

Osteopathic Doctoring 3 (OD3)
MEDC 631 5.5 Units
Fall 2025
Class of 2028
Touro University College of Osteopathic Medicine

Course Coordinator(s):

Georgia Allen, D.O.,
Assistant Professor, Department of Clinical Sciences and Community Medicine
Pronouns: she/her/hers
Gallen4@touro.edu
Administration & Faculty 1, Room 106a Office hours by appointment or drop-in

Administrative Coordinator(s):

Jessica Gordon
Clinical Experiences Coordinator, Department of Clinical Sciences and Community Medicine
Pronouns: she/her/hers
707-638-5210
Jgordon17@touro.edu
Administrative & Faculty 1, Room 120
Office hours available by appointment or drop-in

Jaedra Villatoro
Administrative Coordinator, Department of Clinical Sciences and Community Medicine
Pronouns: she/her/hers
707-638-5703
jvillato@touro.edu
Administrative & Faculty 1, Room 120
Office hours by available by appointment or drop-in

Nicholas DeCastro
Administrative Coordinator, Department of Clinical Sciences and Community Medicine
707-638-5285
ndecastr@touro.edu

Course Description Osteopathic Doctoring:

The Osteopathic Doctoring course is an integrated and comprehensive course stream that will span the first two years of the osteopathic medical school curriculum. It

provides the setting for the development of the basic cognitive, kinesthetic, and interpersonal skills for future osteopathic physicians to provide competent and professionally compassionate medical care. The **Seven Osteopathic Core Competencies**, as defined by the American Association of Colleges of Osteopathic Medicine (AACOM), plus the **eighth** competency of Structural Competency added by TUCOM, provide the framework for the course content and skill assessment. This four-semester longitudinal stream (OD1 – OD4) will have semester-specific objectives linked to the competencies, which define the expectations for the students' cumulative growth and development as osteopathic physicians.

AOA Competencies:

1. Osteopathic Principles and Practice (OPP)
2. Medical Knowledge (MK)
3. Patient Care (PC)
4. Interpersonal and Communication Skills (ICS)
5. Professionalism (P)
6. Practice-Based Learning and Improvement (PBLI)
7. Systems-Based Learning and Practice (SBP)
8. Structural Competency (SC)

-
Students should refer to the competency milestones in the *Student Guide to Competencies: Milestones, Feedback and Assessment*.

Osteopathic Doctoring 3 (OD3): advances the student's use of physical diagnosis, history-taking skills, and clinical reasoning skills, through advanced application of medical literature analysis, case-based learning and procedures. The student advances their skills with differential diagnoses and detailed treatment plans, that include integration of the osteopathic structural exam and treatment for identified somatic dysfunction(s).

The assessments in Osteopathic Doctoring are considered to be among the most authentic evaluations of a student's competence in performing the skills of an Osteopathic physician. For this reason, these assessments will specifically indicate the attainment of the necessary milestones appropriate to each level of training, for a student to move forward in their osteopathic education.

OD 3 Course Learning Outcomes (CLO):

Students successfully completing OD3 will be able to further develop and refine their clinical skills, apply clinical reasoning for patient care and management, further enhance their professional practice skills and apply clinical integration to provide competent and compassionate osteopathic medical care to patients, at a level sufficient to advance to OD4, the final preclinical course, in preparation to go on to clinical rotations.

Osteopathic Principles and Practice (OPP):

- Demonstrate advanced skills in patient communications, including taking a focused history for Neurologic and Musculoskeletal complaints, Apply history and physical exam skills for a patient in a Continuity of Care visit and specifically as a review of OD2 topics and for patients with neurologic or musculoskeletal complaints. Develop skills interviewing standardized patients, including discussing their diagnosis and treatment plans.
- Utilize advanced physical exam skills in patient-specific situations.
- Expand advanced palpatory skills, including use of ultrasound for diagnosis and special provocative tests in the neurologic and musculoskeletal systems.
- Advance and further integrate osteopathic principles and practices in all patient encounters.
- Display a developing knowledge about special populations, including geriatrics, marginalized communities, under-represented minorities and culture-specific norms, and occupational injuries and screening patients for occupational considerations (such as commercial driver's license, FAA physicals, toxicology risks and screening)
- Achieve competency in performing all skills listed above.

Medical Knowledge (MK):

- Implement advanced osteopathic principles to diagnose and treat patients at a sufficient level as preparation for OD4.
- Critically evaluate medical literature and apply evidence-based decision making to the care of patients through the Journal Club curriculum
- Display competency in describing the epidemiology, known or postulated pathophysiology, manifestations and management of common medical disorders.

Patient Care (PC):

- Apply advanced physical examination skills, including performance of neurologic and musculoskeletal special tests and increasingly complex patient scenarios.
- Develop advanced documentation skills, including advancing prescription writing, and use of medical abbreviations.
- Continued advancement of clinical reasoning skills with medical cases, based on information obtained in the history and physical
- Apply clinical skills, clinical reasoning, and professional practice objectives through participation in Clinical Integrations sessions.

Interpersonal and Communication Skills (ICS):

- Continue to advance communications with difficult patient encounters, as well as identify and overcome barriers that may be encountered in specific patient populations
- Utilize advanced medical terminology in communication with peers and interprofessional teams
- Continue to advance listening skills with patients and colleagues
- Apply clinical skills, clinical reasoning and professional practice objectives through participation in Clinical Integrations (CI).

Professionalism (P):

- Models behaviors and practices that embody the expectations of an osteopathic medical professional, including professionalism at a sufficient level to start learning in clinical rotations.
- Embrace and implement best practices in self-care, wellness, and mindfulness in study habits and preparation for boards and rotations
- Continue to demonstrate the ability to manage stress and enhance self-performance
- Self-reflect on their personal values, attitudes, and biases, with current study, and board preparation planning.
- Review and apply the professional behaviors described in the Osteopathic Professionalism document (OPD) to all activities as an osteopathic medical student.

Practice Based Learning and Improvement (PBLI):

- Further advance skills for ethical, affective, and humanistic dimensions of the doctor- patient encounter and the professional responsibilities associated with this relationship
- Demonstrate the ability to manage stress and enhance self-performance.
- Further advance evaluation skills for sources of information including biomedical literature, evidence-based medicine literature, and online resources
- Understand the terminology associated with review of medical research and literature
- Apply evidence to scientific literature to determine the value of the research to clinical practice
- Incorporate epidemiological data into clinical reasoning, diagnosis, and treatment plan

Systems Based Learning and Practice (SBP):

- Evaluate sources of information in primary medical literature and in other on-line resources from an evidence-based medicine perspective.
- Understand and apply the basics of occupational medicine and medical documentation rules, as well as develop an awareness of the consequences of inappropriate documentation.

Structural Competency (SC):

- Recognize importance of cultural influences (ethnic diversity, gender identification, sexual orientation, myriad socioeconomic strata, educational levels, and cognitive capacities) on patient and physician interactions from both perspectives
- Demonstrate physical exam skills from a trauma-informed care perspective, including appropriate use of medical equipment, and performing basic systems/anatomic examinations (Neurologic and Musculoskeletal) which also integrate the osteopathic structural examination.
- Recognize sensitive issues and barriers to communication with patients and peers, also learn basic techniques to overcome them.
- Identify and characterize health care disparities and biases and describe their relationship to patient care.
- Identify ethical, affective, and humanistic dimensions of the doctor-patient encounter and the professional responsibilities associated with this relationship.
- Attend 3 of 4 Clinical Integration sessions, with emphasis on integrating curricular material with clinical cases, practice test-taking skills, using critical thinking, and reviewing prior topics with a special focus on preparing for OD4.

Learning Resources OD3:

- Lectures
- Team-Based Learning
- Small group discussions and projects
- Physical diagnosis/ Case-based laboratory, including use of ultrasound
- Clinical Osteopathic Patient Applications
- On-line learning modules (Canvas)
- Independent study

Textbooks and/or supplemental materials:

Canvas site: (Fall 2025) Osteopathic Doctoring 3

Required Medical Equipment (labeled clearly with students' name):

- Stethoscope
- Sphygmomanometer (blood pressure meter)
- Otoscope and ophthalmoscope, including pneumatic otoscopy bulb and practice "eye"
- Tuning Forks (128 Hz & 512 Hz)
- Reflex Hammer Tromner
- EKG Calipers
- Hospital Gowns
- Professional 'white' Coat

Required Texts, Websites and Applications:

- Bickley, L.S. (2021) *Bates' Guide to Physical Examination, 13th Edition*. Philadelphia, PA: Wolters Kluwer Health/Lippincott Williams & Wilkins.
- (2011) *Maxwell Quick Medical Reference, 6th Edition*. Minneapolis, MN: Maxwell Pub Co.
- Longo, D.L. (2018) *Harrison's Principles of Internal Medicine, 20th Edition*. New York, NY: McGraw-Hill.
- Bates' Visual Guide to Physical Examination with OSCE Clinical Skills Videos. Includes videos that demonstrate head-to-toe and systems-based physical examination techniques on different types of patients as well as OSCE preparation and practice. <http://0-batesvisualguide.com.library.touro.edu/index.aspx> (Free access when logging in through Touro library)
- Marcante, K.J. (2018) *Nelson Essentials of Pediatrics, 8th Edition*. Philadelphia, PA: Saunders/Elsevier

Recommended Texts, Websites and Applications:

- Goroll, A.H. (2021) Primary Care Medicine: Office Evaluation and Management of the Adult Patient, 8th Edition. Philadelphia, PA: Wolters Kluwer Health/Lippincott Williams & Wilkins.
- Hebel, J.R. (2012) A Study Guide to Epidemiology and Biostatistics, 7th Edition. Sudbury, MA: Jones and Barlett Learning
- UpToDate Online: an evidence-based, physician-authored clinical decision support resource. www.uptodate.com (Free access when logging in through Touro library)
- Epocrates Rx application. Free drug reference. <http://www.epocrates.com/mobile>
- United States Preventative Services Task Force. An independent volunteer panel of national experts in disease prevention and evidence based medicine; <https://www.uspreventiveservicestaskforce.org/uspstf/>

OD3 Laboratories:

- All OD3 labs are taught in three (3) sessions, one for each OD letter group (A, B, and C). Labs, timing and location are posted on the Academic calendar. An introductory lecture or directed-study assignment and a Q&A session proceeding the first lab session. These labs will continue to include the Integrated Osteopathic Screening Examination (taught in OD1). Success in the OD labs will be demonstrated by augmenting student success in practical examinations. Many labs will have a required pre-lab quiz or assignment. A post-lab quiz and/or assignment may also be required. All laboratory learning events will count to the Professionalism Competency, as well as the Competencies to which the assignments are linked. Students are encouraged to review the Osteopathic Professionalism policy for the OD3, located on the OD3 Canvas Home page (blue hyper-link) for specific details. Details for each lab will be found on Canvas and in the Grading Grid at the end of this syllabus. Please contact your course coordinator with any questions regarding the grading grid, Late Assignments policy or the Osteopathic Professionalism policy.

Laboratory Policies and Expectations:

- **Sign in/Attendance/Tardiness: For in-person/hands-on labs:** Students will sign their name on the provided attendance sheet upon arrival to their appropriate lab and group. Precepting faculty will monitor for tardiness and the student is on their honor to record their arrival time. Students will only sign in for themselves and should not sign in on behalf of a student who has not yet arrived. Students will need to plan on the additional time it may take to arrive on campus. For hands-on labs, arrival is expected for the start of the learning event. Arriving more than 5 minutes late will earn a lapse in professionalism per the Osteopathic Professionalism document (OPD). **For Zoom platform labs:** The roster that Zoom collects will serve as the record of attendance. Arriving to lab more than 5 minutes late will result in a lapse in professionalism consequence (See the OPD).

Students with connectivity issues are required to send an email via their phone to notify the lab leader of their challenge as soon as technically possible.

- Professional behavior ensures an optimal learning environment for all students. Students arriving late should send an email to the lab leader(s) and the course coordinators. Students should be mindful of the possibility of disrupting the lab if they arrive late.
- **If a student arrives 20 minutes late or more, the student will receive an absence from a doctoring lab or any other mandatory learning activity, whether live or on Zoom. A student is highly encouraged to attend lab, albeit late, to experience the material as taught in the session.**
- Please refer to the **Student Handbook for Touro University** policies regarding **grading and attendance.**
- **There are no make-up sessions for labs.**
- **Students are expected to attend lab and participate in all laboratory activities. If students are unable to attend, they are still responsible for gaining the skills taught in that lab.**
- Please refer to the **Student Handbook for Touro University** policies regarding **grading and attendance.**

Switching Laboratory Times:

- The student wishing to switch labs must find a student in the lab they wish to attend, who is willing to switch labs.
- Switching labs should take place ASAP especially if being done for personal or extra-curricular activities. An emergent need to switch labs will be considered on a case-by-case basis.
- A lab switch request is a **REQUEST** to switch labs, and it does not guarantee that permission will be granted. Zoom lab switches can be affected by pre-assigned breakout rooms and the lab leader may feel they do not have adequate time to make changes. In-person lab switching may be limited by physical space and/or available preceptors.
- Process: Find student partner willing to switch. **Send a request to the faculty Lab Leader AND Course Coordinator(s) as soon as possible.** Have the student, who has agreed to the switch, copied on the request, as they will also be required to send confirmation of agreement to switch labs. Once approved by the course coordinator, students and DOCS administration staff will be notified for roster purposes.
- **Participation Exemption: Refer to COM Student Handbook**

Required Lab Preparation:

- Prior to coming to lab, it is expected that the student will read the texts and objectives, be familiar with the terms and vocabulary, and review the slide and video material on Canvas.

- The student will take required pre-lab quizzes and/or bring completed pre-lab assignments, as applicable to their attended lab session.
- The student is expected to be dressed in appropriate attire, as indicated on Canvas for each lab session.
- Each student will have their own medical equipment, charged and ready to use in lab.
- Personal Protective Equipment (PPE) – masks and gloves, along with hand sanitizer, will be provided by the Department of Clinical Sciences and Community Health (DOCs) for OD labs.

Dress Code:

- All students are expected to exhibit professional behavior and be present in appropriate attire in all academic settings as they prepare to become practicing physicians (see COM Student Handbook for descriptions)
- Some laboratory and practical events have unique dress code specific requirements (see below).

Without standardized patients:

- Clinical Skills/Physical Diagnosis Labs and Practical Exams. All students are required to wear loose fitting light weight shorts and a T shirt made of cotton, nylon, or polyester to lab. During a lab or assessment, a student will need to learn and demonstrate location for exam techniques. When assuming the role of the patient, students will wear their personal hospital gown over their **Doctoring Attire** listed below:

Loose-fitting, lightweight shorts must be worn to lab which can easily be pulled above the knee. A 6 to 9-inch seam is acceptable. Shorts may have liners, but you may not wear compression shorts, yoga pants, leggings, or any other skin- tight garment that comes below the upper thigh.

- If the student is cold during lab, they may wear their shorts underneath loose-fitting long pants that can be easily removed for the exam. *IF*, the exam is exclusively below the knee in the lower extremity, then loose fitting pants that can easily roll up above the knee are acceptable.
- For upper body, hospital gowns will be worn exposing and allowing access to the skin, tissues and bony landmarks underneath.
- Students wishing to cover their chest tissue should wear a sport- type bra that allows for visualization and palpation of the thoracic spine. Sports bras **MUST** allow palpation of the spine. Therefore, **NO** racerback, T-Back, or styles which have straps which run down the center of the spine can be worn to lab.
- Stiff fabrics (such as leather or denim) are not acceptable.
- If further layers are required for comfort, they should be easily removable for examination purposes. (Students should be in their appropriate attire when the lab session begins.)

If students have any questions about appropriate lab attire, please speak to the Course Coordinator(s) or Lab Leader(s) for clarification.

Patient/Standardized Patient Interactions:

- Students should wear professional attire for any lab, lecture, clinical experience or testing situation that involves patients. *If students have any questions regarding professional attire, they should refer to the Student Handbook under "Dress Code for Clinical Activities."*
- In addition, students should wear their clean, pressed white student lab coat with a name tag. Students may also choose to have a tag on their white coat or collar that indicates their personal pronouns.
- In OD 3, this pertains to OD 3 practical examinations and SP labs, with standardized patients. If in doubt, the students should dress professionally with a white coat.
- Students should realize they will be dealing with patients of all ages, from a variety of backgrounds, and attire that is relatively 'conservative' may help to put patients at ease. Also, students will be required to work in many different body postures, such as crouching, bending and reaching. Clothing should keep the student modestly covered in all these attitudes. Shoes worn during professional dress encounters must have closed toes. Skirt length should cover the top 2/3s of the thighs at all times, including when crouching, bending or reaching. During the times when the students will be gathering a history and examining patients in an exam setting, professional attire may help bolster the student's confidence, as well as their patient's confidence in the medical student.

Behavioral Expectations:

- Students have two roles in the laboratory. First, they will serve in the role of an osteopathic physician, as they learn to palpate, diagnose and treat patients with health concerns and somatic dysfunction. Second, the students will serve as a patient for their partners. Serving the role of a patient helps the students to understand what it feels like to have a physician evaluate them in the process of diagnosis and treatment. It also puts the students in a position to give invaluable feedback to their partners in a positive, collegial way. Both skills are important, and an opportunity to demonstrate professionalism.
- Students are expected to participate actively in these learning activities. Active participation is assessed by lab faculty and noted for the professionalism assessment throughout the course.

Personal Hygiene:

- The health and safety of the public, including fellow students and physicians, is an important part of professionalism.
- Personal hygiene is an important part of how student doctors present themselves as professionals. In a typical academic year, medical students will be examining, be examined by, and interact closely with other students and faculty. In those in-person settings, it is expected that students come to lab bathed, with clean clothes, nails trimmed, and ready to interact with other people. Similarly, it is expected that students will refrain from wearing perfumes and aromatic body washes in in-person settings because these materials can serve as triggers for migraine headaches and other medical conditions in some individuals.

Treatment Tables:

- The treatment tables are provided to facilitate learning as the students develop the skills of osteopathic physicians. Keys, belt buckles, jewelry, and penknives can puncture the covering on the table. Sharp stones caught in shoe soles can also damage the table coverings. Therefore, students and patients should remove jewelry and shoes prior to getting on the table.
- At the beginning and end of each lab, students are expected to use the cleaner and towels provided to clean off the table surface.

Laboratory Equipment:

- The use of electronic stethoscopes with recording capabilities is not permitted during practical exams.
- Assessment in OD3 is ongoing and consists of faculty observation of Course Learning Outcomes (CLO's), as well as formal examinations, quizzes and assignments. Faculty observations, that may contribute to the Professionalism core competency grade, may be recorded on the laboratory rosters. Both positive and negative professionalism citations, based on faculty observations, may also be submitted to the Course Coordinator(s), Dept. of Clinical Sciences and Community Medicine Chair, and/or the Associate Dean of Academic Affairs.
- The contribution of each learning activity to the core competencies and to the overall course is listed on the Grading Grid. **If an assignment is listed on the grading grid or assignments tab as worth greater than 20 points in a single core competency, a make-up assignment will be provided by the faculty lead, upon student request, if a student is absent.**
- All exams, written and practical, are cumulative. This means that, although each exam will focus on the material specifically taught during that time (block), there

will likely be questions and/or skills that require recall of previously covered materials. The nature of this curriculum builds over the two (2) years of pre-clinical work.

- Materials that overlap with other courses may be assessed on combined examinations. Students will be given information in advance of these assessments.

Doctoring Practical Examinations

- During OD3, there are three (3) practical examinations used to assess the student's advancing competency in physical diagnosis skills, history-taking skills, communication and clinical reasoning.
- As previously stated, performance on these practical examinations will explicitly indicate the student's competence in the required skills and their readiness to move forward to Osteopathic Doctoring 4 (OD4).
- The AOA Core Competency Osteopathic Principles and Practice (OPP) grade will consist only of your practical exam assessments, one OSCE and two Basic Skills Assessments (BSAs). The OPP Core Competency summarizes the goal – developing the competent skills of an osteopathic physician – and thus incorporates elements of all other OD Core Competencies. **The total weight of the OPP Core Competency is 45% of your OD 3 grade.**
- All practical's have multiple components, including but not limited to skills, presentation, and professionalism. To demonstrate competency on the practical exam, the student must achieve an overall score of 70 % or higher (before rounding) AND meet minimum competency in 3 of the 4 components, as well as overall Meets Minimum Competency to Proceed. A score of less than 70 % or does not meet minimum competency in 3 of the 4 components, as well as overall “Meets Minimum Competency to Proceed”, is considered a No Pass (NP) score.
- If a student does not pass a Practical exam, defined as a score of less than 70%, or misses expectations in three or more components or does not meet minimum competency in 3 of the 4 components or overall noted as “does not meet minimum competency”, a re-testing practical will be given to the student after the course content is completed. If the student passes a re-testing Practical exam, the highest score the student can earn will be 70%. If the student earns a score less than 70% (without rounding) or does not meet minimum competency in 3 of the 4 components or “does not meet minimum competency” overall, the student will receive a NP for the OPP core competency and the course. The student will be referred, as per the COM student handbook, to the Student Promotions Committee. 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. The

Student Handbook defines expectations and procedures for the courses and should be referred to for issues that require more clarity.

- The first practical exam will be held in the Clinical Skills Lab (CSL), in Wilderman Hall, with standardized patients. This exam will focus on the Continuity of Care and health promotion, disease prevention (HPDP) module, with a patient who is established in the practice and known to have at least one medical diagnosis. This exam is worth 20% of the OPP Core Competency.
- The second practical will also occur in the CSL with Standardized patients. This exam will focus on the neurologic module. The Neurologic Practical exam is worth 35% of the OPP Core Competency and is a Signature event in the OD3 Patient Care competency.
- The third practical, also in the CSL, with student partners, will focus on the Musculoskeletal module. This exam will be worth 35% of the OPP Competency.
- **Objective Structured Clinical Examination (OSCE)- There will be one OSCE in OD3 which will occur in the CSL.** The OSCE is worth 3.3% of the OPP Core Competency.
- **Basic Skills Assessments (BSA)** –These assessments are designed to allow individualized review of physical examination skills. BSAs are low stakes assessments to demonstrate skill, usually in preparation for higher stakes practical examinations. There are two (2) BSAs: One BSA for each of the physical diagnosis labs, in the advanced neurologic exam and provocative musculoskeletal skills. BSAs will occur during a lab session. They will be graded based on competency as either Misses or Meets expectations. All students must attain a Meets expectations result. The student will be expected to repeat the assessment until competency is demonstrated. The BSA's comprise the remaining 6.6% of the OPP Core Competency.
- **Quizzes and Assignments** – Multiple choice or short answer quizzes or written assignments may be part of a lecture or lab learning activities. For Team Based Learning (TBL) format activities, there will/may be both individual readiness tests (IRATs) and group readiness assessment tests (GRATs). Individual timing for assignments and quizzes will be announced in advance and posted on Canvas.
- **Structural Competency /SDOH (SC) Learning events: Attendance is mandatory at all Structural Competency labs and lectures.** Multiple learning events overlap with SC and comprise a smaller portion of the points in this Core Competency.
- **Clinical Integration(s):** There will be 4 lecture sessions offered during this course. These are **mandatory sessions** designed to have real patients discuss their medical conditions and how they cope with them. **Students must attend 3 of the 4 sessions to avoid receiving a lapse in Professionalism, in addition to an absence.**

Attendance, Participation and Presence for OD 3 assessments:

- **Tardiness/late arrival** to any quiz, practical exam or written exam, as well as late completion of assignments, will result in reduction of time allowed for the completion of the assessment, or rescheduling of the written and practical exams, when tardiness is excused. Unexcused tardiness and/or repeat offenses may result in a report to the Professionalism Committee and an “approaching expectations” evaluation for the Professionalism competency for the term, as per the *Student Guide to Competencies*, in addition to the penalties:
If a student is late to a Practical exam (and arrival should be 15 minutes prior to assigned time), the only option is to take a 20-point loss in professionalism and take the exam.
- No ONE tardy can result in failure of the Core competency.

AOA OPP Core Competency

1. **Absence or failure to complete any Mandatory event within the OPP Core Competency, which includes a Practical exam, BSA, or OSCE, will require an excused absence from the Associate Dean of Academic Affairs to receive full point value and no professionalism lapse.**
 - The absence of any Mandatory Event will still count as an absence, even if excused.
2. **If students are unable to attend a Mandatory Event in the OPP Core Competency, they must fill out a TUCOM CA Absence Request for preclinical years form, which can be found on the COM Advising & Professionalism page on the Touro website. The Associate Dean of Academic Affairs will determine if missing an event (OSCE, BSA, and Practical examination,) warrant an excused absence and communicate such absences to the Course Coordinators in writing.**
 - If an absence is excused, the student will be permitted to reschedule a Make-up Practical examination, BSA, or OSCE. For a student-partner Practical exam, it is the responsibility of the excused student to find a partner for the exam. The actual make-up times will be at the discretion of the Course Coordinators and lab leaders, in conjunction with the availability of the CSL lab (when needed).
 - If the absence is unexcused, make up of an unexcused absence for a major or high stakes examination will be at the discretion of the Course Coordinators. If the absence is unexcused, the student will be provided the opportunity to “makeup” the event and will achieve a score not higher than 70%. The student will also be subject to a reduction in the student’s professionalism grade for that specific ME, as per the rubric. A Professionalism report will be submitted to the Office of Academic Affairs. Quizzes and other assignments can be made subject to the late assignments policy. See below.)
 - **Failure to complete an OPP Mandatory Event will result in an Incomplete in the Professionalism Core Competency.** The Incomplete can be revised if the Mandatory Learning Activity is completed on a date selected by the course

coordinator, but no later than the fall term remediation period, as specified in the Student Handbook.

- **Failure to complete any Mandatory Event, by the date selected by the course coordinator, (but no later than the end of the Fall term remediation period as specified in the Student Handbook), constitutes a No Pass (NP) for the AOA Core Competency of Professionalism.**
- 3. **Please refer to the Student Handbook for Touro University policies regarding grading and attendance.**

Late Assignment Policy: It should be noted that this policy is specific to Osteopathic Doctoring courses only.

- If the student has an unexcused absence for an assignment and/or quiz, the student may complete the assignment within two (2) weeks of the due date. Students completing the assignment/quiz within the 2 weeks after the due date will receive 70% of the grade for their assignment/quiz and one lapse in Professionalism, that may reduce their overall Professionalism Core Competency grade.
- Students who do not complete assignments/quizzes will not receive any credit points for the assignment/quiz and will receive two lapses in professionalism.
- Students who complete assignments/quizzes more than two weeks after the due date will only receive 50% of the student's earned grade points for the specific assignment/quiz and will receive two lapses in Professionalism.
- **Students are referred to the Osteopathic Professionalism document on the Canvas OD3 Home page, blue hyperlink.**

Signature events in OD3

PC- OD3 Neuro case based Practical exam

ICS- OD3 Neuro cases 1 Headaches H/P/CR lab SOAP note

Prof- OD3 Professionalism grade

Prof- OD3 No Unprofessional incident

PBLI- OD3 Journal Club #2 Presentation

SC- OD3 Physicians as Advocates Assignment

SC-OD3 Structural Competency Standardized Patient Experience #2 SOAP Note

Assessment and Grading:

► Criteria to Pass OD3 Course
Overall course grade \geq 70% (without rounding)
OPP core competency \geq 70% (without rounding)
MK core competency \geq 70% (without rounding)
PC core competency \geq 70% (without rounding)

ICS core competency $\geq 70\%$ (without rounding)
PROF core competency $\geq 70\%$ (without rounding)
PBLI core competency $\geq 70\%$ (without rounding)
SBP core competency $\geq 70\%$ (without rounding)
SC core competency $\geq 70\%$ (without rounding)

To pass Osteopathic Doctoring 3, students must achieve an average score of a minimum of 70.00% (without rounding), both overall and in each of the 8 Core Competencies and complete all Mandatory Core Course Requirements (MCCR), by the last day of class.

For the semester in OD3, there are 45 mandatory events.

- **Mandatory Events (ME)** include the following: All labs, Mandatory lectures, OSCE, and Practical exams.
- Students who miss 9 or more (greater than 21% of the total mandatory events in a course, per the TUCOM attendance policy), (Mandatory Events includes all labs, Mandatory lectures, OSCE, and Practical exams), will automatically receive a NP for the course and will be considered ineligible for remediation. Missing 7 Mandatory Events will require a meeting with the Associate Dean of Academic Affairs. Missing 5 Mandatory Events will require the student to meet with the OD3 Course Coordinator.
- Please refer to the Pre-Clinical Attendance Policy in the Student Handbook.

Mandatory Course Core Requirements:

1. **On-Line Modules** – The Dept. of Clinical Sciences and Community Medicine (DOCS), requires students to complete these modules by the posted due date on Canvas.
2. **Structural Competency /SDOH (SC) Learning events:** Attendance is mandatory at all Structural Competency labs and lectures. Multiple learning events overlap with SC and comprise a smaller portion of the points in this core competency.
3. **Clinical Integration(s):** **There will be 4 (four) mandatory CI sessions offered during this course.** These are specific sessions designed to have real patients discuss their medical conditions, as well as how they cope with them. Students are required to attend 3 out of 4 sessions to receive 10% in the Professionalism competency. Failure to attend 3 Clinical Integration sessions will result in ZERO professionalism points (of the 10%) and will result in a professionalism report being submitted to the Associate Dean of Academic Affairs. Absence in any of the 4 sessions will accrue as an absence in the course.

4. **Early Clinical Experience (ECE)**- must complete one ECE activity in OD3 to earn 5% of the points attributable to the Professionalism competency.
5. **Failure to complete a Mandatory Course Core requirement by the last day of class will result in a failure for the Professionalism core competency.**

Summary of passing criteria

Assessment and Grading: Passing Course requirements Overall OD course:

Section	Passing
Practical exams (OPP competency)	See table below
Competencies	The individual weighted competency passed must equal 70% or more without rounding

Competencies:

Osteopathic Principles and Practice OPP passing criteria (45% of the total course grade).

Sections	Pass	No Pass	Weight for Competency based on receiving pass for each section
Continuity of Care Practical exam	Score meets minimal competency overall	Does not score meets minimal competency overall	20%
Neuro Practical exam <i>Signature event</i>	Score meets minimal competency overall	Does not score meets minimal competency overall	35%
MSK Practical exam	Score meets minimal competency overall	Does not score meets minimal competency overall	35%
OSCE	Score meets minimal competency		3.3%
Neuro BSA			3.3%

MSK BSA	overall		3.3%
---------	---------	--	------

Must score “meets minimum competency overall” 70% in the combined weight of this competency to pass. Student receives full percentage of weight competency for each practical passed. All Practical exams - Must meet minimum competency in 3 of the 4 components, as well as meet minimum competency overall for the exam to receive a Pass for that practical examination.

Medical Knowledge Passing Criteria (5% of the value of the course)

Section	Assessment	Weighted for Competency
Continuity of Care Clinical Reasoning/HPDP session	Post-session Submission of CR/HPDP assignment	10%
Neuro special tests skills lab	Pre-lab quiz	10%
Neuro cases 1- Headaches Clinical Reasoning session	Active participation	10%
Neuro cases 2- Difficulty walking Clinical Reasoning session	Pre-lecture Submission of CR worksheet	10%
MSK/Shoulder GUSI US DS	Complete pre-lab GUSI quiz	10%
Neck & Upper Extremity Skills lab	Pre-lab quiz	10%
Upper Extremities and Neck Cases- Clinical Reasoning session	Pre-lecture Submission of CR worksheet	10%
Lower Extremity & Back Skills lab	Pre-lab Quiz/Lab sign off	10%

Lower Extremity and Back Cases - Clinical Reasoning session	Pre-lecture Submission of CR worksheet	10%
Derm Procedures lab	Post lab quiz	10%

Must score 70% without rounding in the combined weight of this competency to pass.

Patient Care Passing Criteria (15% of the total course value)

Section	Assessment	Weighted for Competency
Points from IS-NPMSD Exams Behavioral Med: Psych Lab #1. Psych Lab #2 Ethics & the Law	Points from the IS-NPMSD exam: 0.5% 0.5% 0.5%	5%
Ophthalmology (Points from IS-NPMSD exam – see IS-NPMSD exam list)	0.75%	5%
Geriatrics (Points from IS-NPMSD exam – see IS-NPMSD exam list)	0.75%	5%
Continuity of Care/HPDP cases lab (H&P/CR)	Participation	2%
Continuity of Care/HPDP SP Cases Lab	Participation	10%
Neuro BSA lab	Participation	2%
Neuro Cases 1 – Headaches H/P/ Clinical Reasoning lab	Post lab SOAP note	10%
Neuro Cases 2 - Difficulty Walking LAB	Participation	2%

Geriatrics lab	Pre-Lab Quiz (Material from lecture +lab also tested on IS-NPMSD exam)	5%
Neuro Cases SP Lab, CSL	Participation	10%
MSK/Shoulder US Lab	Skills check off	10%
Upper Extremity & Neck cases H/P/CR Lab	Participation	7%
Lower Extremity and Back Cases H&P/CR LAB	Participation	7%
Upper & Lower Extremity SP Cases Lab	Prescription	10%
Derm Procedures lab	Participation	10%

Must score 70% without rounding in the combined weight of this competency to pass.

Interpersonal and Communication skills (10% of the total course value)

section	Assessment	Weighted for competency
Documentation Soap Note Refresher	Pre-lab Quiz	10%
Case Presentations Lab	Pre-lab assignment	20%
Continuity of Care/HPDP Cases LAB CSL with SP	Post lab SOAP note	20%
Communication & Substance Abuse LHB	In-Class Assignment Pain Contract	5%
Neuro Cases 1 – Headaches H/P/ Clinical Reasoning Lab	Post-lab SOAP note <i>Signature event</i>	20%
Difficult Encounters LAB in CSL	Participation	5%

Upper Extremity & Neck cases H/P/CR Lab	Post-lab SOAP note	20%
--	--------------------	-----

Must score 70% without rounding in the combined weight of this competency to pass.

Professionalism (10% of the total course value) *Signature event*

section	Passing criteria	Weighted for competency
Clinical Integrations sessions	Attend 3 of 4 sessions	10%
Osteopathic Professionalism lectures	2 sessions, One assignment per session	10 % x 2= 20%
Osteopathic Professionalism	Per Osteopathic Professionalism document	70%

Must score 70% without rounding in the combined weight of this competency to pass.

Practice Based Learning and improvement (5% of the total course value)

section		Weighted for competency
Journal Club #1 Prep, DS	Assignment	20%
Journal Club lab #2	Presentation <i>Signature event</i>	30%
Neuro Cases SP Lab, CSL	Participation	20%
Occupational Medicine Module	In-Class Assignment (PBLI) [Material from DS & lecture also tested on IS-NPMSD exams	20%
Upper & Lower Extremity SP Cases Lab	Prescription	10%

Must score 70% without rounding in the combined weight of this competency to pass.

System Based Practice (5% of the total course value)

section	criteria	Weighted for competency
Occupational Medicine, Screening and Injury	Points from IS-NPMSD exam – see IS-NPMSD exam list	30%

Structural Competency Lab: Intro to Advocacy	Advocacy Project	30%
Ethics Committee Lab	Assignment	20%
*Structural Competency: SP Visit #2	SP visit experience	20%

Must score 70% without rounding in the combined weight of this competency to pass.

Structural Competency (5% of the total course value)

section	criteria	Weighted Competency
Structural Competency Lab: Intro to Advocacy	Advocacy Project <i>Signature event</i>	25%
Structural Competency: SP Visit #2	SOAP note <i>Signature event</i>	20%
Clinical Integrations #1-4	Participation-must attend 3 of 4 sessions	30% Must attend 3 of 4 sessions to receive points
Structural Competency Wrap Up	Special Topic	25%

Must score 70% without rounding in the combined weight of this Competency to pass.

To pass Osteopathic Doctoring 3, students must achieve an average score of at least 70% (without rounding) both overall and in each of the 8 AOA core competencies.

REMEDIATION ELIGIBILITY

- Students who have earned an 'NP (No Pass)' as of the last day of class, and who **meet the criteria below**, will be given the opportunity to earn a 'P (Pass)' by satisfactorily completing additional assignments **PRIOR** to the grade reporting deadline, two weeks after the last day of class. The additional assignment may be 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 established in this syllabus. Additional assignments **will** be offered to students meeting the following criteria:

Earning less than 70% without rounding in any single or combination of competencies worth 30% or less of the total course are eligible for remediation during the remediation period which occurs after the last day of classes:

- Medical Knowledge (MK),
- Patient Care (PC),
- Systems Based Learning and Practice (SBP),
- Interpersonal and Communication Skills (ICS),
- Practice Based Learning and Improvement (PBLI),
- Professionalism (Prof) and
- Structural Competency (SC)

The Student Handbook defines expectations and procedures for the courses and should be referred to for issues that require more clarity.

Students must abide by the tenets of the Touro College and University System Academic Integrity Policy as stated in the TUC University Catalog

OSTEOPATHIC DOCTORING 3 AOA CORE COMPETENCIES GRADING GRID													
	OPP	MK	PC	ICS	Prof	PBLI	SBP	SC	Assessment	Course Total	Signature Events	Faculty	Wk
Activity	%C (%CC)	%C (%CC)	%C (%CC)	%C (%CC)	%C (%CC)	%C (%CC)	%C (%CC)	%C (%CC)		%C	Competency		
Practical and ExamSoft Exams													
Continuity of Care/HPDP Case- Based Practical Exam	9% (20%)								ON CAMPUS CSL Standardized Pt	9%		Allen	6
Neuro Case-Based Practical Exam	15.75% (35%)								ON CAMPUS CSL Standardized Patient	15.75%	PATIENT CARE	Allen	12
MSK Case-Based Practical Exam	15.75% (35%)								ON CAMPUS CSL Student Partners	15.75%		Allen	19
Points from IS-NPMSD Exams Behavioral Med: Psych Lab #1. Psych Lab #2 Ethics & the Law			0.25% 0.25% 0.25% (5%)						ExamSoft	1.5%		Zwerin	2 14
Ophthalmology (Points from IS-NPMSD exam—see IS-NPMSD exam list)			0.75% (5%)						ExamSoft	1.5%		Bansal	5,7
Geriatrics (Points from IS-NPMSD exam—see IS-NPMSD exam list)			0.75% (5%)						ExamSoft	0.75%		Allen	13
Occupational Medicine Points from IS-NPMSD exam—see IS-NPMSD exam list)							1.5 % (30%)		ExamSoft	1.5%		Nguyen	18

	OPP	MK	PC	ICS	Prof	PBLI	SBP	SC	Assessment	Course Total	Signature Events	Faculty	Wk
Activity	%C (%CC)	%C (%CC)	%C (%CC)	%C (%CC)	%C (%CC)	%C (%CC)	%C (%CC)	%C (%CC)		%C	Competency		
Learning Activities (including Assignments and Quizzes)													
Documentation Soap Note Refresher				1% (10%)					Quiz	1%		Q. Smith	2
Continuity of Care: Clinical Reasoning/HPDP		0.5% (10%)							Post-session submission of CR HPDP assignment			Allen/Bansal	2
Structural Competency Lab: Intro to Advocacy							1.5% (30%)	1.25 (25%)	Advocacy Project	2.75%	Structural Competency	Stevenson	10
Case Presentations Lab				2% (20%)					Pre-lab Assignment	2%		Q. Smith	2
Continuity of Care Cases (H&P/CR) Lab			0.3% (2%)						Participation	0.3%		Allen	3
Continuity of Care Cases LAB CSL with SP			1.5% (10%)	2% (20%)					Participation and Post-lab SOAP Note (ICS + PC)	3.5%		Allen	3
Journal Club #1						1% (20%)			Assignment	0.5%		Young	7
Neuro Exam Skills LAB		0.5% (10%)							Pre-lab Quiz	0.5%		Massa	4
OSCE	1.5% (3.33%)									1.5%		Allen	13, 14
Communication & Substance Abuse LHB				0.5% (5%)					In-Class Assignment Pain Contract	0.5%		Kinnevey-Greig	8
CR – Headaches (Neuro Cases 1) LHB		0.5% (10%)							Active Participation	0.75%		Kinnevey-Greig	7

Neuro BSA LAB ON CAMPUS	1.5%(3.33%)		0.3% (2%)						BSA (OPP) Participation (PC)	2.55%		Massa	7
Neuro Cases 1 – Headaches H/P/ Clinical Reasoning Lab			1.5% (10%)	2% (20%)					Post-lab SOAP Note (ICS and PC)	3.5%		Kinnevey- Greig	8

	OPP	MK	PC	ICS	Prof	PBLI	SBP	SC	Assessment	Course Total	Signature Events	Faculty	Wk
Activity	%C (%CC)	%C (%CC)	%C (%CC)	%C (%CC)	%C (%CC)	%C (%CC)	%C (%CC)	%C (%CC)		%C	Competency		
CR-Neuro Cases 2 (Difficulty Walking)		0.5% (10%)							Submission of DDx Worksheet	0.75%		Massa	9
Ethics Committee Lab							0.5% (10%)		Assignment	0.5%		Bansal	12
Geriatrics LAB			0.75% (5%)						Pre-Lab Quiz (Material from lecture +lab also tested on IS- MSN exam)	0.75%		Allen	13
Neuro Cases-2 Difficulty walking labs			0.3% (2%)						Participation	0.3%		Massa	9
Journal Club #2 Lab						1.5% (30%)			Presentation	1.5%	Practice Based Learning and Improvement	Young	10
Derm Procedures lab		0.5% (10%)	0.5% (10%)						MK-Post lab quiz PC- Participation	1.0%		Sing	19
Difficult Encounters LAB				0.5% (5%)					Participation	0.5%		Kinnevey- Greig	14
Neck & Upper Extremity Exam Skills		0.5% (10%)							Pre-lab Quiz (MK)	0.5%		Sing	14
MSK Shoulder GUSI US. DS		0.5% (10%)							GUSI module Pre-lab quiz	0.5%		Lin	14

CR- Upper Extremities and Neck Cases		0.5% (10%)							Pre-lecture submission of DDx Worksheet	0.75%		Sing	14
Upper Extremity & Neck cases H/P/CR Lab			1.8% (12%)	2% (20%)					Lab Participation Post-Lab SOAP Note (ICS +PC)	3.8%		Sing	14

	OPP	MK	PC	ICS	Prof	PBLI	SBP	SC	Assessment	Course Total	Signature Events	Faculty	Wk
Activity	%C (%CC)	%C (%CC)	%C (%CC)	%C (%CC)	%C (%CC)	%C (%CC)	%C (%CC)	%C (%CC)		%C	Competency		
Lower Extremity & Back Skills		0.5% (10 %)							Pre-lab Quiz/ Lab sign off	0.5%		Lin	15
Lower Extremity and Back CR		0.5% (10%)							Pre-lecture submission of DDx Worksheet	0.75%		Lin / Fellows	16
*Structural Competency: SP Visit # 2 Telemedicine lab- LZ							1.5% (30%)	1.25% (25%)	SP Experience Visit #2; SOAP Note	2.75%	Structural Competency	Stevenson	3
Lower Extremity and Back Cases H&P/CR LAB			0.3% (2%)						Participation	0.3%		Lin	17
Professionalism Lectures					1% (10%) (10%)				One assignment per session 2 sessions	1%		Wagner/ Ho	7, 17
Occupational Medicine Module LHB						1% (20%)			In-Class Assignment (PBLI) [Material from DS & lecture also tested on IS-N P M S D exams	1%		Nguyen	18
BSA Ortho Skills (all) ON CAMPUS	1.5% (3.33%)								Must meet expectations on BSA Sign-off	2.25%		Sing/ Lin	18
Upper & Lower Extremity SP Cases Lab			1.5% (10%)			0.5% (10%)			Prescription (PBLI + PC)	2%		Sing/Lin	18
Structural Competency Wrap Up								1.25% (25%)	Special Topic	2.75%		Stevenso n	17

	OPP	MK	PC	ICS	Prof	PBLI	SBP	SC	Assessment	Course Total	Signature Events	Faculty	Wk
Activity	%C (%CC)	%C (%CC)	%C (%CC)	%C (%CC)	%C (%CC)	%C (%CC)	%C (%CC)	%C (%CC)		%C	Competency		
Other Semester Activities													
Clinical Integration #1 to #4					1% (10%)			1.5% (30%)	Must attend 3 of 4 sessions (prof and sc)	2.5%		Sengupta	2,4,6,16
Osteopathic Professionalism					7.0% (70%)				As per OD Professionalism Policy	.5%		Allen	OD3 Home page blue hyperlink
Totals													
AOA Core Competency Total	100%	100%	100%	100%	100%	100%	100%	100%					
Core Competency Weighting	45%	5%	5%	10%	10%	5%	5%	5%		100%	Avg Course Professionalism grades		

AOA Core Competencies

Abbreviations:

Abbreviations:

OPP Osteopathic Principles and Practice

MK Medical Knowledge

PC Patient Care

ICS Interpersonal and Communication Skills

%C % of Overall Course Grade

Prof Professionalism

PBLI Practice-Based Learning and Improvement

SBP Systems-Based Practice

SC Structural Competence

%CC % of the AOA Core Competency Grade