Office Hours:

We consider our accessibility to the student body a critical aspect of delivering the OMM curriculum. Office hours for the OMM faculty will be by appointment made directly with a given faculty member. The faculty can schedule you for these hours via Zoom or in person depending on the need. Please contact the faculty you want to meet with to arrange those hours. Please know that we are committed to providing the guidance that you need and look forward to connecting with all of you.

Course Description:

The Osteopathic Practices and Principles 3 (OPP3) course is the third of a four- semester cumulative body of basic knowledge and skills courses that spans the first two years of the osteopathic medical school curriculum. It is designed to reinforce the basic tenets, philosophy, principles, and practices of osteopathic medicine.

The four-year OPP curriculum does contain all the inclusive knowledge needed to be successful in the National Board of Osteopathic Medical Examiners board exams, it is primarily designed to provide the foundations of practice (as well as more advanced theoretical and psychomotor skills) for future osteopathic physicians to integrate osteopathic philosophy, diagnosis, and treatment into a competent compassionate and professional patient care that exhibits the fundamental distinctiveness of osteopathic medicine.

In OPP3, we continue your development of basic osteopathic diagnostic and treatment skills with the goal of developing refined techniques and advanced palpatory skills. OPP3 will focus on Balanced Ligamentous Tension (BLT), Myofascial Release (MFR), Osteopathic Cranial Manipulative Medicine (OCMM), Facilitated Positional Release (FPR), and treatment of the extremities. OPP3 will also introduce additional clinical application labs to help you begin to understand how to integrate OPP into your future practice.

Students develop competence in Patient Care (PC), Osteopathic Principles and Practices (OPP), Interpersonal and Communication Skills (ICS), Professionalism (PROF), and Medical Knowledge (MK) during OPP3 in alignment with the mission of TUCOM and for more information should refer to the competency milestones in the *Student Guide to Competencies: Milestones, Feedback and Assessment*.

This course is founded in, and expressed through the cornerstones of the four osteopathic tenets:

1. The body is a unit; the person is a unity of body, mind, and spirit.
2. The body is capable of self-regulation, self-healing, and health maintenance.
3. Structure and function are reciprocally interrelated.

4. Rational treatment is based upon an understanding of the basic principles of body unity, self-regulation, and the interrelationship of structure and function.

This course encompasses the following four competencies (which correlate with AOA Competencies) of study:

- **Medical Knowledge (MK)** – includes structural competency, osteopathic medical theory, principles, anatomy, biomechanics, and physiology presented in reading assignments, lectures, and small groups assessed in written theory exams, quizzes, team-based learning, SOAP notes, or additional course assessments. This will be tested with direct questions related to anatomy, pharmacology, physiology, and pathology as covered in the OPP curriculum. This includes topics related to osteopathic philosophy, theory, history, and research.
- **Patient Care (PC)** – includes knowledge used for osteopathic diagnosis and treatment as assessed on theory exams and quizzes. These questions will focus on patient care scenarios, application of osteopathic manipulative treatments, performing physical exam (including osteopathic structural exam), and questions that assess the ability to diagnose and treat patients as covered in OPP curriculum.
- **Osteopathic Principles and Practices (OPP)** - includes psychomotor skills used for osteopathic diagnosis and treatment as assessed in practical exams.
- **Professionalism (Prof)** – includes laboratory attendance, communication, appropriate laboratory dress/ behavior, and participation.
- **Interpersonal and Communication Skills (ICS)** – Appropriate interpersonal communication during laboratory sessions and practical exams.

AOA Competencies:

The following competencies are addressed in this course.

- Osteopathic Philosophy/Osteopathic Manipulative Medicine – Demonstrate and apply knowledge of accepted standards in osteopathic manipulative treatment appropriate to the specialty. Remain dedicated to life-long learning and to practice habits in osteopathic philosophy and OMM.
- Medical Knowledge – Demonstrate and apply knowledge of accepted standards of clinical medicine in the respective area; remain current with new developments in medicine and participate in life-long learning activities.

- Patient Care – Demonstrate the ability to effectively treat patients and provides medical care that incorporates the osteopathic philosophy, patient empathy, awareness of behavioral issues, the incorporation of preventive medicine and health promotion.
- Interpersonal and Communication Skills – Demonstrate interpersonal and communication skills that enable a physician to establish and maintain professional relationships with patients, families, and other members of health care teams.
- Professionalism – Uphold the Osteopathic Oath in the conduct of one’s professional activities that promotes advocacy of patient welfare, adherence to ethical principles, and collaboration with health professionals, life-long learning, and sensitivity to a diverse patient population; be cognizant of physical and mental health to effectively care for patients.
- Practice-Based Learning and Improvement – Demonstrate the ability to critically evaluate methods of clinical practice; integrate evidence-based medicine into patient care; show an understanding of research methods; improve patient care practices.
- Systems-Based Practice – Demonstrate an understanding of health care delivery systems; provide effective and qualitative patient care with the system; and practice cost effective medicine.

Course Goals/ Course Learning Outcomes (CLOs):

Medical Knowledge (MK) and Patient Care (PC) – Students will be able to:

- Continue to build upon the knowledge and understanding of Osteopathic Principles and Practice (OPP) acquired in previous coursework
- Further develop and deepen understanding of the osteopathic tenets and their application to osteopathic clinical practice.
- Recognize functional and biomechanical relationships of anatomy
- Define and use anatomical and osteopathic medical terminology in correct context
- Discuss osteopathic history and its relevance to modern osteopathic medicine, and identify key events/ dates in the history of osteopathic medicine
- Demonstrate comprehension of osteopathic theory through the application of concepts from multiple treatment models and its application to clinical patient presentations
- Review osteopathic research literature for basic science underpinnings and the clinical applications of OMT
- Recognize basic indications and contraindications in the use of OMT
- Identify variability in patients’ musculoskeletal and osteopathic structural exam presentations
- Identify the five models of OPP (Behavioral, Metabolic, Neurologic, Respiratory/Circulatory, Structural) and their clinical significance

- Utilize construct of osteopathic ABC's (autonomics, biomechanics, circulation, screening) as it applies to clinical considerations
- Describe structural exam and treatment technique applications

Osteopathic Principles and Practices (OPP)

- Demonstrate comprehension of theory through its application to clinical patient presentations
- Compare and contrast various diagnosis and treatment methodologies
- Apply osteopathic principles and practice understanding to create treatment plans for patient care that address physiologic processes and aid in health restoration
- Integrate clinical skills evaluation with osteopathic diagnosis in physical examination of patients with clinical complaints
- Demonstrate their ability to use their hands as a tool for diagnosis and treatment
- Demonstrate their ability to use differential pressure to evaluate different body tissues (layered palpation)
- Demonstrate their ability through palpation to competently identify Tissue texture abnormalities, Asymmetry, Restriction of motion and Tenderness (TART) as evidence of somatic dysfunction
- Utilize palpation skills and physical findings to identify somatic dysfunction and achieve a diagnosis
- Perform a complete osteopathic structural exam and other relevant physical exams as demonstrated
- Demonstrate increasing skill in application of previously taught material including:
 - Soft tissue
 - Lymphatics
 - Muscle Energy
 - Counterstrain
 - HVLA
 - Some MFR (diaphragm, inlet, Zink)
- Additional osteopathic approaches used to diagnose and treat the broad spectrum of somatic dysfunction present in medical conditions
- Develop basic skills in MFR, BLT, OCMM, and FPR
- Describe the relevant interaction between somatic and visceral body components through the nervous, fascial, and vascular systems
- Demonstrate the ability to accurately diagnose and treat patients using the methodologies presented in previous labs

Professionalism (P) – Attendance for all scheduled OMM/OPP laboratories is mandatory. You will:

- Arrive at the lab **on time and be appropriately dressed, including appropriate PPE. This means being at your appropriate table with belongings properly stowed and ready to start lab at the designated time. Lab attendance will be taken at the start of lab, and tardiness will be noted.**
- **Come to lab having read or watched any prerequisite laboratory material and be prepared to perform and discuss all pre-session material posted on Canvas.**
- Maintain good personal hygiene and professional sanitary practices to include cleanliness, absence of offensive odors, and artificial scents.
- Demonstrate physician professionalism in all interpersonal interactions.
- Attend all OPP required sessions and participate fully in all course exercises and activities.
- Demonstrate an openness to acquisition of new ideas and experiences related to osteopathic medicine, be responsive to feedback and engage in the learning process
- Initiate and nourish a discipline of regular practice of osteopathic manipulative skills
- Demonstrate sensitivity to culture, race, age, gender, sexual orientation, body types, disabilities, medical history, etc.
- Demonstrate accountability in attendance, participation, attire, and personal hygiene.

Interpersonal Communication Skills (ICS) - You will:

- Demonstrate improving medical communication and sensitivity relating to diagnosis and treatment
- Utilize appropriate language for description of treatment modalities
- Recognize difference of terminology used when interacting with lay public versus professional colleagues
- Provide effective and appropriate peer feedback
- Demonstrate basic ability to properly document osteopathic structural findings, in addition to subjective and other objective findings, as an integral component of a SOAP note.
- Define and use appropriate language in communication with colleagues and patients including the nomenclature of anatomy, physiology, and osteopathic medicine as it relates to medical conditions
- **Demonstrate the ability to acquire informed consent from your patient prior to assessing and treating.**

Course Design:

OPP3 will cover three distinct blocks:

1. BLT/MFR and OCMM
2. Additional OCMM, Crossed Syndromes, and Osteopathic Approach to TMD
3. FPR, Osteopathic Approach to the Extremities, Posture/Gait/Scoliosis, and Low Back Pain

Teaching Methods:

Lecture, direct studies, laboratories, team-based learning, small group discussions, reading assignments, clinical experiences, Canvas learning modules, take-home assignments and independent study and practice may be employed to fulfill the goals of the course. **The importance of ongoing regular practice of OPP skills cannot be overemphasized.**

Learning Resources:

The syllabus is considered up to date as of the time it is posted to Canvas before the beginning of the semester. However, schedule changes and other important information updates may occur throughout the semester, which may not be reflected in the syllabus. The Canvas OPP 3 course page is the most accurate and up to date resource for this course. All schedule changes, assignments, updates, and announcements will be posted on the Canvas OPP 3 course page. Please refer to the course page daily for updates and announcements.

The official course schedule is issued by the Academic Affairs office and maintained on the Touro University California student intranet.

REQUIRED		
Lab handouts	Posted to Canvas	
Touro OMM Lab Manual	Posted to Canvas	
Foundations of Osteopathic Medicine, Seffinger, Michael; Editor.	Lippincott Williams & Wilkins, 4 th edition, 2019	ISBN-13: 978-1496368324
Atlas of Osteopathic Techniques, Nicholas, Alexander S., Nicholas, Evan A.	Wolters Kluwer, 4 th edition, 2022	ISBN: 9781975127480
Jones Strain-CounterStrain Jones, Lawrence; Kusunose, Randall; Goering, Ed	Jones Strain-CounterStrain Institute	ISBN 0964513544

OR The Counterstrain Manual Glover, John	John Glover, D.O./SAAO	
Atlas of Anatomy , Gilroy, Anne	Thieme Medical Publishers, 4th edition, 2020	ISBN-13: 978-1684202034
Osteopathic Approach to Diagnosis and Treatment , DiGiovanna, et. al.	Lippincott Williams & Wilkins, 4th edition, 2020	ISBN-13: 978-1496385994

RECOMMENDED		
Portable OMT Table	many tables given out to students to be shared within pods, many types sold	n/a
Outline of Osteopathic Manipulative Procedures – The Kimberly Manual , Kimberly, Paul E.	Walsworth Publishing Co., 2 nd Printing, 2006 updated 2008	ISBN 0967133319
Somatic Dysfunction in Osteopathic Family Medicine , Nelson, Kenneth E.; Glonek, Thomas	Lippincott Williams & Wilkins, 1 st edition, 2007	ISBN 1405104759
Surface Anatomy: The Anatomical Basis of Clinical Examination , Lumley, J.S.	Churchill Livingstone, 4 th edition, 2008	ISBN 0443067945
Osteopathic Considerations in Systemic Dysfunction , Kuchera & Kuchera	Greydon Press, 2 nd Edition	ISBN 1570741549

Pediatric Manual Medicine: An Osteopathic Approach, Jane E Carreiro DO	Churchill Livingstone Elsevier, 2009	ISBN 978- 0-443- 10308-7
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Calendar:

Please reference the pre-clinical calendar (asterisks) for the most up-to-date designation of required sessions for OPP3.

Canvas Site Organization and Information:

The schedule of Teaching-Learning events can be found on the course website in Canvas. Additional learning resources posted by faculty can be found on the specific Canvas page for the event and may include required/ recommended readings from textbooks and published papers, summary sheets, practice questions and notes. The required list of books can be found through the library tab available on the Course Canvas homepage.

OMM Lab Attire: All students are expected to exhibit professional behavior and attire in all academic settings as they prepare to become practicing physicians. All attire requirements in the student handbook are adhered to. Additional course-specific requirements for OPP lab sessions and Practical Exams (with student partners), are outlined as below:

- Dress must be modest yet allow for examination and treatment by the students' laboratory partners, including observation and palpation.
- Loose-fitting, lightweight shorts and tops work best.
- We suggest at least a 6" inseam on shorts or having a liner underneath given some of the motions you will be performing in lab.
- Leggings are allowed unless it is a lab that features examination and treatment of the lower extremities. Alternatively, students may choose to wear shorts underneath loose-fitting long pants that can be easily removed for the exam. If the exam is focused exclusively below the knee in the lower extremity, then loose fitting pants that can easily roll up above the knee are acceptable.
- Stiff fabrics (such as leather or denim) are not acceptable.
- Lab attire should NOT have buttons or zippers that may damage the exam table upholstery.
- Students who cover their chest with a sports bra-type garment should choose a garment that allows for exposure of the back in a way that supports examination and treatment by partners at a novice level. As with the lower body, an additional layer, such as a hospital gown, jacket or sweater may be worn over the upper body when students are acting as doctors, and either removed or turned backward as necessary to facilitate skin exposure and palpation by their partner on skin when they are in the role of patient.
- If students have additional questions about lab attire, they are encouraged to speak directly with the Course Coordinator(s) for clarification and guidance.

- When indicated, students are to wear appropriate PPE as specified by the Course Coordinator/faculty while in the lab.

Hygiene: Your hygiene is an important part of how you present yourself as a professional. You will be touching, being touched and interacting closely with other students, patients, and faculty. You are expected to come to the lab bathed, with clean clothes, nails trimmed, and ready to interact with others. Please do not wear perfumes and aromatic body washes because these materials serve as triggers for migraine headaches/allergic reactions in some individuals. If you are feeling ill or have any symptoms of illness, please adhere to current campus policy regarding PPE and appropriate action. If you have an open wound, please cover it with a bandage or ask a lab instructor for one. You will be interacting with patients, colleagues, and medical staff for the rest of your life, so it is important to consider those you encounter within your work environment.

Laboratory Participation: Students are expected to prepare in advance and actively participate in the entire lab session, and failure to do so may result in lost points from the participation component of their professionalism grade.

Physical Accommodation: Occasionally, a student may have a physical condition, which may be a contraindication for a specific type of manipulation in a specific anatomical location. If a student feels manipulation might be contraindicated for a condition covered by the Americans with Disabilities Act (ADA www.ada.gov/cguide.pdf), the student is required to contact Student Services. All policies regarding this are covered in the Student Handbook and University Catalog.

Switching Laboratory Times: If it is necessary to switch times for one of the required sessions, please reach out to your course coordinator and our administrative assistant. You will be responsible for finding a person to switch with in the lab session you would like to attend.

Treatment Tables: The treatment tables are provided to facilitate your learning as you develop the skills of an osteopathic physician. They have been used by students before you and will be used by students after you. At the beginning of lab, we ask that you use the cleaner and towels provided to clean off the table surface. You should remove your jewelry and shoes before you get onto the table because they can puncture the covering on the table. Sharp stones caught in shoe soles can also damage the table coverings and you may have stepped into some mud or waste on your way to the laboratory which nobody wants to lie down on. Thank you for your help in keeping the lab clean and ready to use.

Behavioral Expectations: This is a professional learning practice session in clinical medicine. You have two roles in the laboratory. First, you will be serving the role of an osteopathic physician as you learn to palpate, diagnose, and treat somatic dysfunction. **This means coming to lab prepared by reading and watching all required content beforehand.** Professional behavior is expected in your interactions with your partner and the faculty. Second, you will serve as a patient for your partner. Serving the role of a patient helps you to understand what it feels like to have a physician evaluate you in the process of diagnosis and treatment. It also means giving your partner appropriate

feedback about how they are performing the exercises to help them learn correctly. Occasionally you may have a learning opportunity to work in a group of three if conditions require. If you are unsure about anything in the lab, please ask one of the instructors.

- Behavioral expectations in lab and during examinations are that you treat your partner with the same professional, courteous, and respectful behavior that you will employ with your future patients
- Students should always ask for **verbal consent** before palpating or practicing treatment of any of these skills.
- If something occurs in lab that makes you feel uncomfortable, you have several avenues to address this:
- First, you may give feedback to your peers. They may not be aware of how they are making you feel uncomfortable, and your feedback will help their future care of patients.
- Secondly, you may ask a faculty member for assistance, either during the lab, or make an appointment with the faculty member after the lab.
- Finally, you may “opt out” of the experience in the lab, knowing that you are responsible for that material in future labs and testing. If you choose to opt out of an experience, please notify a faculty member.

Laboratory Practice Reactions: Occasionally students have a reaction to treatment by their partner. If you feel you have had a reaction to the lab work, notify faculty immediately, but no later than two days after the lab. They will evaluate you and determine the course of treatment. For a pre-existing problem students need to be evaluated and treated by their primary care provider or appropriate specialist.

OMM Teaching and Learning Center (TLC): The TLC is an additional opportunity for students to learn about the clinical application of osteopathic manipulative treatment. This is not a required component of the curriculum, but an opportunity for students to volunteer- either to have OMT practiced on them, or to partner with OMM Fellows and 3rd/4th year students on rotation to participate in the application of OMT to other volunteers. This training lab allows students to view a comprehensive approach to the application of OMT and better understand the core competency of osteopathic principles and practices. Students who volunteer will be able to experientially learn and practice history taking, physical examination, osteopathic diagnosis and treatment, communication around OMT and SOAP note writing. These students will work 1:1 with OMM Department faculty with guidance on skill development and refinement of techniques learned in the OMM laboratory.

Tardy and Attendance:

We recognize that students have lives outside of school but expect that as adult learners they prioritize promptness and professional behavior around necessary absences. To support adequate in-person learning necessary to receive the teaching being delivered and achieve a reasonable level of mastery, students are expected to attend all required events, but if you fail to attend a minimum of **79%** of the required events in OPP3 you will receive a no pass per the TUCOM attendance policy.

General information related to the tardy and attendance policy for all course events is described in the COM student handbook. Below, we have outlined course-specific details related to tardiness and attendance for required learning events in OPP3.

- **Outline of required OPP3 sessions:** All required sessions are denoted on the preclinical calendar with an asterisk. In OPP3, there are **28** required events, which means you must miss no more than 5 events to pass the course. Students are responsible for monitoring their own absences. **Lack of notification from the OPP faculty or administrative assistants does not mean that the penalty for missed absences is any different. You can always reach out and verify your absences with course coordinators or administrative assistants.**
- Upon missing 3 required events, you will be contacted by the Course Coordinator. After 4 absences, as per TUC policy, you are required to meet with Academic Affairs. The list of required events in OPP3 is as follows:
 - All lab sessions (20)
 - All assessments, including Practical Exams (4), and Theory Exams (3)
 - The Intro to OPP3 in-person lecture

Attendance/tardiness policies specific to Examinations/Assignments: In case students are unable to attend an examination for any reason, they are required to contact Dr. Alesia Wagner, Associate Dean of Academic Affairs. Please refer to the Student Handbook for a complete description of the policy. To qualify for a makeup of the following in OPP3, an excused absence is required:

- all theory exams
- all practical exams

Practical Exams: Per the TUCOM handbook for practical clinical skills examinations, **students are expected to arrive at their assigned site fifteen (15) minutes PRIOR to their scheduled examination start time.**

- Students who arrive <15 minutes prior to the exam are considered late and will lose both professionalism/preparedness points for the event, but they will still be able to take their exam.
- Students arriving after the scheduled exam start time will be considered absent and will not be allowed to take the exam. One of the following two scenarios may follow:
 - If absence **is excused**: the student will be allowed to take a makeup examination, which may or may not occur on the same day.
 - If the absence is **not excused**, on the first occurrence, the student may be allowed to take a makeup exam per Handbook policy within three (3) business days of their return to campus, at a time determined by the Course Coordinator and accept a professionalism. The professionalism penalty for OPP3 is a **loss of 20%** of the student's professionalism grade.

Theory Exams: Per the TUCOM handbook policy, relating to >20 minutes tardiness to a theory exam, "If the absence is not excused, the student may either take a makeup examination and accept a

professionalism penalty as defined in the course syllabus or forgo taking the examination and receive a grade of 0." The professionalism penalty for OPP3 in this scenario is a loss of 20% of the student's professionalism grade.

Other Assignments/Events: There will NOT be a makeup opportunity for any other assessments or assignments (e.g., quizzes, labs, Canvas assignments). Missing assignments will be assigned zero points.

Makeup Assessments: All students with excused absences for assessments for which makeup is offered will be expected to follow the handbook policy of completing their exams within three (3) business days of their return to campus. In general, makeup assessments are like the original exam in terms of kind and scope.

Laboratory practice session attendance is required as part of the AOA's mandate and is designed to help students develop a sense of professionalism with regards to patient interactions, ethical principles, collaboration with health professionals, lifelong learning, and to prepare for the medical-legal expectations of their future osteopathic medical practices.

Attendance is required for all designated mandatory sessions. Please reference the pre-clinical calendar for the most up to date designation of mandatory sessions for OPP3 (currently only the Intro to OPP3 lecture and all exams will be the only other mandatory live events aside from labs).

Students are expected to arrive at the OMM lab on time. Attendance will be taken by faculty, and a failure to arrive on time will result in the forfeiture of professionalism points. There are 2 points available for all required OPP3 sessions that fall under the professionalism competency. **If you are late at all to the lab you will lose the first point, and if late by 15 minutes or more you will lose the second point. As per the policy below, tardiness of over 20 minutes will be marked as an absence.** The goal of this aspect of professionalism is to encourage students to arrive in a timely manner to appointments and obligations in their future professional practice. Students are expected to prepare in advance and actively participate in the entire lab session, and failure to do so may result in lost points from the participation component of their grade.

Students will be considered absent if they arrive at the lab more than 20 minutes late. Attendance, despite late arrival, is highly encouraged to experience the material taught in the lab session.

Assessments and Grading

In OPP3, assessment of adequate competency in the areas of Medical Knowledge, Patient Care, OPP, Professionalism, and Interpersonal Communication Skills (ICS) will be accomplished in the following ways:

Medical Knowledge (MK) and Patient Care (PC)

- **Theory Exams:** Didactic exam percentages for OPP3 are specified in the grading grid below. Each exam will have its own score based on exam performance that will then be included in the calculation of the total MK competency grade according to the grading grid.
- Approximately 40% of each theory exam will be MK questions. These questions will directly relate to anatomy, pharmacology, physiology, and pathology as covered in the OPP curriculum. This includes topics related to osteopathic philosophy, theory, history, and research.
- Approximately 60% of questions on each theory exam will be PC questions. These will relate to patient care scenarios, application of osteopathic manipulative treatment, performance of a physical/structural exam, and diagnosis/treatment of patients as covered in the OPP curriculum.
- The exam format will follow the written National Board of Osteopathic Medical Examiners accepted construct.
- Questions may be based upon written and/or oral information given in lectures, laboratories and/or reading assignments. They will be based on posted lecture objectives designed to meet the course learning outcomes listed above.
- **All exams are cumulative over the first two years of course work.** Material tested will reflect all knowledge, skills, and behaviors taught up to the time of each exam.
- Exams will be administered via Examsoft. Exams will be available for download prior to the scheduled exam date/time but will be communicated via course coordinator on Canvas. There will be an opportunity for secure exam review immediately following completion of exams in Examsoft and during the scheduled exam review sessions. Scratch paper will be provided during your exams for noting question challenges. If you would like to submit a formal challenge, the item ID number available in the rationale during secure review must be included along with your rationale for the challenge on your scratch paper in the designated area. These will be reviewed by the course coordinator and faculty who delivered the content to make any necessary grading adjustments. If you wish to review your individual exam after the secure review, please contact the course coordinator to schedule a meeting.
- **Directed Study Quizzes:** There will be several directed studies to help you work through didactic material and prepare for labs; these will have associated quizzes and/or assigned assessments. There will be multiple attempts allowed on the quizzes for learning purposes. Each directed study quiz/assignment must be completed before the date posted on Canvas (usually before an associated lab). The assignments will be included in your Medical Knowledge and Patient Care competency grades as specified in the grading grid.
- In OPP3, Directed Study Sessions will include:
- **Block 1:** Intro to BLT and MFR, Mind/Body/Spirit, OCMM 1: Intro to OCMM, Tensegrity and Posture, OCMM 2: Diagnosis and Treatment, OCMM 3: Face/Base and Vault

- **Block 2:** OCMM 4: Cranial Nerves, OCMM 5: Clinical Considerations I, OCMM 6: Clinical Considerations II, Headache COAR, Introduction to Trigger Points, Crossed Syndromes
- **Block 3:** Intro to FPR, Upper Extremity COAR, High Yield Topics for Osteopathic Boards, Lower Extremity COAR, LBP COAR
- **Bonus Points:** Each student will have the opportunity to submit 5 questions covering the material for each block. If the questions are correctly formatted and appropriate, the student will receive one bonus point equivalent to a correct answer choice on the block theory exam in the Patient Care competency. The Course Coordinator will review all questions submitted based on the following criteria. To receive the bonus point, all 5 questions **MUST**:
 - Be submitted via Canvas upload at least 2 weeks before the didactic skills exam
 - Be appropriately related to material presented in the current block
 - Be in multiple-choice format with one correct answer (key) and 4 distractors, with a total of answer choices
 - Have specific explanations for the correct answer and why each distractor is incorrect.
 - Bonus questions received by the Course Coordinator will be published for all students to use in their exam preparation. Limit to 1 set of questions per student per block. Questions may not be submitted after the deadline for bonus point credit. **THIS IS AN INDIVIDUAL ASSIGNMENT**, and all questions submitted must be unique to the student who submitted them.

Osteopathic Practices and Principles (OPP)

- **Practical Exams:** OPP practical exams in each block are used to evaluate mastery of material presented in laboratory assignments and materials.
- **All practical exam knowledge and skills are cumulative** over the first two years of your OPP courses. Material from previous blocks may be reflected or required to assess, diagnose, treat, a patient and/or find anatomical areas, answer clinical questions adequately, etc.
- Please note that you **MUST** pass the Comprehensive Practical Exam to pass OPP3.
- You will receive brief feedback (but no official grade or scoring information) from your faculty proctor immediately after you complete your practical exams. If you desire a more in-depth review of your performance, you may schedule a meeting with the course coordinator or your faculty proctor to review your test rubric. You may also independently review your graded practical rubrics in the OMM department. This can be scheduled via the OMM administrative coordinators.
- If you have concerns about your grade following review of your rubric, these should be directed to the course coordinator.

Professionalism (Prof):

Participation/preparedness/professionalism points are assigned to all mandatory events.

- Two points are available for each required learning event as outlined in the table:

Professionalism Points	
20 lab sessions x 2 points =	40
3 theory exams x 2 points =	6
4 practical exams x 2 points =	8
1 required in-person lecture x 2 points	2
Total =	56
To achieve a 70%, you need to get at least 40 of the available points	

- **Absences:** Both professionalism points will be deducted for any mandatory event with the exception of exams, in which case an excused absence will be accepted, and points will be awarded for the makeup exam.
- **Tardiness:** Students are expected to arrive at the lab on time and be appropriately dressed. This means being at your assigned table with belongings properly stowed and ready to start lab at the designated time. If you are not in lab ready to learn at the scheduled start time, the following professionalism deductions may result:

Professionalism Deductions for Tardiness to Lab
5-15 minutes late = -1 point
15-20 minutes late = -2 points
>20 minutes late = absent AND - 2 points

- **Professional behavior/Participation:** Students are expected to arrive to lab wearing appropriate lab attire (outlined above under OMM Lab Attire), having appropriate equipment, engaging in the learning process, giving, and receiving feedback, and interacting with faculty, staff, and fellow students in a professional, courteous, and respectful manner. It is also expected that they maintain good personal hygiene and professional sanitary practices to include cleanliness, absence of offensive odors, and artificial scents.
- **Academic Integrity:** Unless explicitly stated (e.g., TBL activities), all submitted work in OPP courses must be done individually and must be unique to the student submitting an assignment. Please reference the complete TUS Academic Integrity Policy for additional information regarding concerns about academic integrity, including plagiarism. Violations of this policy will impact your final OPP grade **AND** warrant a referral to our Chief Academic Integrity Officers.

- **Preparedness:** Students should arrive at all mandatory events having reviewed any prerequisite material and ready to practice and discuss all pre-session material posted on Canvas. Students may be asked to demonstrate specific skills in the lab to their faculty members to assess their preparedness. The faculty will notify the student if they feel points should be deducted for participation or preparedness and will also notify the Course Coordinator. If there are persisting concerns in any aspect of professionalism, the issue may also be escalated per TUC policies.

Interpersonal Communication Skills: Interpersonal communication is an important aspect of being a competent physician.

- Assessment will be included as a separate component of every laboratory practical exam.
- Interpersonal communication skills will include the core learning objectives as listed above, in OPP, assessment will focus on:
- Speaking to attending physicians/ exam proctors using appropriate medical vernacular
- Speaking to fellow students/patients using common lay language, and explaining any jargon in accessible terms
- Asking for consent **before** palpation or hands-on examination and explaining to partners/patients what/why you are doing before and while making physical contact with body tissues
- **Practical exams:** Rubrics will include a specific category with points awarded for effective communication.

Interpersonal Communication Points	
4 practical exams x 6 communication points =	24
Total =	24
To achieve 70%, you need to get at least 17 of the available points.	

Grading Grid

	Medical Knowledge (MK)		Patient Care (PC)		OPP		Professionalism (P)		Interpersonal Communication Skills (ICS)		TOTAL
	% Course Grade	% Competency Grade	% Course Grade	% Competency Grade	% Course Grade	% Competency Grade	% Course Grade	% Competency Grade	% Course Grade	% Competency Grade	
Block 1 Theory	6	30	11	31							17
Block 2 Theory	6	30	11	31							17

Block 3 Theory	6	30	11	31							17
Directed Study Quizzes	2	10	2	7							4
Block 1 Practical					15	33.3					15
Block 2 Practical					15	33.3					15
Block 3 Practical					15	33.4					15
Comprehensive Practical					Pass	Pass					Pass
Attendance							Pass	Pass			Pass
Participation/ Preparedness							Pass	Pass			Pass
Practical Exams									Pass	Pass	Pass
Contribution to Total Course Grade	20%		35%		45%						100%
Competency Grade		100%		100%		100%					

Summary of Passing Criteria

To Achieve a Pass in the OPP3 course you must: (all scores are without rounding)	
<ul style="list-style-type: none"> • Achieve a 70.0% or higher in your overall OPP3 Course Grade • Achieve a 70.0% or higher average on items listed on the grading grid in each of the competency categories (PC, OPP, MK, ICS, and Professionalism) • Achieve a 70.0% or higher on the Comprehensive Practical Exam • Attend 79% of the required sessions for the course. Total required events = 28. 	

- Achieve an overall minimum score of 70% before rounding
- Pass Medical Knowledge competency with a 70% or greater, which is taken by averaging all items listed under Medical Knowledge on the grading grid
- Pass Patient Care competency with a 70% or greater, which is taken by averaging all items listed under Patient Care on the grading grid

- Pass OPP competency
 - Must achieve 70% or greater, which is taken by averaging all items listed under OPP on the grading grid
 - Achieve a PASS on the OPP Comprehensive Practical Exam
- Achieve a PASS in Interpersonal and Communication Skills AND Professionalism competencies
- **Attend 79%** of the required OPP3 sessions as denoted on the preclinical calendar (for additional information refer to TUC Attendance Policy). In OPP3, as stated above, there are a total of 28 required events which means that you must miss no more than 5 events to pass the course.

Calculation of Grades

Competency and overall course grades will be calculated in Excel, reported in Canvas, and updated regularly. These scores may be temporarily inaccurate until the next update. Individual event and exam scores will be recorded as they occur during each week. In the event of a question regarding accuracy of grades and lab attendance points posted on Canvas, or if you require an update, please contact the OMM Department Administrative Coordinators. Calculations are made based on the grading grid above.

- To pass OPP3, you must achieve an overall score of at least 70%, before rounding, in the course based on the grading grid above.
- Further details are available in the Repeat Courses and Remediation section of the Student Handbook.

Remediation process:

TUC Campus Grading Policy: Failing a single or combination of competencies that constitute greater than 30% of the total course value may also result in a course failure and referral to the SPC.

Remediation will occur **ONLY** during the remediation period (within two weeks of the last semester exam). The remediation may involve an examination, written or oral assignments or a combination of these types of assessments deemed appropriate by the course coordinator to demonstrate the student has attained the learning outcomes necessary to demonstrate competencies.

Students with an 'NP' at the grade reporting deadline will be considered by the Student Promotions Committee and may be recommended for re-take of the course or dismissal from the college. Further details are available in the Repeat Courses and Remediation section of the Student Handbook.

Please refer to the Student Handbook for a more comprehensive understanding of your rights and obligations in the program. To the extent that there is any inconsistency between this syllabus and the Student Handbook, the Student Handbook will control.

The following are eligible for remediation in OPP3 (to occur ONLY during the remediation period at the end of the semester):

- Failure of Professionalism Competency
- Failure of ICS Competency
- Failure of Comprehensive Practical Exam (must retake exam and pass with a minimum of 70% before rounding to PASS)
- Failure of Medical Knowledge Competency

For remediation of the Professionalism or ICS Competencies, the remediation will be designed by the Course Coordinator and completed by the student within the two weeks before the grade reporting deadline. The remediation work may be an examination, written or oral assignment, or a combination of these types of assessments deemed appropriate by the Course Coordinator to demonstrate the student has attained the learning outcomes established in this syllabus. A failure in the Professionalism competency will also be reported to the Professionalism Committee.

The **Comprehensive Practical** can be retaken for a PASS if it is the single test preventing a student from achieving a passing grade on the OPP competency. It will always be retaken with a test of comparable size and scope.

The **Medical Knowledge Competency** is comprised of the Medical Knowledge portions of the theory exams, which is about 40% of the theory exam total scores, as well as the quizzes associated with the directed studies. A score of below 70% can be remediated by taking a cumulative exam with questions testing Medical Knowledge. A score of 70% on the exam is required to pass the subdiscipline.