



# OM7202

## Residency Readiness

### Course Syllabus

CLASS OF	2027
DATES	7/7/25 – 6/19/26
CREDIT HOURS	2.0
ASSESSMENT TOOLS	<ul style="list-style-type: none"><li>• InterProfessional Education [IPE] Assignment <b>(1/30/26)</b></li><li>• Journal Club Participation and Zoom Attendance <b>(10)</b></li><li>• Didactic Presentation Attendance <b>(11)</b></li><li>• Case Presentation Participation</li><li>• COMSAE Phase 2 Exam</li></ul>
TRANSCRIPT CATAGORIES	Pass/Fail
LOCATION	IPE – Leo Journal Club – via Zoom by RAC Didactics Sessions – via Zoom Case Presentations – via Zoom COMSAE – Remote
COURSE DIRECTOR	<i>Muneer Assi, DO</i>
COURSE COORDINATOR(S)	<i>Whitney Cano</i>

### Course Description

OM7202 includes five supplemental learning activities, created to help students further their medical knowledge and to help prepare for common residency tasks. These activities take place in a variety of academic settings. Scheduling of these activities is determined by assignment type, Regional Academic Center (RAC) location, and block schedule. This longitudinal course is mandatory for all third-year students.

### Course Goals

The activities within OM7202 are opportunities for students to explore areas of clinical interest either in preparation for postdoctoral training or to broaden their scope of knowledge of the field of medicine. Students are able to gain a greater depth of understanding of medical practice beyond the core services completed in the third year. Each activity is intended to enhance the overall experience gained from the curriculum.

## Course Objectives

Objectives will vary by activity discipline. The following are examples of learning objectives that may apply depending upon what the activity includes.

Objective	Programmatic Level Educational Objectives	AOA Core Competencies
#1 Upon completion of the course the student shall be able to describe an interaction they have experienced with professionals from non-physician disciplines.	4, 6	4
#2 Upon completion of the course the student shall be able to evaluate a publication, summarize it, and present it to a group including an instructor.	1, 5	2, 4
#3 Upon completion of the course the student shall be able to demonstrate acquisition of in-depth knowledge about a topic assigned by the directors, and studied in a virtual presentation format.	5	2
#4 Upon completion of the course the student shall be able to organize medical information, develop a problem list, differential diagnosis, assessment and treatment plan, and communicate it to the supervising physician.	4, 5	2, 3, 4, 6

## Course Faculty

Course faculty will vary depending on the activity. Faculty may include out-of-network providers that meet college requirements for adjunct appointment.

## Required Resources and Equipment

Students shall identify those resources germane to their anticipated experience. The College has provided online resources that are suitable for the practice of clinical medicine. Library staff will work with students to identify additional resources for allied fields of study.

## Academic Participation

- **InterProfessional Education [IPE] Assignment:** The students must discuss an interaction they have had, with someone in another medical profession while working in patient care, that positively impacted the care and outcome of a patient. The professions can include: physical therapists, pharmacists, nurses, social workers, nutritionists, orthotic/medical device specialists, EMT's, wound-care technicians, etc.

### *Requirements:*

- The document can contain no less than 200 words and must be spell-checked and grammatically correct, and include the students Full Name. The document must also be saved in the following format: LastName.FirstName.IPEAssignment.docx/pdf
- This assignment is due to be completed and submitted through Leo by January 30, 2026.

### *Evaluation:*

- Each assignment will be reviewed by a Clerkship Director and a rubric will be completed, which includes confirmation that all requirements (content, word count, spell check, etc.) have been met. If a student does not meet all requirements, one opportunity will be given to resubmit.
- **Journal Club:** The Regional Assistant Dean (RAD) of each RAC is the supervising faculty of the activity. These are an opportunity for medical students to present an original research paper to their colleagues in their RAC. As one of the core activities through the remainder of their training in medical school and residency, learners will focus on developing their critical information-gathering and presentation skills. Professional communication styling will be practiced. Each RAC will elect a student leader and co-leader for Journal Club, to ensure that each Journal Club is planned well and runs smoothly.

### *Requirements:*

- Review the guidelines "A Good Journal Club Presentation"
- Journal Club Leader:
  - Develop a schedule for Journal Club; monthly, usually the same day and time each month via Zoom.
  - Obtain the research paper chosen by the RAD and distribute to the assigned RAC students to read prior to Journal Club.
- Three or four students will present at each Journal Club. Students will be required to keep their cameras on and microphones muted, unless speaking, for the entire session.
  - One student presents the research paper and analyzes it using the appropriate evidence-based worksheet (Eg. therapy, RCT, prognosis).
  - The second student presents a brief review of the subject of the article.
  - The third student develops four board-type questions based on the subject of the article.
  - If a fourth student is scheduled to present at a Journal Club, the assignment for that student

will be at the discretion of the Regional Assistant Dean.

- **Didactics:** Didactics are an opportunity for medical students to learn in-depth information about topics chosen by the Clerkship Directors, as they relate to varying aspects of medicine. These sessions will provide Burrell students with the opportunity to further their knowledge on specific topics and participate in a discussion of those topics. As one of the core activities through the remainder of their training in medical school and residency, learners will focus on broadening their medical knowledge.

*Requirements:*

- Review the topic (located in the title of the event in Leo).
- Prepare any questions you may have relating to the topic. (These may be answered during the presentation, but if they are not, there will be an opportunity to ask at the conclusion of the presentation.)
- Each student will be expected to be an active listener and participant during the presentation. The presenter may call on individual students during the presentation to answer questions. Students will be required to keep their cameras on, and microphones muted, unless speaking, for the entirety of the presentation.

*Evaluation:*

- During the presentation, students will be expected to actively participate in the discussion. The presenter has the ability to call on anyone in attendance at the session if they wish to do so. Failure to actively participate, or attend the session, may result in a finding of unprofessional conduct and can lead to disciplinary action.
  - Following the session, students will be asked to complete an evaluation regarding the presentation, in Leo. These surveys will be open for three days and will give the student an opportunity to provide feedback that will be used the following year to improve the didactics.
- **Case Presentations:** Presenting a Patient Case is an opportunity for medical students to gather and organize medical information, develop a problem list and differential diagnosis, propose an assessment and treatment plan with a disposition, and relay pertinent patient information to the supervising physician. As one of the core activities through the remainder of training in medical school and residency learners will focus on how to present to a faculty member. This activity will provide Burrell students the opportunity to present a Patient Case of their choosing and receive direct feedback from an attending physician regarding the presentation and how to improve this key skill.

*Requirements:*

- Attend the first case presentation session. This provides an opportunity for the faculty to lay out the expectations for the individual sessions, and answer any questions related to those expectations.
- One week prior to the student's scheduled presentation, submit to Leo, a summary of the case you will be presenting, using the provided form. The blank form for this submission is located in Leo. PowerPoint presentations are not required or recommended.

- Eight students will be scheduled to present at one two-hour session. Students will be required to keep their cameras on and microphones muted, unless speaking, for the entire session. Each student will present their case and receive individual feedback from the attending.

*Evaluation:*

- During your presentation you will receive verbal feedback from the supervising physician on how to improve your presentation skills.
- Evaluation: Pass/Needs Improvement
  - The Supervising Physician will complete a rubric, submitted to the Clinical Education Curriculum Coordinator. This evaluation will not be included in the final grade calculations. It will be posted by the Coordinator into an assignment in Leo, where the student will be able to download the PDF and review the contents.
  - If the student receives a Needs Improvement, they will meet with the RAD to review areas for improvement. The student will meet with the RAD until the RAD determines the student has passed the activity. The RAD will submit an evaluation to the Clinical Education Coordinator. The activity must be passed by June 1<sup>st</sup>.
  - Students will complete an activity evaluation at the conclusion of their session to evaluate the educational value of the experience. The activity is not considered complete until the activity evaluation is submitted to Leo.
- **COMSAE Phase 2 Examination:** Students will be required to take this self-assessment examination which is “designed to gauge a candidate’s knowledge base in advance of the COMLEX-USA examination...Each COMSAE (Comprehensive Osteopathic Medical Self-Assessment Examination) form is presented in a format and structure similar to the COMLEX-USA examinations.” This exam will be taken on **June 19, 2026 at 8 am**, remotely.
  - Students scoring <400 on COMSAE Level 2 are encouraged to contact the Education Specialists in the Office of Student Affairs.

## Grading Information

### Assignment of Grades

A grade for this course will be assigned by the Course Director or her/his designee. A letter grade of P-Pass or F-Fail will be assigned for this course.

### Elements of Course Grading

This course will have six (6) elements contributing to the final grade and each element must be individually passed (including submissions with deadlines) to pass the course:

- IPE Assignment
- Journal Club Participation and Attendance
- Didactic Attendance
- Case Presentation Participation and Attendance
- COMSAE Phase 2 Completion
- Professionalism

**IPE Assignment:** The student will have to submit an IPE assignment by January 30, 2026. These assignments will be reviewed by the Clerkship Directors and a rubric will be completed. Students must meet all requirements laid out in the description of the assignment, including the submission deadline, to pass this element.

**Journal Club Participation and Attendance:** The students will have to attend the Journal Club sessions via Zoom and participate according to the presentation schedule. The Regional Assistant Dean will determine adequate participation according to the material presented by each student and may require additional participation during a future Journal Club session to pass this element.

**Didactic Attendance:** The student will have to attend the Didactic sessions, held at the end of each rotation, to pass this element.

**Case Presentation Participation and Attendance:** The student will have to attend the first “Case Presentation Introduction,” along with their scheduled case presentation. Students will present a patient, from one of their rotations, to an attending physician. The attending physician will complete a rubric designed to measure the ability of students to compile and present the information necessary to introduce a patient’s case. The attending physician may require the student to meet with their RAD for further guidance regarding case presentations, to pass this element.

**COMSAE Phase 2 Completion:** The student will be required to sit for the COMSAE Phase 2 Examination on June 19, 2026 at 8 am, remotely.

**Professionalism:** Professionalism is a graded element in this course. Any student exhibiting non-professional conduct, or more than four activities absent during the course will be considered a failure of Professionalism.

### Failure of the Course:

Failure of two elements of the course grading elements above will result in a failure of the course and

the student will be referred to Student Performance Committee (SPC) with recommendations from the Course Director.

Failure of the Professionalism element may result in a Professionalism Corrective Action, or Failure of the course, as determined by the course director.

### **Corrective Action**

Failure of one element of course grading generally does not constitute a failure of the entire course. When a student does not meet expectations for a clerkship/course as defined in clerkship/course syllabi, the College may require a student to engage in corrective action to remedy the deficient academic grading requirements. The opportunity to engage in corrective action for the one element failed is at the discretion of the clerkship/course director of the specialty. This may occur at the end of a clerkship/course or in the middle of a clerkship/course.

If a student successfully completes the corrective action process, as determined by the Clerkship/Course Director, the student will receive credit for the deficient academic grading requirement(s) and be eligible for a change in grade (from I to P). If all assignments within the corrective action process are not completed successfully by the deadline the student will receive a failed grade (F) for the course and will be referred to SPC for Failure of a Clerkship/Course.

***All Year 3 requirements must be successfully completed to advance to Year 4. The need to repeat any failed course may result in a delay in graduation.***

## **Course Communication**

Students are expected to contact their supervising preceptor prior to the first day of the rotation or the designated coordinator if the rotation will be spent at another teaching facility. The site will provide additional instructions regarding the conduct of the rotation and all required activities.

Students are expected to monitor their Burrell email and are responsible for all communications sent to their official email address.

## **Policies and Procedures**

Information regarding course grades, attendance (including excused absences), exam procedures, remediation, appeals, acceptable use of technology, honor code, professional attire, and related policies are stated in the current Student Handbook. Policies regarding non-discrimination, accommodations for disabilities, and Title IX are also referenced within the Student Handbook. All policies and procedures stated therein will apply during this course.

The [Student Handbook](#) may be accessed through the Burrell website.

Students must additionally comply with all policies and procedures established by the training site they will be working in. Sites reserve the right to discharge a student from a rotation for failure to comply with local policies.

## **Statement Regarding Reservation of Power**

The curriculum, assignments, schedule, syllabus, and any information contained within the course can be altered or changed at any time. In the event of any alterations during the course, students will be informed officially through their Burrell email (*or appropriate source such as Leo*). It is the student's responsibility to obtain the changes or notices even if absent from class.



## Appendix

### A. Programmatic Level Educational Objectives

*Graduates of the Burrell College of Osteopathic Medicine Doctor of Osteopathic Medicine degree program will be able to:*

1. Integrate knowledge and skills acquired from the biomedical, clinical, social, and behavioral sciences to provide patient care in a supervised setting.
2. Demonstrate competence in the skills of osteopathic manipulative treatment and the application of osteopathic philosophy in patient care.
3. Demonstrate professionalism, characterized by honesty, integrity, ethical behavior, empathy, and responsibility.
4. Communicate effectively with patients, families, faculty, peers, and other members of the healthcare team.
5. Critically appraise, evaluate, and apply scientific evidence to inform patient care and research.
6. Demonstrate awareness of the roles and interactions of professionals within the healthcare system and identify resources to optimize patient care at the individual and community levels.
7. Identify the specific healthcare needs of diverse populations and the ways in which the medical community responds.

### B. AOA Osteopathic Core Competencies

1. Osteopathic Philosophy and Osteopathic Manipulative Medicine
2. Medical Knowledge
3. Patient Care
4. Interpersonal and Communication Skills
5. Professionalism
6. Practice-Based Learning and Improvement
7. Systems-Based Practice