



University of the Incarnate Word
School of Osteopathic medicine

Doctor of Osteopathic Medicine Student Handbook

2022-2023

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COVID-19 Statement to Students

COVID-19 Statement to Students of Shared Responsibility and Acknowledgment of Pandemic:

UIW continues to monitor and work to mitigate COVID-19 risks and to amend its policies and procedures as necessary. Current policies, including the Statement of Shared Responsibility and Acknowledgment of Pandemic, can be found at <https://www.uiw.edu/covid-19/index.html>.

Introduction

The University of the Incarnate Word School of Osteopathic Medicine (UIWSOM) Doctor of Osteopathic Medicine Student Handbook (DO Student Handbook) addresses the policies, standards, procedures, and expectations that apply to learners in the DO program. In addition to this DO Student Handbook, all learners at the University of the Incarnate Word (UIW) are bound by the values, requirements, and expectations outlined in the [UIW Student Code of Conduct](#). The DO Student Handbook is intended to complement the UIW Code of Conduct and shall be construed as such. In the event of a conflict between the documents, this more specific DO Student Handbook shall control.

This DO Student Handbook is intended to inform learners about what is expected of them and to ensure that members of the UIWSOM community are treated fairly. While UIWSOM has made every effort to publish a comprehensive handbook, no set of policies can anticipate every circumstance that may arise. Therefore, UIWSOM reserves the right to amend this DO Student Handbook and to make modifications at any time during the academic year, including but not limited to academic requirements for graduation. All modifications will be written with approval from the Dean, the Doctor of Osteopathic Medicine Curriculum Committee, and/or the Office of Admissions and Student Affairs. All learners, faculty, and staff will be notified of changes to any policy and procedure in this handbook by the Office of Admissions and Student Affairs. It is each learner's responsibility to read, understand, and follow the DO Student Handbook and keep apprised of all current graduation requirements by regular consultation with the Office of Admissions and Student Affairs.

For the purposes of this handbook, the terms osteopathic medical student, medical student, student, and learner are used interchangeably.

Nothing in this Handbook shall be construed as a contract between any learner and UIWSOM.

Dean's Welcome

The faculty, administrators, staff, and I welcome you to the University of the Incarnate Word School of Osteopathic Medicine (UIWSOM). You have made a life-changing decision to begin your journey as a future osteopathic physician at UIWSOM. We fully expect that you will embrace the mission of the UIWSOM while being a socially accountable agent of change in the community and develop into one of the future leaders of the osteopathic medical profession. UIWSOM is equally committed to your success through the transformational, learner-centered education, and the professional identity formation you will encounter here.

This student handbook provides policies specific to the UIWSOM Doctor of Osteopathic Medicine program. Please become familiar with the contents and keep it as a reference. We encourage you to set goals and objectives to achieve optimal personal, academic, and professional growth, and to utilize resources for support, including mentorship by faculty and administration. We take our responsibility seriously and are honored that you are part of our learning community.

With best wishes for your success,

John T. Pham, DO
Dean and Chief Academic Officer



Academic Calendars

In the event of inclement weather, natural disaster, or other circumstances beyond the control of the UIWSOM, UIWSOM will follow the current policies and procedures as outlined in the DO Student Handbook. The decision regarding any necessary due dates and deadline changes will be guided by the decisions made by the UIW President and Provost during an emergency or natural disaster. Based on the UIW actions taken, the UIWSOM Dean and Leadership Council will then determine DO-specific due dates and deadline changes, and the student body, faculty, and staff would be notified accordingly.

The following pages include the academic calendar for each class. Learners are expected to consult the official academic calendar and eMedley before planning travel or vacations. Late schedule changes that are in the best interest of the entire class are possible and should be anticipated, and learners are strongly encouraged to check with the Office of Admissions and Student Affairs before finalizing plans.

Class of 2023

(Note: Refer to eMedley for detailed curriculum and assessment dates, times, and formats. Refer to [NRMP Match Calendar](#) for residency application deadlines.)

Summer 2022	
April 11, 2022	Tuition Deadline
April 18, 2022	Last day to drop/withdraw from the semester with 100% refund
Readiness for Residency Week 1 July 25-29, 2022	
Clerkship 1 August 1, 2022-August 26, 2022	
July 28, 2022	Last day to add the unit
July 28, 2022	Last day to drop/withdraw with 100% refund for the unit
August 25, 2022	Last day to drop/withdraw with a grade of W for the unit
Fall 2022	
August 29, 2022	Tuition deadline

Clerkship 2 August 29, 2022-September 23, 2022	
August 30, 2022	Last day to add the unit
August 30, 2022	Last day to drop/withdraw from the semester with 100% refund
September 2, 2022	Health insurance waiver deadline (annual coverage)
September 22, 2022	Last day to drop/withdraw with a grade of W for the unit
Clerkship 3 September 26, 2022-October 21, 2022	
September 27, 2022	Last day to add the unit
September 27, 2022	Last day to drop/withdraw with 100% refund for the unit
October 3, 2022	May 2023 graduation priority deadline
October 20, 2022	Last day to drop/withdraw with a grade of W for the unit
Clerkship 4 October 24, 2022-November 18, 2022	
October 25, 2022	Last day to add the unit
October 25, 2022	Last day to drop/withdraw with 100% refund for the unit
November 17, 2022	Last day to drop/withdraw with a grade of W for the unit
Clerkship 5 November 21, 2022-December 16, 2022	
November 22, 2022	Last day to add the unit
November 22, 2022	Last day to drop/withdraw with 100% refund for the unit

December 15, 2022	Last day to drop/withdraw with a grade of W for the unit
Spring 2023	
January 2, 2023	Tuition deadline
Clerkship 6 January 2, 2023-January 27, 2023	
January 3, 2023	Last day to add the unit
January 3, 2023	Last day to drop/withdraw from the semester with 100% refund
January 13, 2023	May 2023 graduation deadline to have name included in commencement program
January 26, 2023	Last day to drop/withdraw with a grade of W for the unit
Clerkship 7 January 30, 2023-February 24, 2023	
January 31, 2023	Last day to add the unit
January 31, 2023	Last day to drop/withdraw with 100% refund for the unit
February 23, 2023	Last day to drop/withdraw with a grade of W for the unit
Clerkship 8 February 27, 2023-March 24, 2023	
February 28, 2023	Last day to add the unit
February 28, 2023	Last day to drop/withdraw with 100% refund for the unit
March 17, 2023	Match Day
March 23, 2023	Last day to drop/withdraw with a grade of W for the unit

Clerkship 9 March 27, 2023-April 21, 2023	
March 28, 2023	Last day to add the unit
March 28, 2023	Last day to drop/withdraw with 100% refund for the unit
April 20, 2023	Last day to drop/withdraw with a grade of W for the unit
Readiness for Residency April 24, 2023-May 5, 2023	
April 24, 2023	Last day to add the unit
April 24, 2023	Last day to drop/withdraw with 100% refund for the unit
May 4, 2023	Last day to drop/withdraw with a grade of W for the unit
May 6, 2023	Commencement

Class of 2024

(Note: Refer to eMedley for detailed curriculum and assessment dates, times, and formats.)

Summer 2022	
May 31, 2022	Tuition Deadline
June 3, 2022	Last day to drop/withdraw from the semester with 100% refund
Core Clerkship 1 July 4, 2022-August 12, 2022	
July 8, 2022	Last day to add the unit
July 8, 2022	Last day to drop/withdraw with 100% refund for the unit
August 10, 2022	Last day to drop/withdraw with a grade of W for the unit

Fall 2022	
August 15, 2022	Tuition deadline
Core Clerkship 2 August 15, 2022-September 23, 2022	
August 19, 2022	Last day to add the unit
August 19, 2022	Last day to drop/withdraw from the semester with 100% refund
September 2, 2022	Health insurance waiver deadline (annual coverage)
September 21, 2022	Last day to drop/withdraw with a grade of W for the unit
Core Clerkship 3 September 26, 2022-November 4, 2022	
September 30, 2022	Last day to add the unit
September 30, 2022	Last day to drop/withdraw with 100% refund for the unit
November 2, 2022	Last day to drop/withdraw with a grade of W for the unit
Spring 2023	
November 7, 2022	Tuition Deadline
Core Clerkship 4 November 7, 2022-December 16, 2022	
November 11, 2022	Last day to add the unit
November 11, 2022	Last day to drop/withdraw from the semester with 100% refund
December 14, 2022	Last day to drop/withdraw with a grade of W for the unit

December 19-30, 2022	Holiday Break
Reflection Integration and Assessment Week 1 January 2-6, 2023	
Core Clerkship 5 January 9, 2023-February 17, 2023	
January 13, 2023	Last day to add the unit
January 13, 2023	Last day to drop/withdraw with 100% refund for the unit
February 15, 2023	Last day to drop/withdraw with a grade of W for the unit
Core Clerkship 6 February 20, 2023-March 31, 2023	
February 24, 2023	Last day to add the unit
February 24, 2023	Last day to drop/withdraw with 100% refund for the unit
March 29, 2023	Last day to drop/withdraw with a grade of W for the unit
Reflection Integration and Assessment Week 2 April 3-6, 2023	
April 7, 2023	Good Friday Holiday
Summer 2023	
April 10, 2023	Tuition Deadline
Core Clerkship 7 April 10, 2023-May 19, 2023	
April 14, 2023	Last day to add the unit

April 14, 2023	Last day to drop/withdraw from the semester with 100% refund
May 17, 2023	Last day to drop/withdraw with a grade of W for the unit
Core Clerkship 8 May 22, 2023-June 30, 2023	
May 26, 2023	Last day to add the unit
May 26, 2023	Last day to drop/withdraw with 100% refund for the unit
June 22, 2023	Last day to drop/withdraw with a grade of W for the unit
Reflection Integration and Assessment Week 3 July 3-7, 2023	
July 4, 2023	July 4 Holiday
July 10-21, 2023	Break
Year 4 begins July 24, 2023	

Class of 2025

(Note: Refer to eMedley for detailed curriculum and assessment dates, times, and formats.)

Fall 2022	
July 25, 2022	Tuition deadline
Unit 6: Circulation, Respiration, and Regulation July 25, 2022-October 21, 2022	
August 1, 2022	Last day to add the unit

August 1, 2022	Last day to drop/withdraw from the semester with 100% refund
September 2, 2022	Health insurance waiver deadline (annual coverage)
September 5, 2022	Labor Day Holiday
October 12, 2022	Last day to drop/withdraw with a grade of W for the unit
Unit 7: Endocrine, Reproduction, Respect October 24, 2022-December 16, 2022	
October 28, 2022	Last day to add the unit
October 28, 2022	Last day to drop/withdraw with 100% refund for the unit
November 23-25, 2022	Thanksgiving Holiday
December 9, 2022	Last day to drop/withdraw with a grade of W for the unit
December 19-30, 2022	Holiday Break
Spring 2023	
January 2, 2023	Tuition deadline
Unit 8: Mind, Brain, and Behavior January 2, 2023-March 3, 2023	
January 6, 2023	Last day to add the unit
January 6, 2023	Last day to drop/withdraw from the semester with 100% refund
January 16, 2023	Martin Luther King Jr. Holiday
January 24, 2023	Last day to drop/withdraw with a grade of W for the unit

Reflection, Integration, Assessment Week March 6-10, 2023	
March 13-17, 2023	Spring Break Holiday
Unit 9: Board Exam Preparation March 20, 2023-April 28, 2023	
March 24, 2023	Last day to add the unit
March 24, 2023	Last day to drop/withdraw with 100% refund for the unit
Reassessment Week March 27-31, 2023	
April 7, 2023	Good Friday Holiday
April 27, 2023	Last day to drop/withdraw with a grade of W for the unit
May 15-26, 2023	Break
Summer 2023	
May 29, 2023	Tuition Deadline
Unit 10: Readiness for Clerkship May 30, 2023-June 30, 2023	
May 29, 2023	Memorial Day Holiday
June 2, 2023	Last day to add the unit
June 2, 2023	Last day to drop/withdraw from the semester with 100% refund
June 29, 2023	Last day to drop/withdraw with a grade of W for the unit

Class of 2026

(Note: Refer to eMedley for detailed curriculum and assessment dates, times, and formats.)

Fall 2022	
Orientation Week July 18, 2022- July 22, 2022	
July 25, 2022	Tuition deadline
Unit 1: Essentials and EMT July 25, 2022-September 23, 2022	
July 29, 2022	Last day to add the unit
July 29, 2022	Last day to drop/withdraw from the semester with 100% refund
September 2, 2022	Health insurance waiver deadline (annual coverage)
September 5, 2022	Labor Day Holiday
September 16, 2022	Last day to drop/withdraw with a grade of W for the unit
Unit 2: MSK Touch and Personhood September 26, 2022-November 18, 2022	
September 30, 2022	Last day to add the unit
September 30, 2022	Last day to drop/withdraw with 100% refund for the unit
November 11, 2022	Last day to drop/withdraw with a grade of W for the unit
Spring 2023	
November 21, 2022	Tuition deadline

Unit 3: Molecules, Cell, Compassion November 21, 2022-February 3, 2023	
November 23-25, 2022	Thanksgiving Holiday
November 30, 2022	Last day to add the unit
November 30, 2022	Last day to drop/withdraw from the semester with 100% refund
December 19-30, 2022	Holiday Break
January 16, 2023	Martin Luther King Jr. Holiday
January 27, 2023	Last day to drop/withdraw with a grade of W for the unit
Unit 4: Host Defense and Communication February 6, 2023-April 7, 2023	
February 10, 2023	Last day to add the unit
February 10, 2023	Last day to drop/withdraw with 100% refund for the unit
March 13-17, 2023	Spring Break Holiday
March 31, 2023	Last day to drop/withdraw with a grade of W for the unit
April 7, 2023	Good Friday Holiday
Summer 2023	
Unit 5: Gastrointestinal System, Nutrition, Appetite April 10, 2023-June 2, 2023	
April 14, 2023	Last day to add the unit
April 14, 2023	Last day to drop/withdraw with 100% refund for the unit

May 26, 2023	Last day to drop/withdraw with a grade of W for the unit
May 29, 2023	Memorial Day Holiday
Reassessment Weeks June 19, 2023-June 30, 2023	

School Overview

The University of the Incarnate Word Mission

The first Sisters of Charity of the Incarnate Word, three young French women motivated by the love of God and their recognition of God's presence in each person, came to San Antonio in 1869 to minister to the sick and the poor. Their spirit of Christian service is perpetuated in the UIW primarily through teaching and scholarship, encompassing research and artistic expression. Inspired by Judeo-Christian values, the Catholic Intellectual Tradition, and Catholic Social Teaching, the UIW aims to educate men and women who will become concerned and enlightened citizens within the global community.

The UIW is committed to educational excellence in a context of faith in Jesus Christ, the Incarnate Word of God. Thus, through a liberal education, the university cultivates the development of the whole person and values of lifelong learning. To that end, faculty and students support each other in the search for and communication of truth, thoughtful innovation, care of the environment, community service, and social justice.

The UIW is a Catholic institution that welcomes to its community persons of diverse backgrounds, in the belief that their respectful interaction advances the discovery of truth, mutual understanding, self-realization, and the common good.

The University of the Incarnate Word School of Osteopathic Medicine Mission

Preamble: The mission of the University of the Incarnate Word School of Osteopathic Medicine flows from the mission of the university and the founding call of the Sisters of Charity of the Incarnate Word to extend the healing ministry of Jesus Christ.

UIWSOM's mission is to empower all members of the medical education community to achieve academic, professional and personal success and develop a commitment to lifelong learning through excellence in learner-centered, patient-focused education, justice-based research and meaningful partnerships of osteopathic clinical service across the spectrum of undergraduate, graduate and continuing medical education. The development and application of osteopathic principles of medicine across four years of physician training will promote culturally, linguistically, and community-responsive care for all patients to enhance patient safety and improve patient outcomes.

UIWSOM Vision Statement

Our vision is to transform learning communities with the ability to impact civic engagement, education, health, and healthcare in the global community.

UIWSOM Value Statements

Integrity – We aspire to the highest ethical and moral standards in everything that we do, in keeping with the mission of the Sisters of Charity and the University of the Incarnate Word.

Stewardship – We safeguard human and economic resources entrusted to us and use them in a responsible manner.

Respect – We embrace diversity, treating all people, cultures, and communities with dignity and fairness.

Social Accountability – We are dedicated to research, education and service efforts that respond to the priority health concerns of our communities, particularly those who cannot protect their own interests and are most vulnerable to disparities in health outcomes.

Compassion – We demonstrate empathy and sensitivity in all our interactions with others; respond with genuine concern and desire to alleviate suffering and promote social justice.

Transformation – We seek to transform our students through service-learning and community engagement initiatives that provide opportunities for meaningful interactions and dialogue that advances their perspective of social justice in health and illness.

Facilities Description

The UIWSOM is located on the historic campus of the former US Air Force School of Aerospace Medicine, which was dedicated by President John F. Kennedy on November 21, 1963. Situated in the Brooks community within the rapidly growing District 3 on the Southside of San Antonio, UIWSOM is committed to improving healthcare and education through local and regional partnerships.

Building 1 includes the UIWSOM administration and faculty offices, the Offices of Admissions and Student Affairs, Clinical and Applied Science Education, Clinical Affairs, Graduate Medical Education, Medical and Interprofessional Education, and the Dean, two lactation rooms, nine conference rooms, a large multi-purpose classroom, and the Catholic Chapel.

Building 2 includes an interactive learning studio, Student Government Association office, Center for Interprofessional Experiential Learning and Observation (CIELO) (clinical exam rooms, simulation rooms, the osteopathic clinical skills learning room), instructional and research labs, and indoor and outdoor dining space.

Building 3 includes the SOM library learning resources, formal and informal reading rooms, eleven group study rooms, the Interfaith Room, and the IT Help Desk.

Building 4 (Caballeros Building) includes the Structures Lab, an interactive learning studio, twenty breakout/group study rooms, and lockers for UIWSOM learners.

All buildings are ADA compliant, accessible by secure key cards, and have ample wireless Internet capability. In total, the buildings consist of approximately 155,000 square feet of educational and administrative space on 16 acres.

Office Supplies and Equipment

Osteopathic medical students may access printers and office supplies specifically designated for their use in Buildings 2, 3, and 4. Learner-specific ID codes facilitate billing for printing. Learners provide their own pens, pencils, paper, and laptops for taking notes during sessions as appropriate.

Maintenance of Equipment

Learners are required to use and maintain equipment properly in all interactive learning spaces, including classrooms, halls, laboratories, and lounges within the UIWSOM. Learners are responsible for reporting any equipment that needs repair to the Office of Admissions and Student Affairs as soon as possible.

Accreditation Status

The UIW is accredited by the [Southern Association of Colleges and Schools Commission on Colleges \(SACSCOC\)](#) 1866 Southern Lane, Decatur, Georgia 30033-4097, telephone 404-679-4500. The DO degree program has received approval from SACSCOC.

The School of Osteopathic Medicine (UIWSOM) is accredited by the [Commission on Osteopathic College Accreditation \(COCA\)](#) to offer the academic program leading to the Doctor of Osteopathic Medicine (D.O.) degree. COCA's accreditation guidelines are published on the [AOA website](#).

Following the comprehensive initial accreditation site visit and COCA review, the UIWSOM was granted full accreditation in May 2021. The next scheduled site visit and comprehensive accreditation review is scheduled for 2028.

UIWSOM is committed to maintaining complete compliance with all COCA accreditation standards. This includes but is not limited to timely submission of all required documents including:

- Self-study reports
- Program data related to admission, graduation, and outcome measures
- Payment of accreditation fees
- Notice of any planned or unexpected substantive program changes
- Notice of institutional factors which may affect the program
- Documentation of required remediation

Official correspondence to the COCA should be addressed to staff members: Accreditation Manager, Director or Secretary of the COCA at the address or email below.

Secretary of the Commission on Osteopathic

College Accreditation American Osteopathic

Association 142 E. Ontario St.

Chicago, IL 60611

Telephone: 312-202-8124 Fax: (312) 202-8209

Email: predoc@osteopathic.org

Admissions and Financial Aid

Notice of Non-Discrimination

Discrimination and harassment are contradictory to the mission of UIW and will not be tolerated. UIW complies with all applicable federal and state nondiscrimination laws and does not engage in prohibited discrimination or harassment based on race, color, sex, gender, sexual orientation, citizenship status, ethnicity, national origin, age, marital status, disability, genetic information, gender identity or expression, veteran status, pregnancy, religion, or any other characteristics protected by law. As a Catholic institution of higher education sponsored by the Sisters of Charity of the Incarnate Word, UIW is, however, exempt from the prohibition against religious discrimination of the Civil Rights Act of 1964 and some provisions of Title IX of the Education Amendments of 1972. With respect to government contracts and in accordance with 41 CFR Section 60-1.5, it shall not be a violation of the equal opportunity clause required by Executive Order 11246 for UIW to establish a hiring preference for applicants of the Catholic faith. UIW reserves the right to exercise this hiring preference as required to maintain its Catholic identity.

UIWSOM is a community, one that strives to produce an inclusive learning and working environment. Learners, faculty, and staff share the responsibility of keeping UIWSOM free from discrimination, harassment, and other misconduct that detracts from the institution's commitments to equity and inclusion.

Admissions and Enrollment Requirements

Information for admission to the UIWSOM and application process can be found on the [UIWSOM website](#). The UIWSOM participates in the American Association of Colleges of Osteopathic Medicine Application Service (AACOMAS) and follows AACOMAS traffic guidelines. The application instruction guide is provided on the [AACOMAS website](#).

Applicants and learners must meet the legal standards to be licensed to practice medicine in Texas. As such, student candidates for admission must acknowledge and provide a written explanation of any felony offense or disciplinary action taken against them prior to matriculation to the UIWSOM. A learner who is charged with or convicted of committing a crime at any time after acceptance to the UIWSOM and prior to graduation shall inform the Associate Dean for Admissions and Student Affairs or Director of Student Affairs within 10 business days of the charge or conviction. A learner shall also report information that might impair their ability to obtain a medical license within 10 business days of becoming aware of the information. Failure to report in accordance with this paragraph may result in referral to the Student Progress Committee for consideration of disciplinary action up to and including dismissal from the program.

Technical Standards for Admissions and Successful Completion of the DO Program

The UIWSOM is committed to the full and meaningful inclusion of qualified applicants and students with disabilities. The following Technical Standards reflect reasonable expectations for applicants and students in educational and clinical settings but are not intended to deter any person for whom reasonable accommodations made pursuant to Section 504 and/or the ADA will allow the fulfillment of the complete curriculum.

The DO degree requires general knowledge of medicine and the basic skills required for the practice of medicine. Each student must develop a deep and robust osteopathic medical knowledge base and outstanding osteopathic clinical skills, with the ability to effectively interpret information, apply their knowledge and skills appropriately, and contribute to decisions across a broad spectrum of medical

situations.

OBSERVATION: Candidates must be able to observe, perceive, collect, use, and interpret information from examinations, demonstrations, diagnostic and assessment procedures and tools, and all other modes of patient assessment in different contexts, including laboratory studies, medication administration, imaging studies, and all other patient care activities (e.g., symmetry, asymmetry, ROM, discoloration, etc.). Candidates must also be able to document observations, maintain accurate records, and distill and use pertinent information from such records.

COMMUNICATION: Candidates must be able to understand, speak, and write in English to carry out osteopathic duties in the classroom and clinical settings.

MOTOR FUNCTION, STRENGTH, AND MOBILITY: Candidates must possess sufficient motor function to execute movements reasonably required to provide general care and emergency treatment to patients. Examples of movements reasonably required of physicians include, but are not limited to, cardiopulmonary resuscitation (CPR), the application of pressure to stop bleeding, the opening of obstructed airways, the suturing of simple wounds, performance of obstetrical maneuvers and osteopathic manipulative medicine, inserting an intravenous (IV) catheter and starting IV fluids. Such actions require physical mobility, coordination of both gross and fine muscular movements, flexibility, balance and equilibrium, and functional use of the senses of touch and vision. Individuals with disabilities must be able to achieve these standards with reasonable adaptations.

SENSORY SKILLS: The practice of osteopathic medicine relies on sensory skills. Individuals with disabilities that affect their senses, including tactile or proprioceptive capacities, may be required to undergo evaluation to determine their ability to meet this standard with or without reasonable adaptation.

INTELLECTUAL-CONCEPTUAL, INTEGRATIVE, AND QUANTITATIVE ABILITIES:

Candidates must be able

to concentrate, analyze, interpret and utilize data in settings that involve reasonable amounts of visual and auditory distraction. Candidates must be able to perform these functions within the limits and under a reasonable amount of stress in anticipation of the diverse and demanding clinical settings and circumstances in which they will practice as physicians. Candidates must be able to perform the following representative functions accurately in the presence of varying levels of distraction and urgency: write prescriptions, perform basic mathematical functions, and read patient charts. They also must demonstrate the ability to comprehend three-dimensional relationships and to understand spatial relationships of structures.

BEHAVIORAL AND SOCIAL ATTRIBUTES: Candidates in educational and clinical settings must take ownership of learning, exercise good judgment, and promptly complete all responsibilities attendant to their curriculum and to the diagnosis and care of patients. Candidates must display integrity, honesty, [attendance](#), conscientiousness, empathy, a sense of altruism, and a spirit of cooperation and teamwork. They must understand the legal and ethical aspects of the practice of medicine and function within both the law and ethical standards of the UIWSOM and the medical profession. Candidates must be able to interact in a courteous, [professional](#), and respectful manner with patients and their families, healthcare personnel, peers, colleagues, faculty, staff, and all other individuals with whom they come in contact. Candidates must be able to contribute to collaborative, constructive learning environments; accept constructive feedback from others, and take personal responsibility for making appropriate positive changes. Candidates must have the physical and emotional stamina and resilience to tolerate taxing workloads and function in a competent and [professional](#) manner under stressful situations, adapt to changing environments, display flexibility,

and manage the uncertainty inherent in the care of patients and the healthcare system.

LEGAL AND ETHICAL STANDARDS: Candidates must understand and comply with the legal and ethical standards to be licensed and practice medicine in the State of Texas and maintain and display ethical and moral behaviors commensurate with the role of a physician in all interactions with patients, their families, faculty, peers, staff, students, and the public.

These Technical Standards, and any exceptions or accommodations granted to a learner, apply at the UIWSOM only, and do not carry over to required licensing examinations or into residency. Therefore, each learner is independently responsible for meeting the requirements for licensure and residency.

Self-Identification of Disabilities as an Applicant and Matriculant

The University of the Incarnate Word School of Osteopathic Medicine is committed to diversity and to attracting and educating learners who will make the population of healthcare professionals' representative of the national population. The University provides confidential and specialized disability support and is committed to excellence in accessibility. We encourage students with disabilities to disclose and seek accommodations as follows.

Admitted learners who seek reasonable accommodations as defined in Title III of the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, Subpart E, will follow the University's procedures for verification of eligibility available through the Office of Student Disability Services (SDS).

Self-identification is voluntary. Learners are encouraged to contact SDS to discuss their options if they have a documented disability or suspect they have a disability not yet determined. It is the learner's responsibility to follow the documentation guidelines and submit evaluation results to SDS along with the online request for accommodations.

A learner may not receive accommodations based on a disability that has not been disclosed and documented to SDS. A learner who must remediate a unit or is suspended or dismissed for academic, behavioral, unprofessionalism, or other reasons may not seek to excuse their conduct based on a disability that is not documented with SDS. It is solely the learners' responsibility to request reasonable accommodations in a timely manner in advance of academic, clinical, and professional obligations.

The technical standards delineated in the student handbook must be met with or without reasonable accommodation. Students who, after reviewing the technical standards determine that they require reasonable accommodations to fully engage in the program, should contact UIW Student Disability Services (SDS) to confidentially discuss their accommodations request.

Financial Aid Services

The primary purpose of financial aid is to identify resources for learners who would otherwise be unable to pursue post-secondary education. The UIW Office of Financial Assistance (OFA) and UIWSOM Director of Enrollment Services assist learners in identifying loans, grants, and scholarships that may be available. The OFA processes financial aid for all UIW students and offers a resource center for scholarship searches, electronic transmissions of FAFSA information, and various lender and service information. The UIWSOM Director of Enrollment Services provides additional financial aid support, debt management counseling, and financial literacy programming.

Satisfactory Academic Progress

Satisfactory Academic Progress (SAP) is the term used to denote a learner's successful completion of coursework toward a certificate or degree. Federal regulations require schools to monitor the academic progress of financial aid recipients and certify the applicant is making satisfactory progress toward earning their degree. This determination must be made at least once per year. The Office of Financial Assistance (OFA) performs this evaluation annually, at the end of the spring term, utilizing the academic standards established by the UIWSOM Doctor of Osteopathic Medicine Student Handbook in conjunction with OFA policies and procedures. Failure to meet the SAP standards for all terms enrolled may result in loss of financial aid eligibility. These standards are cumulative so it includes all periods of the learner's enrollment, which may include times when the learner did not receive federal aid. The academic standards set forth by SOM may vary from the financial aid policy for academic progress. Refer to [UIW Satisfactory Academic Progress](#) for SAP Standards and the SAP Appeal Process.

Withdrawal and the Reimbursement of Financial Aid Funds

Learners who choose to withdraw from UIWSOM must complete a Withdrawal Form before the withdrawal is considered official. The Higher Education Act of 1965, as amended, regulates how colleges and universities handle Title IV funds when a recipient withdraws from school. This policy is separate from the university's refund of institutional charges.

As a requirement set forth by the Department of Education, the OFA is required to return a percentage of Federal Financial Aid that was disbursed to students who have completely withdrawn from UIWSOM or have stopped attending all classes (unofficial withdrawal). Title IV funds include Pell Grants, Federal Supplemental Educational Opportunity Grants, PLUS loans, Perkins Loans, and Federal Direct Loans. When determining the percentage of funds earned and the amounts to be returned, there is a calculation of the percentage of time completed in the enrollment period. This is determined by dividing the number of days completed by the number of days in the enrollment period. There are additional factors the university must also consider when determining this calculation.

Learners are encouraged to contact the UIWSOM Director of Enrollment Services or the OFA prior to withdrawing.

Tuition Refunds

Learners who withdraw during the 100% refund period of the semester will receive a 100% refund of tuition and fees. All financial aid disbursed for the semester will be canceled and returned to its source. If the learner received a financial aid refund (financial aid funds greater than the cost of tuition and fees), the full refund amount is owed to UIW. See the UIWSOM academic calendar for the 100% refund deadlines.

After the 100% refund deadline, there is no refund of tuition and fees, except in the circumstances described below. Learners who have received Title IV funding may be subject to an additional reduction of aid funds.

If a learner takes a Leave of Absence, withdraws, or returns from a Leave of Absence mid-semester, they may be eligible for tuition proration. Prorated amounts are determined by the number of units/rotations within the semester and the rate charged for the applicable semester. (Student fees are not prorated but may be eligible for a discount.)

Learners who wish to appeal the refund policy due to medical or other extenuating circumstances should contact the UIWSOM Director of Enrollment Services.

Student Health and Program Requirements

Program Health Requirements

UIWSOM utilizes [PreCheck](#), a national background screening and drug test processing company for background checks and drug tests; and [Sentry MD](#) for maintenance and verification of all required documentation including immunizations, certifications, physical exam records, criminal background, and drug testing.

- Incoming first-year learners are required to:
 - Complete the Sentry MD Student Consent Form and email to UIW@sentrymd.com.
 - Once Student Consent Form is confirmed as processed by Sentry MD, register for records tracking service and upload immunization records and/or lab titer results.
 - Order background check and drug testing with [PreCheck](#) complete required activities and submit results to Sentry MD. For additional information, see Criminal Background Check and Drug Testing, below.
 - Maintain compliance with all immunizations, background screening, and drug testing at all times.
- Second through fourth-year learners are required to:
 - Undergo an annual physical examination and TB test and provide updated results to [Sentry MD](#). Updated results must be provided within one year of the original exam or immunization date.
 - Receive an annual influenza vaccine no earlier than September 1st of each year with results submitted to [Sentry MD](#).
 - Undergo an annual background check and drug test (10-panel without nicotine) with [PreCheck](#) and submit results to Sentry MD. Updated results must be provided within one year of the original verification of testing date. The 10-panel with nicotine test may be required for select clinical rotation sites.
 - Maintain compliance with all background check, drug screening, immunizations, and certification requirements at all times.

Immunizations

All learners are responsible for providing official and complete documentation of having received immunizations. Updated and current immunizations must be submitted to [Sentry MD](#) to always maintain compliance. The cost of immunizations is the responsibility of the learner.

Incomplete records may result in the following actions: delayed matriculation, unsatisfactory standing, inability to begin clinical rotations removal of Letters of Good Standing from the Visiting Student Learning Opportunity (VSLO) system, [professionalism violation](#) or [dismissal](#) from the UIWSOM program.

- **Meningococcal Vaccination** – First-year learners, if younger than the age of 22 years at matriculation, are required to have a record of the meningococcal vaccine. The learner must have been immunized within the past five (5) years prior to starting at UIWSOM.
- **Hepatitis B alone or Hepatitis A/B Combo** – All learners are required to receive a complete series of the Hepatitis B vaccine. Either a standard Hepatitis B series (3 injections) or the expedited Hepatitis A & B (TWINRIX) combo series (4 injections) and antibody titer results are required.
 - If the Hepatitis B surface antibody titer is negative or nonreactive, the entire series must be repeated as well as antibody titer results.
 - Learners who are non-responders should be considered susceptible to HBV and must be counseled by the Medical Director of UIWSOM Health Services. To be considered a

non-responder, learner must upload documentation of two complete series and two negative or non-reactive titers to Sentry MD.

- **Tetanus-Diphtheria-Pertussis (Tdap)/Tetanus-Diphtheria (Td)** – One dose of adult Tdap is required. If the Tdap is more than ten (10) years old, a Td booster is required. Learners should receive decennial Td boosters, beginning ten (10) years after receiving Tdap.
- **Measles, Mumps, and Rubella (MMR)** – Two vaccines of each component or the combo (MMR) following the first birthday AND lab report of positive antibody titer for all three (3) components is required.
 - If the titer result is low or negative, learners will need two (2) doses of the MMR vaccine four (4) weeks apart.
 - Learners who are non-responders should be considered susceptible to MMR and must be counseled by the Medical Director of UIWSOM Health Services. To be considered a non-responder, learner must upload documentation of two complete series and two negative or non-reactive titers to Sentry MD.
 - In cases of pregnancy or suspected pregnancy, **DO NOT** get the MMR vaccine for low or negative titers. Medical documentation in writing of such instances is required to be submitted to [Sentry MD](#) and written notification given to the Office of Admissions and Student Affairs.
- **Varicella (Chickenpox)** – One of the following is required:
 - Two (2) vaccines following the first birthday AND a positive titer result.
 - Documented history of chickenpox AND a positive titer result.
 - If titer result is negative or equivocal, the learner will be required to submit evidence of a booster vaccine AND a repeat titer result.
 - Repeat titer results must be administered three (3) months after the booster vaccine.
 - Learners who are non-responders should be considered susceptible to Varicella and must be counseled by the Medical Director of UIWSOM Health Services. To be considered a non-responder, learner must upload documentation of two vaccines, a booster, and two negative or equivocal titers or documented history of chickenpox, a booster, and two negative or equivocal titers to Sentry MD.
- **Influenza (Flu) Vaccine** – This is an annual requirement during the flu season (September–March). It is required that learners get the flu vaccine each year while in the program no earlier than September 1st. Declinations are not acceptable.
- **Polio Vaccine** – Documentation of at least three (3) vaccinations of IPV/OPV - OR polio titer results.
 - If polio titer results are equivocal or low, a booster vaccine of IPV is required.
- **Tuberculosis Screening** – Documentation and submission of a non-reactive tuberculin skin test, negative IGRABlood test, QuantiFERON Gold TB blood test, OR T-spot blood test is required by July 1st for first-year learners.
 - Second, Third, and Fourth-year learners are required to have an annual TB test by any of the above methods.
 - Any learners with a history of BCG vaccine must have a T-spot or QuantiFERON Gold blood TB test annually and submit documentation by the date required above.
 - A learner who has a positive TB test but then has a negative Chest X-ray should be directed to the Assoc. Dean of Clinical Affairs, or their designee, for counseling and setting of parameters for follow up that is appropriate to the learner's situation.
 - A learner who only had a Chest X-ray but no TB test should be directed to the Assoc. Dean of Clinical Affairs, or their designee, for counseling and setting of parameters for follow up that is appropriate to the learner's situation.
 - Any learners with a reactive tuberculin skin test must have a T-spot or QuantiFERON Gold TB blood test.

- If POSITIVE – Documentation of a Chest x-ray with NEGATIVE results and a physical examination indicating that the learner is free of active tuberculosis within six (6) months of the first day of class is required.
- Learners with a POSITIVE TB test and a NEGATIVE Chest x-ray will be evaluated for latent TB and required to comply with taking recommended medication under Direct Observational Therapy according to CDC guidelines. If at any time while in the program, should the latent TB convert to active TB, the learner will be placed on an immediate [leave of absence](#).
- **COVID-19 vaccine** – This vaccine is strongly encouraged. Learners will participate in an EMT certification program and other clinical experiences that will require the vaccination.

Physical Examinations

UIWSOM requires learners to submit a completed and signed medical health history and physical examination form on the approved UIWSOM form prior to matriculation by July 1st AND on a yearly basis. If there are any changes or updates to the medical history during the learner's program of study, documentation must be submitted to [Sentry MD](#). The information contained in the medical history and physical exam form will be used only by the UIWSOM for purposes of determining if a health threat/risk is posed for learners and/or patients during clinical experiences or clerkships. This confidential information will remain part of the secured learner file in [Sentry MD](#).

Accommodations

While the UIWSOM strongly encourages all learners to receive the immunizations indicated above, the UIWSOM understands that, in some circumstances, OMS learners will need an exemption from the above-referenced immunizations for a variety of reasons. Pursuant to UIW's policies, requests for accommodations are handled by Student Disability Services. Student Disability Services can be reached at (210) 829-3997 or via e-mail at sds@uiwtx.edu. Additionally, more information regarding Student Disability Services can be found here: <https://my.uiw.edu/sds/>.

However, learners are advised that students enrolled in the Doctor of Osteopathic Medicine program are also required to comply with the policies of UIWSOM's clinical partners, which are separate and distinct from UIW's policies. The Doctor of Osteopathic Medicine graduation requirements include successful completion of the clinical education experience requirements, set forth in the [Curriculum Description of the Student Handbook](#) and consistent with the requirements of accreditation. To accommodate clinical requirements, UIWSOM partners with major hospital systems in San Antonio, Laredo, and Kerrville, Texas. Our hospital partners have indicated that being fully immunized, tested for immunity, and screened for TB are non-negotiable conditions for participation in clinical experiences. Accordingly, if you do not complete the necessary vaccination and immunization requirements outlined above, placement in all required third- and fourth-year clinical rotations may not be possible. Learners unable to complete the requisite clinical rotations may be unable to fulfill degree program requirements.

Criminal Background Check and Drug Testing

All entering UIWSOM learners are required to submit to and receive an acceptable criminal background check as a condition of enrollment. Acceptable learner background checks for enrollment are determined by the Associate Dean for Admissions and Student Affairs and the UIWSOM Admissions Committee. Some clinical facilities may require additional background investigation(s) prior to permitting learners to participate in experiential education activities. Program enrollment and clinical facility placement are contingent upon completion and receipt of an acceptable criminal background check and negative drug test unless previous documentation for physician-prescribed medications is on record.

Acceptable learner background checks for experiential education participation or clinical sites are determined by a physician faculty member in the Office of Clinical Affairs (OCA) with approval of the Associate Dean for Clinical Affairs. The investigational screenings include but are not limited to the following for every state and county of residence: criminal record, alias name, warrants, protection orders, residential history, social security number, abuse registry, sex offender registry, Office of the Inspector General (OIG) and Nationwide Healthcare Fraud and Abuse cumulative sanction report.

In addition, some healthcare facilities require learners to submit to and pass a drug test prior to participation in experiential activities at the facility. Learners who do not complete or do not pass a drug test as required by these facilities may not be allowed to participate in experiential education activities at that facility and may face sanctions, including possible dismissal from the program.

Drug Screens Prior to Clinical Rotations

Clinical facilities are required by their accreditation agency, the Joint Commission, to provide a drug screening for security purposes on individuals who supervise care, render treatment, and provide services within the facility. UIWSOM is committed to assisting members of its learning community facing challenges associated with substance use disorder.

Clinical rotations are a critical component in the osteopathic medical education curriculum. These rotations require drug screening for learner participation at their sites. Drug testing of osteopathic medical learners may be performed at any time. The drug testing policy provides for early identification and intervention prior to adversely affecting a learner's health, professional growth, and patient care and safety.

Learners with a positive drug screen may be barred from rotations and thus unable to fulfill degree program requirements. Identification of such learners before clinical rotations ensures appropriate assessment, indicated treatment, and follow-up.

Certifications

Basic Life Support (BLS), Advanced Cardiac Life Support (ACLS), Pediatric Life Support (PALS), and other certifications as determined essential by the clinical rotation sites must be completed by the published deadline and documentation submitted to [Sentry MD](#). Learners will receive a certification card that can be provided to clinical rotation sites. Learners with expired certifications **will not be allowed to begin clinical rotations**.

Learners must also register or log in to their [CITI](#) account, add, and complete the modules for the following courses when assigned:

1. Biosafety and Biosecurity (OSHA requirement); titled **“School of Osteopathic Medicine Students” on CITI**
2. Information Privacy and Security (HIPPA requirement); titled **“School of Osteopathic Medicine Students and Residents (IPS)” on CITI**
3. **“Human Subject Research for Biomedical Research Investigators-Basic/Refresher” on CITI**

After completing the required modules, scores from each course are to be uploaded to [Sentry MD](#).

Environmental Health, Occupational Exposure, and Universal Precautions

For any accidents or injuries that occur while on clinical rotations at a hospital, clinic, or UIW

campus site, as well as for any exposures involving potentially infectious substances or bloodborne pathogens (such as a needle stick, wounds from surgical instruments, splashes from potentially contaminated liquids to the eyes or mucous membranes, etc.), learners should immediately follow the protocol established by the hospital or clinic where the injury or exposure occurs. The [U.S. Centers for Disease Control and Prevention](#) recommend that learners receive evaluation and treatment within two hours of exposure. For all puncture wounds, immediately see the [UIW Exposure Control Plan for Bloodborne Pathogens](#) for instructions on next steps.

Learners should notify their clinical preceptor and Clerkship Director about the incident as soon as possible, and then the Director of Clinical Rotations and/or the Associate Dean for Clinical Affairs. Learners are also required to complete the Incident/Accident Report Form as soon as reasonably practicable after the incident. The form can be found on the Office of Clinical Affairs web site at: [Accident Report Form](#).

For emergencies, contact the Associate Dean of Admissions and Student Affairs during office hours at 210-283-6976. The UIW Police Department should be contacted after office hours at 210-829-6035.

Needlestick Insurance

All UIWSOM learners are automatically enrolled for [needlestick insurance](#) for subsequent lab testing in the event of an exposure to blood or body fluids due to an accidental needle stick.

Insurance

All UIWSOM learners are required to have medical insurance coverage. Fees for the university's comprehensive [Wellfleet Health Plan](#), a Cigna Network, will be added to the learner's tuition and billed to the learner if a learner does not submit the required UIW waiver each year. Valid medical insurance coverage must be a health plan that is comparable to or better than [Wellfleet Health Plan](#). All learners are required to submit proof of coverage. Learners with private insurance must also provide the approved UIW waiver to Sentry MD by October 1st of each academic year.

Healthcare Professionals Conflict of Interest

Medical students commonly seek care from health professionals affiliated with the UIWSOM (full-time, part-time, or adjunct faculty) due to proximity, convenience, comfort, confidence, and the size of the local medical community. Because of the potential dual-relationship and potential conflict of interest, faculty members who provide healthcare services to students will not participate in performing academic assessments for grading purposes, participate in disciplinary actions, or participate in decisions regarding promotion for such students.

1. Healthcare professionals providing health services to a learner must recuse themselves from academic assessment or promotion of the student receiving those services.
2. UIW Health Services Clinic
 - Posted notification at the reception desk requested that all UIWSOM learners identify themselves to ensure they are not seen by faculty who may also be at the clinic providing care or acting as a preceptor.
 - This notification is to avoid any contact between learner and faculty who, for that unit of instruction, are together in the classroom or for assessment.

During UIWSOM employee orientation, this policy is reviewed and discussed with newly employed full-time, part-time, and adjunct faculty.

Academic Program of Study

UIWSOM Curriculum Overview

The integrated curriculum is designed to support osteopathic medical students in attaining the knowledge, skills, and abilities expected at each level of training, culminating with entry into graduate medical education programs. All engagements with faculty are designed to utilize assessments to guide learning and evaluations to improve outcomes and are informed by these guiding principles:

- Reflect the UIW and UIWSOM mission, vision, and values
- Support adult learning principles
- Synthesize the science of medical knowledge for clinical practice
- Develop critical thinking, clinical reasoning, and reflective practice
- Integrate osteopathic principles in education and professional practice

UIWSOM DO Curriculum Model

The four-year program begins by building upon small and large group interactive case-based and problem-based learning experiences that focus on conceptual knowledge acquisition, critical thinking, and clinical reasoning, with an emphasis on independent study and self-directed learning. The curriculum provides foundational education about primary care perspectives, vital for osteopathic physicians pursuing any specialty.

Curriculum Components

Small Group Interactive Sessions (SIGS)

Small group interactive sessions (SIGS) are a cornerstone of the first two years of the University of the Incarnate Word School of Osteopathic Medicine (UIWSOM) Doctor of Osteopathic Medicine (DO) curriculum. During the first phase, learners meet weekly in small groups of eight or nine along with a faculty facilitator. On a typical week, each Monday learners are given two patient-centered cases related to the theme of the week from which they collaboratively compose session objectives (SO) related to the learning outcomes (LO) of each case. On Wednesday and Friday learners report out within their small groups through learner-facilitated group learning activities. Faculty facilitators guide and evaluate the learning process and professionalism.

Structures (STRX)

The overall goal of Structures (STRX) is to ensure that the learner develops a solid foundation and fundamental understanding of the basic sciences related to the human body. This component of the curriculum integrates the concepts of human macroscopic and microscopic anatomy, neuroscience, embryology, physiology, growth and development, pathology, histology, and radiology as they relate to the clinical practice of osteopathic medicine.

Large Group Sessions (LGS)

Large Group Sessions (LGS) are a cornerstone of an integrated and spiral curriculum during the first phase (Year 1 and Year 2) of the DO curriculum. These sessions utilize higher-order learning activities and critical thinking to facilitate the integration of basic sciences and clinical sciences. They are designed and facilitated by a team of faculty content experts. The

specific LGS learning outcomes (LO) and session objectives (SO) are developed in alignment with the unit outcomes (UO) and themes of the week.

Developing Osteopathic Clinical Skills (DOCS)

The overall goals of Developing Osteopathic Clinical Skills (DOCS) are to initiate the process of clinical performance development and to prepare learners to participate in – and optimally learn from – direct patient care during clerkship experiences. Focal points of the DOCS curriculum include professionalism, physician personhood, patient engagement & communication, bioethics, clinical application of scientific knowledge, and the clinical skills related to patient care:

- Medical Interviewing (MI)
- Physical and Mental Examination (PE)
- Documentation and Communication (DocCom)
- Clinical Reasoning (CLR)
- Osteopathic Principles & Practice (OPP) / Osteopathic Manipulative Medicine (OMM)
- Clinical Simulation (SIM)

DOCS will accomplish these goals in a learner-centered, experience-based, and interactive manner.

UIWSOM Curriculum Oversight

The DO Curriculum Committee (DOCC) is the decision-making authority for the UIWSOM osteopathic medical curriculum. The committee provides leadership in all curricular matters and coordinates with subcommittees, curriculum integration teams, individual faculty members, and learners in the design, development, implementation, and evaluation of the curriculum. The DOCC conducts review, evaluation, and appropriate revision of the UIWSOM competencies, goals, and objectives for continuous program improvement.

UIWSOM Core Competencies and Educational Objectives

The Fundamental Osteopathic Medical Competency Domains of the AOA, the National Board of Osteopathic Medical Examiners, and AACOM have been aligned with UIWSOM's mission to form the foundation of the UIWSOM core competencies and programmatic level educational objectives.

Osteopathic Principles & Practice (OPP) and Osteopathic Manipulative Treatment (OMT)

Demonstrate knowledge of osteopathic principles and practice, and to demonstrate and apply knowledge of somatic dysfunction diagnosis and Osteopathic Manipulative Treatment in the clinical setting.

Upon graduation from UIWSOM, all learners will be able to:

- Understand and apply OPP and OMT to all patients, especially those in underserved areas.
- Understand the principles of OPP and use OMT across clinical settings.
- Analyze and apply the concepts of body unity and interrelationship of body structure and function in the delivery of whole-person healthcare.
- Understand and value the human body's self-healing, and self-regulatory mechanisms which affect treatment options.
- Evaluate the scientific knowledge supporting the use of OPP and OMT, including the basic science of the mechanisms and evidence-based clinical application of OMT in the diagnosis and treatment of somatic dysfunction in the various regions of the body.
- Name and describe the indirect and direct types of OMT, identifying their indications and contraindications, and articulating their relative value, advantages, and disadvantages.

Osteopathic Patient Care

Provide patient-centered care that is culturally responsive, compassionate, and appropriate for the effective treatment of illness and promotion of health across the lifespan.

Upon graduation from UIWSOM, all learners will be able to:

- Obtain a complete and focused patient history to include belief systems, psychosocial concerns, and cultural issues in order to integrate this information into the comprehensive care of the patient, without respect to age, gender, gender identity, sex, sexual orientation, race, color, creed religion, handicap, or national origin.
- Conduct relevant, complete, and focused physical and mental status examinations.
- Perform osteopathic structural examination and OMT as well as other common medical procedures with attention to patient safety and comfort.
- Provide appropriate initial care for identified life-threatening medical conditions.
- Engage patients and family members as partners in their own healthcare through effective patient education and counseling.
- Integrate OPP and OMT into the treatment, management, and prevention of illnesses.
- Incorporate health promotion, screening, and disease prevention into the care of patients.
- Act as a productive team member across clinical settings (inpatient, outpatient, home health, etc.) by respectfully working with other allied healthcare providers to optimize patient outcomes.

Medical Knowledge for Osteopathic Medical Practice

Demonstrate an understanding and application of the evolving osteopathic, biomedical, clinical, epidemiological, biomechanical, and cognate (e.g., epidemiological and social-behavioral) sciences to optimize patient care.

Upon graduation from UIWSOM, all learners will be able to:

- Apply the scientific basis of the normal structure, development, function, and relationships among the organ systems of the body to concepts of health and disease.
- Apply the principles of pathophysiology to diseases and disorders.
- Apply pharmacological principles to medical therapeutics.
- Appraise the role of normal human biological, cognitive, psychological, and behavioral development across the lifespan as determinants of health and illness.
- Describe etiology and risk factors for disease prevention, principal disease surveillance screening and health needs assessment across the lifespan.
- Identify risk factors, genetic or environmental, associated with disease related to ethnicity, race, gender, age/cohort, religion, sexual orientation, culture, and health behavior.
- Interpret the clinical, laboratory, pathologic, and radiologic manifestations of health and common diseases.
- Perform culturally and linguistically sensitive, comprehensive, and problem-focused osteopathic physical examinations in all body areas and organ systems.
- Engage in a systematic approach to clinical reasoning to solve clinical problems in the context of osteopathic principles.
- Apply the scientific foundations of medicine to the practice of evidence-based medicine.
- Evaluate indications and contraindications of medical therapeutics, complementary, alternative, integrative medical treatments, and surgery options for medical conditions.
- Describe the principles of the scientific method and translational research as they apply to care for patients.

Practice-Based Learning and Improvement in Osteopathic Medicine

Demonstrate the ability to continuously evaluate patient care practices, scientific evidence, and personal beliefs and biases as they relate to improving the care of patients and optimizing patient outcomes.

Upon graduation from UIWSOM, all learners will be able to:

- Utilize fundamental epidemiologic concepts, clinical decision-making skills, evidence-based medicine principles and practices, and biomedical informatics resources to locate and evaluate the relevance, validity, and clinical significance of research information.
- Develop a systematic methodology for integrating practice-based improvements into one's own clinical practice.
- Critically appraise the effectiveness of diagnostic testing and therapeutic interventions.
- Employ strategies for seeking out and integrating feedback from patients and colleagues to identify competency in performance, selecting appropriate educational opportunities to correct deficits, and improve performance.
- Utilize informatics to identify informational resources and tools to support research, clinical decision making, and continued professional development.
- Utilize self-reflection as a method of continuous self-assessment to enhance self-awareness through the identification of one's own strengths and challenges in order to improve one's performance and guide life-long learning.
- Reflect the osteopathic profession and make valuable contributions as a member of this society.

Interpersonal and Communication Skills in the Practice of Osteopathic Medicine

Demonstrate the ability to consistently interact respectfully, ethically, empathetically, and [professionally](#) with patients, families, allied healthcare providers, staff, and colleagues, to optimize patient outcomes.

Upon graduation from UIWSOM, all learners will be able to:

- Establish ethical, positive, professional, and productive relationships with patients, the patients' families, and other members of the healthcare team through respectful and effective information exchange.
- Utilize appropriate strategies for engaging patients and their families in difficult conversations (e.g., end-of-life, medical errors, serious diagnosis, etc.).
- Demonstrate an awareness of the patient's cultural and spiritual beliefs and health literacy levels across all interactions and communications.
- Employ shared decision-making techniques when communicating with patients, families, and allied healthcare providers.
- Effectively with tact and collaboration, negotiate conflicts within the healthcare team to optimize patient outcomes.

Professionalism in the Practice of Osteopathic Medicine

Demonstrate a commitment to the highest standards of [professional responsibilities](#), adherence to ethical principles, and cultural responsiveness to diverse beliefs and customs.

Upon graduation from UIWSOM, all learners will be able to:

- Demonstrate knowledge of the behavioral and social science concepts that fortify the professional behaviors and attitudes (e.g., humanistic behaviors; responsiveness to patients' needs that supersedes self-interest; accountability to patients, society, and the profession, etc.).
- Demonstrate a commitment to personal excellence and ongoing professional development

through lifelong learning.

- Demonstrate respect for patients, families, allied healthcare providers, staff, and colleagues, through the consistent application of ethical principles in practice and research.
- Promote the ethical behavior of peers and organizations.
- Identify personal and professional conflicts of interest and develop plans to resolve the conflict or bias.
- Demonstrate a spirit of progressive cooperation with colleagues and show respect for their rightful practices.
- Acknowledge the contribution of those who have taught the learner their art.
- Recognize the signs and symptoms of physician impairment, develop an action plan, and utilize wellness resources available.

Science of Healthcare Delivery and Systems-Based Practice in Osteopathic Medicine

Demonstrate an awareness of and responsibility to the larger context and system of healthcare, and effectively utilize its available resources to provide optimal healthcare and value to the individual patient and local and global communities.

Upon graduation from UIWSOM, all learners will be able to:

- Describe the larger environment in which healthcare occurs (e.g., payment, regulatory, legal, and educational systems).
- Describe and analyze how healthcare is currently organized, financed, and delivered.
- Identify the resources of the healthcare system in order to maximize the health of the individual and the community-at-large, especially in the context of underserved areas.
- Value the role of advocacy and healthcare policy in improving patient care and optimizing patient outcomes.
- Provide assistance to patients and family members in understanding applicable healthcare benefits, coverage limits, and utilization management procedures.
- Synthesize information concerning the health of patient populations and communities to identify needs and plan appropriate supportive interventions. Apply principles of evidence-based, cost-conscious, and cost-effective healthcare to optimize quality patient outcomes.
- Delineate those components of the healthcare system that create barriers to access and lead to disparities in healthcare provision.
- Describe the role of medical jurisprudence (with a focus on industry relationships) as it relates to conflicts of interest in the healthcare system.
- Employ telehealth applications to ensure patient access to appropriate care and to deliver healthcare.

Social Accountability in the Practice of Osteopathic Medicine

Prioritize and address community health outcomes through civic engagement, ethical leadership, and global social responsibility while delivering equitable and sustainable healthcare based on the tenets of social accountability.

Upon graduation from UIWSOM, all learners will be able to:

- Integrate the principle of social accountability in the practice of osteopathic medicine in clinical and community settings.
- Integrate the principle of social justice to healthcare in the practice of osteopathic medicine in clinical and community settings.
- Value and apply the osteopathic physician's commitment to health equity in service to underserved, vulnerable, disenfranchised, and special populations.

- Integrate basic public health principles, practices, and sciences to the practice of osteopathic medicine in clinical and community settings.
- Identify, explain and integrate determinants of health (social, religious, political, cultural, environmental, biology, etc.) in the practice of osteopathic medicine at the levels of the individual patient, family, community and society.
- Examine and integrate principles of civic engagement, ethical leadership and global social responsibility in the practice of osteopathic medicine in clinical and community settings.
- Assess and address the factors influencing the use of health services.
- Evaluate how the healthcare system relates to Medicare, Medicaid, insurance, and community health centers and the osteopathic physician's role as a health advocate.
- Examine and influence health policy-making efforts at the local and national levels.
- Identify, explain, and apply the osteopathic physician's role as a health advocate in clinical and community settings.

Wellness and Mental Health in the Practice of Osteopathic Medicine

Partner with healthcare consumers, family members, and behavioral health and primary care providers to integrate the experience and expertise of the team into the provision of mental health and wellness services across the lifespan.

Upon graduation from UIWSOM, all learners will be able to:

- Analyze the relationship and interplay between common medical conditions and psychological disorders.
- Evaluate the effective factors that influence reactions to diagnoses, injury, disability, and processing of health information.
- Use strengths-based wellness, resilience, and recovery models in conceptualizing the mental wellness and care of patients.
- Implement focused interventions to engage patients and families and increase their desire to improve health (e.g., motivational interviewing, motivational enhancement therapy).
- Convey relevant information in a non-judgmental manner about behavioral health using person-centered concepts and terms.
- Manage wellness and mental health strategies appropriate to the patient's culture, spirituality, and communities.
- Safeguard patient privacy and confidentiality with respect to communication, documentation, and data.
- Identify the role of the osteopathic physician in addressing the medical consequences of common social and public health factors (such as racial, socioeconomic, and cultural factors that affect access to and quality of care) that contribute to the burden of disease.
- Exhibit leadership by directing, guiding, or influencing the collaboration and mental health service delivery of healthcare.

Phase I

Phase I consists of ten total units divided over two academic years. The first eight are integrated units organized around weekly themes that illustrate our curricular components: osteopathic clinical skills, physician personhood, and applied biomedical sciences. Additionally, curricular threads are woven throughout the curriculum and include Mental Health and Wellness, Spirituality, Social Accountability, Service and Scholarship, Board Preparation, and Evidence-based Medicine. Time is built into the curriculum for self-directed learning, review, and reinforcement. Unit 9 focuses on preparation for COMLEX-USA Level 1 with dedicated sessions, practice examinations, and advising. Unit 10 serves as a transitional unit to prepare learners for entering clinical clerkships

(Phase II) and is comprised of a mix of asynchronous learning modules and in-person skills workshops. Individual units are detailed below.

Year 1

Unit 1 Essentials and Emergency Medical Technician

This eight-week unit is designed to orient learners to the DO curriculum and to prepare them for a deeper understanding of osteopathic medicine and the scientific knowledge and skills needed to progress through their medical education. This is accomplished by integrating clinically relevant concepts in the biomedical sciences, physician personhood formation, and the National Emergency Medical Technician- Basic (EMT-B) curriculum. Through this unit, administration, faculty, and staff ensure that the learners are sufficiently oriented and academically prepared to succeed in undergraduate medical education.

This foundational unit is designed to introduce case-based presentations as a method of learning fundamental concepts of clinically applied biomedical sciences and physician personhood formation. Learners begin to develop critical thinking and clinical reasoning skills as they explore medicine in an integrated format, and in the context of realistic patient-centered health conditions. The EMT-B curriculum is utilized to reinforce and integrate this knowledge by placing the learner in authentic, hands-on, dynamic environments that require the use of real-time critical thinking and problem-solving skills, while simultaneously learning lifesaving emergency skills and the ability to function as part of a healthcare team. Throughout the unit, learners also develop stress management and coping strategies by engaging in self-reflection and self-assessment and begin to develop life-long learning habits.

Learners must successfully complete all first-year curriculum requirements before proceeding to second year and all second-year curriculum requirements before proceeding to the core clerkships. Third-year core clerkships must be successfully completed, including all associated COMAT Subject Exams, before learners begin the academic curriculum of the fourth year (subject to scheduling limitations).

Unit 2 Musculoskeletal System, Touch, and Personhood

This seven-week unit challenges learners to explore the care of the peripheral nervous, musculoskeletal (MSK), and integumentary systems through the integration and application of biomedical sciences and osteopathic clinical skills. Development of the learner's identity as an osteopathic physician continues with this study of structure and function and how alterations of these systems may affect the person's identity and cause suffering. The unit utilizes the osteopathic, holistic approach of observation and touch to engage students in the art of clinical examination, diagnosis, and treatment. Using case-based learning in small groups, students analyze peripheral nervous, MSK, and integumentary diseases and disorders. The cases emphasize underlying cellular and molecular pathophysiologic processes, inflammatory and infectious causes, and the intervention and management of diseases and disorders of the neuromusculoskeletal and integumentary systems while recognizing the psychosocial impact. The analysis of these systems also focuses on health promotion and disease prevention that are important to a high quality of life. In early patient simulations, learners gather patient histories and conduct physical examinations of these systems.

Unit 3 Molecules, Cells, and Compassion

This eight-week unit explores structure and function in the context of cellular and human lifespans. Aberrations in cellular function, as exemplified by genetic, hematologic, and oncologic diseases, are examined holistically to include epidemiological, biomedical, ethical, and osteopathic perspectives. Formation in physician personhood is fostered, while skills in communicating difficult news, compassion, empathy, resilience, and self-care are developed. As learners examine local, state, and

federal healthcare systems, in the context of inter- and intra- professional healthcare teams, they make plans to enable patients and their families to access and receive appropriate care. Finally, trends and ethical issues of biomedical research and integrative medicine are evaluated for application for clinical practice.

Unit 4 Host Defense and Communication

This seven-week unit focuses on an understanding of and responses to infectious and immune-mediated syndromes. The development of physician personhood continues with an emphasis on communication in physician-patient and physician-community relationships. Using case-based learning in small groups, learners analyze typical inflammatory and infectious syndromes with an emphasis on the immune response, disease pathogenesis, clinical evaluation, management, and public health. Learners gain an appreciation of the dynamic interactions of different molecules, cells, and tissues that contribute to immunity to promote the optimal regulation of the body and immune defenses. Learners begin to understand how the human body defends itself from pathogens and how the osteopathic physician, as a member of a medical team, can assist in that endeavor to prevent and treat infections.

Unit 5 Gastrointestinal System, Nutrition, and Appetite

This seven-week unit focuses on the intake of nutrients, water, vitamins, and minerals through food, and the processing of food for assimilation into the body is essential for sustaining life. This unit explores the osteopathic physician's care of patients with syndromes and diseases that result from abnormal nutritional intake, disruptions in the normal structure and function of the gastrointestinal (GI) system, and abnormal food-associated appetites that are related to behavioral, social, economic and environmental factors. This patient care is examined through participation in case-based group learning and community-engagement activities that are integrated applications of pertinent biomedical, epidemiological, bioethical, and public health principles and osteopathic treatment modalities.

Year 2

Unit 6 Circulation, Respiration, and Regulation

This eleven-week unit challenges learners to explore how the cardiovascular, pulmonary, and renal systems regulate the body's homeostatic functions and apply this knowledge to the diagnosis, treatment, and management of both acute and chronic diseases caused by abnormal functions of these systems. This integration of biomedical sciences with osteopathic clinical skills is developed through learner participation in case-based learning, simulation activities, and community engagement projects that emphasize pertinent biomedical, bioethical, and public health principles. Each learner's physician personhood development as an osteopathic physician continues through an emphasis on how healthcare teams work in the diagnosis, treatment, and management of diseases that impact regulatory functions. The learners are also challenged to understand how the practice of self-care, awareness, and lifestyle modifications can regulate wellness in the individual and community.

Unit 7 Endocrinology, Reproduction, and Respect

This seven-week unit focuses on the endocrine and reproductive systems through the integration and application of biomedical sciences and osteopathic clinical skills. The unit utilizes the holistic osteopathic approach and the recognition of the interdependence of structure and function to engage learners in the art and science of clinical examination, diagnosis, and treatment. Using case-based learning in small and large groups, the learners examine the underlying normal and abnormal anatomical and physiological processes, and the intervention and management of diseases and disorders associated with the endocrine and reproductive systems.

Learners investigate the roles of the endocrine system in regulating anabolic and catabolic processes in health and disease. Moreover, learners explore the impact of emotions and the brain on hormone

production and function. The dynamic relationship of the endocrine system and reproductive health is revealed through the study of the life phases of the embryonic formation of the reproductive system, puberty, mature sexual function, and age-related decline in sexual function. Infertility issues, normal and complicated pregnancy, and labor and delivery are examined as are ethical decision-making regarding reproduction and sexual health issues. Learners continue to develop their physician personhood as compassionate osteopathic physicians through a new focus of exhibiting respect when challenged with difficult and sensitive conversations with patients and their families. Recognition of the social, ethical, and public health impact of endocrine function, sexual concerns, and reproductive health are also integrated into this unit.

Unit 8 Mind, Brain, and Behavior

This eight-week unit challenges learners to gain an understanding of neuroanatomy, neurophysiology, and related therapeutics, and to apply this knowledge in the care of the mind, body, and spirit of patients with neurological and psychiatric conditions. Learners study the structure and function of the brain and spinal cord and how alterations of these systems may affect the person's physical and mental health. Using case-based learning in small and large group sessions, learners analyze central nervous system diseases and disorders and recognize common neurological and mental health issues. Cases include concepts of neurological processes, human development, psychopathology, and substance use. As part of their ongoing development as osteopathic physicians, learners examine the physical and behavioral complexities of caring for patients with neurological and psychiatric conditions. The stigma of chronic mental illness, social determinants of health, and relevant bioethical topics are also explored.

Unit 9 National Board Preparation - COMLEX-USA Level 1

This six-week unit is designed to provide learners concentrated opportunities to study for and pass COMLEX-USA Level 1. UIWSOM requires learners to complete readiness assessments, readiness activities, and receive a passing score on Level 1 before progressing to Phase II. Additional requirements, including an external remediation program, may be initiated by the Student Progress Committee based on prior curricular performance. A learner will receive a final passing grade for Unit 9 when a passing score is earned on the Unit 9 COMSAE or upon documented completion of an approved external immersion program.

Unit 10 Readiness for Clerkships

This five-week unit is designed to provide learners an opportunity to transition to clerkships adaptively. In addition to completing independent learning modules and participating in workshops, learners prepare for clinical rotations by completing administrative requirements mandated by clerkship sites. Such requirements may include but are not limited to training in the Health Insurance Portability and Accountability Act (HIPAA), Occupational Safety and Health Administration (OSHA), Basic Life Support (BLS), Pediatric Advanced Life Support (PALS), Advanced Cardiac Life Support (ACLS), as well as completion of forms, drug testing, fingerprinting, and other site-specific requirements.

Phase II

In Phase II, learners are assigned to acute and ambulatory clinical facilities for continued transformational education. As they build upon their previous clinical experiences in tandem with gained osteopathic medical and science knowledge, learners take an increasing role in the evaluation and management of patients under the supervision of the institution's clinical faculty physicians as well as UIWSOM faculty. UIWSOM entrusts its various clinical training sites, Site Directors, and supervising physicians to train students for excellence in clinical practice. The preceptors and clinical training sites implement the curriculum in a manner that balances the learning needs of the students and the educational resources available at the site. All faculty are approved by UIWSOM based on interest and dedication to

teaching as well as the evaluation of the Curricula Vitae (CV) and background investigations. Specific curricular expectations are outlined in the curriculum syllabus for each of the required clerkships.

Year 3

Learners build upon their previous introductory clinical experiences in Year 1 and 2 and take a more active role in the evaluation and management of patients under the supervision of UIWSOM faculty and adjunct clinical faculty physicians. Year 3 of the UIWSOM curriculum is comprised of a year-long longitudinal clerkship in osteopathic principles and practice integrated with eight six-week core clerkships. Required core clerkships are assigned by the Office of Clinical Affairs (OCA) and cannot be changed or selected by the learner. All learners have two weeks of vacation scheduled during December of Year 3.

Osteopathic Principles & Practice	Longitudinal
Behavioral Medicine	6 weeks
Family Medicine	6 weeks
Medically Underserved	6 weeks
Surgery	6 weeks
Hospital Medicine	6 weeks
General Internal Medicine	6 weeks
Women's Health	6 weeks
Pediatrics	6 weeks

Osteopathic Principles and Practice Longitudinal Integrated Clerkship (OPP LIC)

This integrated clerkship is a curricular requirement that is performed throughout the core clerkships of the third and fourth years. Students are expected to incorporate osteopathic structural diagnosis and treatment techniques in all hospital and outpatient areas during all clerkships. Students may provide osteopathic manipulative treatment at the discretion of the preceptor. Students will complete the grading elements of this experience during their core clerkships.

To demonstrate the integration of osteopathic principles and practice into their clerkship experience, students must document patient encounters involving OMT over the course of Year 3 and Year 4. Information regarding diagnosis, treatment (if performed), and the supervising physician should be entered into the learning management system. Completion of this curriculum is required for graduation. For more information, please consult the OPP LIC Clerkship syllabus.

Behavioral Medicine Core Clerkship

This six-week experience is designed to provide experiential learning in psychiatry and behavioral medicine. This clerkship (in inpatient and ambulatory settings) provides broad exposure to child, adolescent, and adult mental illnesses, with an emphasis on the role of psychiatry in primary care. Students gain experience in the indications for major psychopharmacological agents, psychological interventions, DSM-5 classifications, and management of substance use disorders – all within a broad biopsychosocial framework. Students will learn how to care for individuals with mental illness from assessment to treatment with appropriate sensitivity to this vulnerable and often marginalized patient population. Students are also encouraged to integrate and apply osteopathic principles and practices to the management of patients.

Family Medicine Core Clerkship

This six-week experience is designed to provide experiential learning in primary care, either in a preceptor's office, freestanding clinic, or an affiliated hospital's ambulatory care center. Students are

given the opportunity to screen, diagnose, and manage common problems of diverse populations (pediatric, adolescent, adult, and geriatric) presented in outpatient settings. Preventive health and promotion of wellness through behavioral and lifestyle changes are incorporated. Emphasis is placed on the acquisition of skills in osteopathic structural evaluation, osteopathic manipulative medicine, medical interviewing, cultural sensitivity, note writing, and case presentation. Students will also learn to identify and address the impact of patients' socioeconomic and biopsychosocial issues on their health. The integration and application of osteopathic principles and practice to the management of patients are encouraged.

Medically Underserved Core Clerkship

This six-week experience is designed to provide experiential learning in primary care of the medically underserved. Patient care skills, cognitive structures, knowledge, and attitudes necessary for all osteopathic medical students, regardless of their ultimate career choice, are developed during this rotation. Exposure to communities in urban and rural underserved areas for clinical practice helps learners better understand the needs of marginalized populations. Through this understanding, students can better identify the social, economic, cultural, and linguistic aspects related to health, disease, disease prevention, access to healthcare, and community resources. This clerkship requirement may also be met by a correctional medicine or military medicine rotation.

Surgery Core Clerkship

This six-week experience is designed to provide students with the opportunity to acquire the skills, cognitive structure, and knowledge necessary to properly evaluate and manage surgical patients. While this clerkship primarily occurs in the inpatient setting, some ambulatory experience may also be provided to reflect the comprehensive nature of surgical practice. Students will learn preoperative evaluation, surgical assistance, and post-operative management and care. Indications for surgical procedures, sterile technique and operating room protocols, and surgical complications (both intra- and post-operative) are emphasized. Students will gain experience in both general surgery and surgical subspecialties. Students are also encouraged to integrate and apply osteopathic principles and practices to the management of patients.

Hospital Medicine Core Clerkship

This six-week experience is designed to provide experiential learning in the hospital inpatient environment. This experience is structured to promote education, professional growth, and meaningful responsibility. Osteopathic medical students are an integral part of the healthcare team and are involved in the decision-making process of patient care; they are given responsibility commensurate with their ability. Students are supervised and taught by faculty attending physicians and will work with other healthcare professionals as part of their interprofessional development. Learning in this rotation occurs during sign-in, morning report, bedside teaching and management rounds, didactic lectures, bedside clinical rounds, and interactive didactics. Students gain clinical experience in the diagnosis and management of acute medical disorders, teamwork, care of critically ill patients, and interactions with their families. Students are also expected to learn how the hospital environment functions and may be assigned to work with administrative leadership or other professionals as a portion of this experience.

General Internal Medicine Core Clerkship

This six-week experience is designed to provide experiential learning in ambulatory internal medicine, either in a preceptor's office, freestanding clinic, or an affiliated hospital's ambulatory care center. The outpatient setting provides unique opportunities for students to interact with adult patients who have a variety of both acute and chronic conditions. The acquisition of the basic skills essential to the evaluation and management of patients with general medical problems are emphasized. Internal medicine provides an excellent platform for students to integrate history and physical examination with real-time monitoring, detection, and treatment of diseases. Students gain experience with

diverse patient populations manifesting pathologies in the following major organ systems: cardiovascular, gastrointestinal, pulmonary, endocrine, hematology/oncology, infectious diseases, rheumatologic/immune, neurological, and renal. Students are also encouraged to integrate and apply osteopathic principles and practices to the management of patients.

Women's Health Core Clerkship

This six-week experience is designed to provide experiential learning in the field of obstetrics and gynecology. Through a combination of ambulatory, inpatient, and surgical encounters, students will gain broad exposure to the spectrum of women's health. Students will develop skills needed to conduct gynecological exams, manage normal and high-risk pregnancies, participate in labor/delivery procedures, and provide postpartum care. Since women's health is a part of both primary and specialty care, students should begin to discriminate which elements of care are appropriate for a primary care physician versus an obstetrician/gynecologist or sub-specialist. Students are encouraged to incorporate osteopathic principles and practices into the diagnosis and treatment of patients during this clerkship.

Pediatrics Core Clerkship

The six-week experience is designed to provide experiential learning in the field of pediatric medicine. Students will perform comprehensive, age-appropriate routine examination and screenings as well as manage acute and chronic conditions specific to newborns, children, and adolescents. Special emphasis will be placed on anticipatory guidance, vaccinations, and prevention of injury and disease. The integration and application of osteopathic principles and practices to the management of pediatric patients will also be encouraged. Students should ultimately develop the important clinical skills that are essential to caring for one of the most vulnerable populations of patients: those under 18 years of age, both well and ill.

Reflection, Integration, and Assessment Weeks

Between selected core clerkships, learners return to UIWSOM to engage in a longitudinal curriculum facilitated by faculty and participate in assessment via formative and summative Objective Structured Clinical Examinations (OSCEs).

Year 4

Year 4 consists of nine clerkships, a Readiness for Residency unit, continued board preparation, and successful completion of COMLEX Level 2 CE. All learners have two weeks of vacation scheduled during July and two weeks of vacation scheduled during December of Year 4.

Emergency Medicine	4 weeks
Two Medicine Selectives	8 weeks (4 weeks each)
One Surgery Selective	4 weeks
Five Electives	20 weeks (4 weeks each)
Readiness for Residency	3 weeks (divided; 1 week in July and 2 weeks in April/May)

Emergency Medicine Core Clerkship

This four-week experience is designed to provide experiential learning in Emergency Medicine. This clerkship provides broad exposure to a wide variety of patient care skills, cognitive structures, and knowledge. Clinical experience in Emergency Medicine is, therefore, a vital component in the training of a well-rounded osteopathic physician. The Osteopathic Longitudinal Integrated Clerkship is also a component of this experience. The integration and application of osteopathic principles and practice to the management of patients are encouraged.

Readiness for Residency

This experience occurring during the fourth year is designed to assess and ensure learner readiness for residency. All graduates are required to demonstrate individual and team competence through structured cognitive and performance assessments that are based on the AACOM document Osteopathic Consideration for [Core Entrustable Professional Activities \(EPAs\) for Entering Residency](#). An osteopathic principles and practices component prepares learners to incorporate OPP/OMT into a GME environment and offer reflection upon previously learned content and osteopathic skills development.

Selective Clerkships

During the fourth year, learners are required to complete three four-week selective clerkships (two in medical specialties, and one in a surgical specialty). These can include sub-internships and residency audition rotations. Selective clerkships must be chosen or assigned from the selective clerkships list approved by the OCA. The preceptor for a selective clerkship must be a member of the UIWSOM Clinical Faculty or Adjunct Clinical Faculty. If a learner wishes to complete a selective clerkship with a physician not on the approved faculty list, that physician must first be credentialed through the OCA.

Medicine Selective Clerkship Options <i>(subject to preceptor availability)</i>
Cardiology Critical Care Endocrinology Gastroenterology Geriatrics Hematology/Oncology Infectious Disease Nephrology Neurology Pulmonary Medicine Rheumatology
Surgery Selective Clerkship Options <i>(subject to preceptor availability)</i>
Anesthesiology Cardiothoracic Surgery Colorectal Surgery Dermatology General Surgery Gynecologic Surgery Neurosurgery Ophthalmology Orthopedic Surgery Otolaryngology Pediatric Surgery Plastic Surgery Trauma Surgery Urology

Elective Clerkships

During the fourth year, learners are required to complete a total of twenty weeks of elective clerkships, taken as either two- or four-week elective clerkships. Electives may be in any specialty and at any medical facility, and preceptors for elective clerkships may be any licensed, practicing physician, but both the preceptor and the facility must be approved by the OCA. Learners are encouraged to schedule elective clerkships in a variety of clinical practice areas for broad-based clinical exposure. Learners may not complete more than two elective clerkships with the same supervising physician.

Elective Clerkship Options <i>(subject to preceptor availability)</i>	
Advanced Anatomy and Radiology Aerospace Medicine	Neurology
Allergy and Immunology	Neurosurgery
Ambulatory Pediatrics	Newborn Care
Anesthesia	Obstetrics and Gynecology
Business of Medicine	Ophthalmology
Cardiology	Orthopedic Surgery
Cardiothoracic Surgery	Osteopathic Manipulative Treatment
Clinical Experience in Radiology	Otolaryngology
Colorectal Surgery	Pain Management
Child & Adolescent Psychiatry	Pathology
Dermatology	Pediatric Critical Care
Developmental Pediatrics Emergency Medicine	Pediatric Emergency Medicine
Family Medicine	Pediatric Hospital Medicine
Fundamentals of Medical Spanish	Pediatric Neurology
Fundamentals of Radiology	Pediatric Surgery
Gastroenterology	Pediatrics
General Surgery	Plastic Surgery
Genetics	Physical Medicine and Rehabilitation
Geriatrics	Pulmonary
Geriatric Psychiatry	Public Health
General Surgery	Research
Gynecologic Oncology	Rheumatology
Gynecologic Surgery	Rural Medicine
Hematology/Oncology	Sleep Medicine
Hospital Medicine	Sports Medicine
Hospice/Palliative Medicine	Telemedicine
Infectious Disease	Trauma Surgery
Integrative Medicine	Ultrasound Emergency Medicine
Intermediate Medical Spanish	Urgent Care
Internal Medicine	Urology
Medical Humanities Neonatology	Wound Care
Nephrology	

General Information and Guidelines for Clinical Clerkships

The OCA manages all aspects of Phase II. Clerkship assignments, student and preceptor evaluations, clinical condition and procedure logs, course grades, preceptor credentialing, required training, and required documentation are managed through this office. The Associate Dean for Clinical Affairs leads and directs this office, with assistance from the Assistant Dean for Clinical Education and the Director of Clinical Rotations.

The OCA is represented to the medical community at large by Core Site Directors, Clerkship Directors, and Site Coordinators. For each core clerkship site, there is an assigned Core Site Director and a Site Coordinator. The Core Site Director manages the core site and its educational operations and interacts with UIWSOM and site administration regarding student performance. Core Site Directors supervise and coordinate the administrative aspects of the clinical clerkships at their assigned sites. The Site Coordinator manages the day-to-day activities of students, evaluations, administrative documentation, group discussions, and issues involving student or preceptor professionalism. The Site Coordinator contacts the student before core clerkships begin regarding learner expectations, housing, orientation activities, and other pertinent information. Clerkship Directors manage the implementation of the curriculum and educational objectives for their respective specialties and manage the preceptor relationships within their respective specialties.

OCA staff make core and selective clerkship site and preceptor assignments for Year 3 and 4 of the curriculum and provide learners with guidance and assistance in preparing their Year 4 elective clerkship schedule. Learners must submit Year 4 elective clerkship preferences through a planning survey that is distributed electronically, typically in January of Year 3. OCA staff finalize Year 4 schedules based on the survey results. Learners must communicate all non-UIWSOM clerkship electives, including those scheduled through the Visiting Student Application Service/Visiting Student Learning Opportunities (VSAS/VSLO), to the OCA staff in order to finalize clerkship dates and ensure all necessary agreements are complete.

Regular hours for the OCA are 8:00 a.m. to 5:00 p.m. Central Time, Monday through Friday, excluding days when the UIWSOM campus is closed. It is recommended that communication between learners and the UIWSOM office be made primarily via email. Along with email, the UIWSOM voice mail system is active twenty-four hours a day, including weekends and holidays. Voicemail may answer calls if staff members are unavailable. During clerkships, for questions involving issues with sites, preceptors, or educational objectives, learners are expected to communicate with their respective Core Site Directors and Clerkship Directors.

Guidelines for Clinical Clerkships

- UIWSOM may complete a maximum of five away *elective* rotations during their fourth year.
- Surgery and Medicine Selectives, Core EM rotations, and any make-up Core rotations must continue to be performed with Preceptors at sites ***already established*** in San Antonio, Laredo, Kerrville, Corpus Christi, and other communities.
- Learners may complete a maximum of five elective/selective clerkships in the same specialty. Students may complete a maximum of two elective/selective clerkships with the same preceptor.
- Learners may complete only one clerkship with a preceptor who is a member of the learner's family. A clerkship completed with a family member must be an elective clerkship.
- Learners may not shadow or work with any preceptor or physician outside of assigned Clinical Clerkships unless prior approval is obtained from the OCA and the UIWSOM medical malpractice carrier or representative. Forms requesting approval can be found in the appendix or at the [Clinical Affairs webpage](#).
- Learners may neither attend nor receive credit for a clerkship that has not been approved by

the Associate Dean for Clinical Affairs.

- Students may be removed from a clerkship by the Associate Dean for Clinical Affairs at any time. This removal may be appealed to the SPC.
- Additional information on student participation in clinical activities while on clerkships may be found at the UIWSOM [Clinical Affairs Website](#).

Confirmation of Clerkship Assignments

It is the responsibility of the learner to contact their assigned site 3-5 days prior to arrival to confirm the clerkship, obtain instructions regarding start time, expected attire, parking, and to receive any special instructions or assignments for the clerkship. For any clerkship occurring at a core site, learners must work with the Site Coordinator to confirm the clerkship and coordinate clerkship details. Since some core sites ask that students not contact preceptors directly, students should confer with the Site Coordinator at their core site to determine the best method to confirm clerkships at that site. A preceptor or clinical site may decline assignment of a student to their site at any time for reasons specified in the site or preceptor MOU/agreement, and the student would then be assigned to another site or preceptor by the OCA as soon as possible.

Liability Insurance

UIWSOM provides liability insurance coverage for students on approved clinical clerkships while they are directly under the supervision of the assigned preceptor or designee. The university liability insurance policy does not cover learners who are performing extra-curricular activities (including shadowing) that have not been approved by the OCA.

Duty Hours

Each clinical training site sets its own schedule. Night call, weekend coverage, and holiday assignments are at the discretion of the training site. The philosophy of UIWSOM is that osteopathic medical students are in a period of education that mimics the practice as demonstrated by the supervising physician. Additional details can be found in the clerkship syllabi.

Medical Records and Charting

Policies regarding documentation by medical students in medical records will vary among hospitals and clinics. Some sites allow students to write full notes and orders directly into the patient chart or electronic medical record. In this case, the supervising physician must also verify the history of present illness, any relevant physical exam information, as well as an assessment and plan. Student notes are never to serve as the attending physician's notes. Some sites have separate pages in the chart, often brightly colored, set aside for student documentation. This allows the student to practice their documentation skills, but these notes do not become a part of the permanent medical record. These notes should be reviewed and signed by the supervising physician. If dictation or computerized entry by students is allowed, those notes must also be reviewed and signed by the attending physician. Students are responsible for proactively obtaining charting/documentation instructions from the preceptor or Site Coordinator at each clerkship site. The student must always sign and date all entries into the medical record by name and educational status, such as Juan Pérez, OMS-III.

Patient Care Activities and Supervision

Students may only be involved in patient care activities as part of an approved UIWSOM curricular activity, and under the supervision of an assigned clinical preceptor or faculty member during an early clinical experience or clerkships.

- Students must comply with all general and specific rules and medical ethics established by the hospital, clinic, or facility at which they are being trained.
- The supervising clinical faculty/preceptor is responsible for patient care.

- Students are not to take the place of qualified staff.
 - A medical student is not legally or ethically permitted to practice medicine or assume responsibility for patients.
 - A student may be involved in assisting in the care of a patient, but only under the supervision of a licensed physician.
 - Students may not write or enter patient care orders independently; all orders must be reviewed and approved by the preceptor.

The clinical site will define the degree of student involvement in patient care activities at that facility.

- Students may not perform OMT without appropriate supervision.
- A student may not administer therapy or perform medical treatment, procedures, or invasive exams, except under the supervision of a licensed physician to whom the student has been formally assigned.

With the approval and general supervision of the preceptor, students may take histories, perform physical examinations, and enter their findings in the patient chart.

A student may be removed from a clinical site or procedure if the preceptor or the OCA determines that the student's actions constitute a potential danger to patients or staff, fail to conform to UIWSOM's the SOM's Technical Standards, or the standards applicable to the clinical placement, or otherwise suggest that the student is not capable of performing safely, effectively, or professionally in a clinical setting. In the event an investigation is necessary, a preceptor or the OCA may relieve a student of clinical responsibilities or reassign the student while the investigation occurs.

Considerations for Military Learners in Phases I and II

Students are expected to complete basic officer training (OTS, ODS, BOLC) between Years 1 and 2. For all military rotations, students should review military customs and courtesies, be prepared to comply with the Uniform Code of Military Justice and demonstrate behavior consistent with their status as UIWSOM representatives and as military officers. HPSP students are required to complete at least two rotations with military programs, typically one each year. Students should consider these as audition rotations. One of these rotations will be counted as the required Medically Underserved rotation if completed during the third year. It is recommended that students begin scheduling audition rotations at the beginning of the spring semester of the OMS-III year. Most students will defer their 3rd Active Duty for Training (ADT) until their OMS-IV year, and complete two Active Duty for Training rotations in these military programs.

Support Services and Resources

UIWSOM provides support and resources to all students and including those listed below:

Academic Support

UIWSOM Academic Support provides all UIWSOM learners with academic counseling and resources aimed at improving their study and learning strategies, promoting successful transitions throughout their medical education and fostering their growth as self-directed, lifelong learners. Learners experiencing academic difficulties or in need of assistance with their studies are welcome to contact the Academic Support Team. Additional information can be found at the UIWSOM Academic Support [website](#).

Services include individual and group support in areas such as:

- Board exam preparation
- Concentration and memory
- Motivation and goal setting
- Note-taking and reading
- Stress management and test anxiety
- Study and learning strategies
- Test preparation and study planning
- Test-taking strategies
- Time management and organization

Career Counseling

Career counseling is available for all learners at UIWSOM to help explore career issues, provide guidance and resources, and facilitate career decision-making. Assistance is provided by the UIWSOM Director of Residency Placement. Support is given in the following areas: exploring and establishing career goals, specialty exploration, CV development, personal statement review, navigating the residency application and matching process, interviewing, and other topics of learner concern.

Mental Health and Wellness

Behavioral Health modalities, including face-to-face and telehealth services, are available 24 hours a day, seven days a week for all learners in the DO program. All services are confidential and are not recorded or filed in the learner's academic file. A list of services is available on the UIWSOM website.

Student Wellness groups are available for voluntary participation and meet regularly. In addition, licensed professional counselors are available for counseling on the UIWSOM campus.

Learners have access to physicians, clinics, and hospitals 24 hours a day, seven days a week in San Antonio and at UIWSOM core rotation sites. In addition, the [UIW Main Campus Student Health Center](#) is available Monday-Friday 8am-5 pm to provide confidential primary care and OMM health services focused on primary preventative care, health education and counseling, care for acute illnesses and injuries, and information regarding UIW [Wellfleet](#) insurance.

Mentoring and Advising

Upon entering the UIWSOM, learners are assigned to a collegium named after one of five historical

[Missions of San Antonio](#): Mission San Juan, Mission San José, Mission Concepción, Mission Espada, and the Alamo. The Missions Collegia remain together throughout the medical school experience and consist of 30-33 learners from each class for the purpose of creating an intimate environment for learning and role modeling of [professional](#) and personal behavior. The Missions Collegia include two assigned faculty mentors. Each collegium creates an atmosphere for building mentor- peer relationships to accomplish curricular objectives, particularly in professional development and ethics.

Spiritual Health

UIWSOM celebrates the diversity of religious experience and faith traditions represented in its learning communities and challenges its constituents to grow spiritually as whole people. The Catholic Chapel and Interfaith Room provide space where learners, faculty, staff, and visitors are encouraged to develop a deeper understanding of their own faith traditions and those of others.

Their presence is meant to encourage increased respect and mutual consideration among people of different faith, ethnic, and cultural traditions. These spiritual spaces are open for meditation, prayer, or for finding peace and quiet during the busy day. They can also be reserved for spiritual activities such as worship services, lectures, or meetings of a spiritual nature.

Student Disability Services

In compliance with the Mission of the University and federal law, the UIWSOM welcomes students without regard to race, color, sex, gender, sexual orientation, citizenship status, ethnicity, national origin, age, marital status, disability, genetic information, gender identity or expression, veteran status, pregnancy, religion, or any other characteristics protected by law. In accordance with Section 504 of the Rehabilitation Act of 1973, Subpart E and Title III of the Americans with Disabilities Act of 1990, UIWSOM is committed to making reasonable accommodations to ensure access for learners with documented disabilities in completing core osteopathic educational requirements and achieving competencies in clinical applied basic sciences.

Admitted medical students with disabilities who wish to request accommodations as defined by the federal laws must follow the University's procedures for verification of eligibility by submitting supporting documentation to [UIW Student Disability Services](#).

Learners will be apprised of eligibility within the timeframe that is established by SDS. If a request for eligibility verification is made at the start of an academic period, accommodations cannot be implemented until the learners' registration is finalized with SDS. Because of the number of verifications being processed at the beginning of the academic year, learners are urged to submit their request for eligibility verification and accommodations as far in advance after admission to the University. **Minimum advance notice of two weeks is necessary for the SDS office to properly evaluate new requests for accommodations.** Advance preparation will ensure the smoothest availability of needed accommodations.

Once the learner's eligibility has been verified, there is no need to repeat the registration process unless the learner's needs change. **Medical students must request an updated letter of accommodations each year to share with the Director of Academic Support.** If an adjustment to accommodations is needed, it is the student's responsibility to reach out to SDS.

Determining Initial Eligibility:

All learners must follow SDS policies and procedures for determining initial eligibility.

An SDS professional staff will review the application materials and determine appropriate accommodations specific to the individual's disabilities.

Accommodations are developed for learners on an individual basis and, depending on the unit component (STRX, DOCS, LGS, SIGS, CEP) and clinical experiences (this includes clerkship), content and format may vary based on technical standard required.

If a learner is determined to be eligible for reasonable accommodations, upon request, the SDS professional staff will meet with the medical student to discuss approved accommodations. Otherwise, the SDS office may assist the student in identifying alternative means for meeting his or her needs.

Requesting Accommodations

Learners who need accommodations to participate fully in the DO program should file a formal request for accommodations with SDS. The best time to do so is at the start of a unit or clerkship as this allows SDS to adequately coordinate services and provide the Director of Academic Support (DAS) with reasonable notice.

- Learners who are already registered with SDS must request letters of accommodation each year.
- Newly admitted medical students should apply for accommodations using the same process as current learners. Determination of eligibility for SDS services and accommodations *is not* part of the admission process.
- Currently enrolled learners who have developed an impairment due to an illness, accident, or surgery may contact SDS about potential accommodations.

Implementing Accommodations:

After registering with SDS and receiving approved accommodations, learners will receive their letter of accommodation. It is the learner's responsibility to provide the signed letter of accommodation to the DAS, who reviews the recommended accommodation with faculty, as appropriate, to determine suitability for the specific unit component. This is an official notice of the learner's eligibility and guidelines appropriate for the learner's needs.

The DAS will coordinate logistics for approved accommodations for any sessions, learning experience, or any assessments in which accommodations will be used. SOM must receive letters of accommodations ***14 business days*** prior to any assessment. Letters of accommodation are not retroactive and become effective on the date the DAS signs the letter received from the learner.

Learners have the primary responsibility of advocating for themselves during the accommodation process. They should not rely on their parents, peers, faculty members, or others to do so for them. [SDS](#) will support participating students and provide reasonable accommodations to the extent that is permitted by law.

Other Information:

Any confidential records and documentation submitted by the learner to SDS to support a determination of eligibility will be retained and kept confidential in the SDS office. By law, the learner's documentation will be kept by the SDS office for five years after separation from SOM due to graduation or other means.

The SOM DAS maintains a folder containing all letters of accommodation, received from the learner. Such material will be retained separately from the student's academic file, and access to such material

will be limited and appropriate confidentiality will be maintained. The school will not release details related to accommodations that were provided (for example, to residency programs, etc.).

Information and Learning Resources at UIW and UIWSOM

The Information Resources Division provides library and technology services to learners to ensure a successful and rewarding academic experience at UIW. At the UIW Broadway campus, the technology departments include Technical Support, Enterprise Applications, Infrastructure, Web Development, Mobile Applications, Instructional Technology, and Media Services. On the SOM campus, learners receive technical assistance through the Office of Medical and Interprofessional Education (OMIE).

UIW Libraries

[UIW Libraries](#) are comprised of five libraries including the Mabee Library (at the Broadway and Hildebrand campus) which supports the related health sciences programs: nursing, physician assistant, nuclear medicine, kinesiology, athletic training, nutrition as well as chemistry and biology; the George W. Brackenridge Library at the Feik School of Pharmacy; the George W. Brackenridge Library at the Rosenberg School of Optometry; the Geneva R. Johnson Library at the School of Physical Therapy and the School of Osteopathic Medicine Library.

UIW Library Collections

The UIW library collection consists of more than 200 databases, over 40,000 electronic books, and approximately 90,000 electronic journal titles. The health science collections include subscriptions/access to 70 life science core and health science databases, including several evidence-based medicine databases. Access to an extensive number of health science journal articles is supported through package purchases/subscriptions to biomedical offerings and through the identification of stand-alone subscriptions for several embargoed titles.

Collections can be discovered using Primo, the library's discovery tool. There are direct links to library databases and electronic journals. Health science learning resources at UIW are managed by the five health science librarians. Collection development decisions include recommendations made by faculty, learners and administrators in the programs and are enhanced by the expertise of the health science librarian for specific disciplines.

Accessing E-Resources

Learners may gain full access to the databases and other online collections by visiting the library's web page. Remote users can log into subscribed resources using their UIW network credentials, 24/7. Most electronic resources are protected by U.S. Copyright Laws and vendor licensing agreements; therefore, access is limited to current UIW users.

Interlibrary Loan

Materials not available at UIW may be obtained from participating libraries throughout the world by clicking on the Interlibrary Loan Service link on the library's home page. UIW also participates in the TexShare Program. This program allows learners statewide access to library resources on-site at participating libraries. The University of Texas Health San Antonio also participates in this consortium.

The School of Osteopathic Medicine Library

The SOM Library is a modern health science library, serving students, faculty, and staff. The SOM Library includes targeted resources of medical literature consisting of books and journals. It also offers an extensive online collection of over 200 electronic databases (many of which are specific to health sciences), and includes peer-reviewed/scholarly journals, current periodicals, eBooks, government

documents, and streaming media. Other services and programs of the SOM Library include reference and research consultation, interlibrary loan, group study rooms, equipment circulation, and use, printing and copying, etc.

The SOM Library is in Building 3 and has multiple study rooms available for check out. Hours for the SOM physical library are available on the library website. The current address is <http://libguides.uiwtx.edu/som> and has direct access to the UIW Library catalog, library contact information, and relevant databases.

Student Identification

Learners must have their ID with them when visiting the library. The card is required to access the facilities. In addition, a UIW student ID card must be used each time materials are borrowed from the library. Only the person pictured on the ID—and in satisfactory academic standing with the library—are eligible for borrowing materials. Proxy borrowing privileges will be considered only under special circumstances. Approval must come from a library director.

Circulation and Reference Desk

The Circulation and Reference Desk, located at the entrance to the top floor of Building 3, is where patrons may borrow and return materials, (including course reserve materials), check out group study room keys, laptops, and other small equipment. Other circulation services include picking up Interlibrary Loan items. This desk also serves as a place where learners can ask for research assistance, information about library resources/services, and brief one-on-one research help to get them started. The Director of Library Services is a health sciences librarian who schedules one-on-one consultation meetings for more in-depth information needs.

Photocopiers

The library maintains two multifunctional printer/copier/scanners, one within the library across from the Circulation and Reference Desk and one in the informal reading room on the first floor. Learners require their Student ID cards to pay for photocopies.

Quiet and Collaborative Study Areas

Because a learner's study needs include individual and group study, the library has made a focused effort to provide both collaborative and individual (quiet study) spaces on the first floor of the library.

Group Study Rooms

A total of ten group study rooms are available for collaborative work. Keys to group study rooms may be checked out at the Circulation and Reference Desk for use by groups of two to ten UIWSOM learners. Policies governing the use of these rooms can be found on the library's website.

Information Technology

[Information Technology](#) provides technology service and support to the UIW community. The SOM community has multiple ways to access technical support. While IT and Help Desk serves all UIW, SOM also has dedicated support specialists on location. These tech experts work with all departments within IT and Help Desk representatives will assign tickets to the SOM support specialists as needed.

Service Portal

The [Service Portal system](#) provides an artificial intelligence-backed solution for one-stop help across all UIW using knowledge base resources, chat, and live support.

Help Desk Services – General Technical Support

(210) 829-2721 and helpdesk@uiwtx.edu as well as connected to the Service Portal Hours of Operation: Visit [Help Desk Services](#) for current information.

Location: Lower Level of the UIW Student Engagement Center, Broadway Campus

Help Desk Services provides support for username, password, email, Cardinal Apps, computer hardware, software, Canvas, network, audio/visual equipment, and instructional technology.

Health Professions Technology Support Specialists – SOM Specific Support

(210) 619-7100 and helpdesk@uiwtx.edu as well as connected to the Service Portal SOM Help Desk Hours of Operation: Monday through Friday 7-8am and 12-5pm Location: Building 3, SOM Campus

The SOM Health Professions Technology Support Specialists are located on campus to provide general technical and training support for students. Technical support and training include hardware and software installation, troubleshooting Windows and Macintosh OS based computers, phones, and tablets, maintenance of network connectivity, and supporting the use of a variety of commonly used applications. Requests are prioritized and resolved in an effective and timely manner in person as well as by email, phone, chat, or remote session.

EMedley – Learning Management System for the DO Program

Contact Asma Ali for assistance: (210) 619-7063 or asali1@uiwtx.edu

Canvas – Learning Management System for UIW

24/7 Canvas Support is available by phone at (844) 384-5742 or by chat inside the Canvas system by clicking on the Help option in the Global Navigation menu. Canvas representatives will provide step by step assistance for using any of the Canvas features. [Student Guides](#) are available for your reference.

Policies and Procedures

The university has several policies that govern how students, faculty, and staff use technology and software while at the institution. These policies include acceptable and non-acceptable use of information resources at UIW. For a complete list of these policies, go to [IT Policies and Procedures](#).

Student Laptop Requirements

Visit [Learning Online](#) for more information.

Windows Recommended	Windows Minimum Required	Mac Minimum Required
Operating System: Windows 10 (Service Pack 20H2_ minimum) Processor: Intel i7 or AMD Ryzen 7 Processor: 3.0 GHz RAM: 16GB Hard Drive Space: 500GB or 1TB SSD Web Browser: Google Chrome latest version Camera: Built-in or add on WebCam (720p or higher resolution) with microphone	Operating System: Windows 10 Processor: Intel i5 processor or AMD Ryzen 3-5 processor RAM: 8GB - 16GB Hard Drive Space: 256GB SSD Web Browser: Google Chrome latest version Camera: Built-in or add on WebCam (720p or higher resolution) with microphone	A Windows OS computer is preferred during assessment weeks. Operating System: OS 11 Big Sur Processor: Intel i5 or AMD Ryzen 3-5 Minimum Processor Speed: 2.7 GHz RAM: 8GB - 16GB Hard Drive Space: 256GB SSD Web Browser: Google Chrome latest version Camera: Built-in or add on WebCam (720p or higher resolution) with microphone

Guidelines for Evaluation, Promotion, and Graduation

Primary responsibility for learner evaluation and promotion rests with the faculty. The faculty has an obligation to learners, the school, and the community, to evaluate learners and to promote and graduate only those learners who have demonstrated their suitability for the practice of medicine.

A UIWSOM learner is a candidate for graduation and can participate in the Commencement Ceremony if all the following responsibilities have been met:

- Complete and pass all the curricular and clinical requirements,
- Achieve passing scores for the COMLEX-USA Level 1 and Level 2-CE exams by the deadlines specified in this Handbook,
- Complete the minimum number of credit hour requirements,
- Resolve any professional issues on record or pending,
- Complete all program requirements within six years,
- Satisfy all indebtedness, return all loaned or rental property, and complete Student Loan Exit Counseling at www.studentaid.gov if received student loans,
- Apply for graduation with the UIW Registrar's Office and pay all associated fees.
- Participate in Commencement Ceremony unless special permission from the dean is granted.

Good Standing

There are numerous reasons for good standing verification including those related to core, selective, and elective rotations, military programs, scholarships, student organizations, and leadership positions. "Good Standing" and "Satisfactory Academic Standing" are terms used synonymously both internally and externally. Requests to verify good standing may be generated by the Office of Admissions and Student Affairs (OASA), Office of Clinical Affairs (OCA), Office of the Dean, Office of Medical and Interprofessional Education (OMIE), student organizations, by the learner themselves, or by an external entity. The online good standing verification request form can be found at.

There are two Good Standing designations in the DO curriculum: Satisfactory or Unsatisfactory. UIWSOM Good Standing is not equivalent to the designation of Satisfactory Academic Progress used by the UIW Office of Financial Assistance (OFA); however, a learner's UIWSOM Good Standing may impact the designation used by the UIW OFA.

A learner is in good standing if, *at the time of the request*:

- All completed coursework has a final grade of P, PR, or H. Verification of this is completed by a representative from OMIE.
- All ACLS, EMT, PALS and BLS certification deadlines have been met. Verification of this is completed by a representative from OMIE.
- All program standards for health assessments, immunization status, and other requirements as determined by the OASA have been met. Verification of this is completed by a representative (Records Coordinator) from OASA.
- There are no unresolved issues related to professionalism. Verification of this is completed by a representative (Director of Student Affairs) from OASA.

There are times when good standing verification is time sensitive. Therefore, it is reasonable that, in most instances, verification can be completed within seven business days. The length of time a learner is on unsatisfactory academic standing may vary depending on the situation and is determined by faculty represented by the UIWSOM phase committees and/or Student Progress Committee.

**Grades of F and SR indicate the learner's UIWSOM Standing is unsatisfactory. More than one (1) grade of IP assigned in a single academic year due to a need for reassessment of a unit or clerkship in which academic standards were not met, indicates the learner's UIWSOM is NOT Satisfactory. Repeating a Unit, Clerkship, or Academic Year due to academic standards not being met indicates the learner's UIWSOM Academic Standing is NOT Satisfactory.*

A learner whose UIWSOM Academic Standing is not satisfactory is notified in writing of their Unsatisfactory Standing by the Office of Medical and Interprofessional Education. These students:

- Shall maintain scheduled appointments with a member of the Office of Academic Support at intervals determined by the Director of Academic Support.
- Shall maintain scheduled appointments with a member of the Office of Admissions and Student Affairs at intervals determined by either the Associate Dean of Admissions and Student Affairs or the Director of Student Affairs
- Are not eligible to hold any office in a UIWSOM organization, serve as a UIWSOM representative, hold any student leadership roles at UIWSOM, participate in extracurricular projects, or travel on behalf of the UIWSOM.

If the learner does not comply with the above, they are subject to dismissal from the program. A learner's UIWSOM Academic Standing may return to Satisfactory when the necessary requirements are fulfilled.

Alternate Curriculum Committee

The Alternate Curriculum Committee (ACC) is a subcommittee of the SPC. The ACC is charged with developing alternate plans of study for learners with unique situations or academic challenges that would otherwise prohibit successful and/or timely completion of the DO program. Academic challenges may include, but are not limited to, Phase I or Phase II remediations, extended leave of absence (LOA), or military service.

Grading

The grading system used by the UIWSOM includes the following:

Grade	Letter	Description
Honors	<i>H</i>	Only awarded during Phase II
Pass	<i>P</i>	Successfully meets all requirements of a unit, clerkship, rotation, elective, selective
Pass with Remediation	<i>PR</i>	After remediation, successfully meets all requirements of a unit or clerkship/rotation
Subject to Remediation*	<i>SR</i>	Did not meet standards in a unit/clerkship/rotation AND requires remediation
In Progress**	<i>IP</i>	Did not meet standards in a unit/clerkship and is scheduled to reassess (not remediate)
Withdrawal	<i>W</i>	Administratively withdrawn or self-withdraws <u>after</u> a unit begins and <u>before</u> assessment week
Fail	<i>F</i>	Did not meet standards in a unit/clerkship or fails to follow the process to withdraw
No Grade*	<i>NG</i>	Dismissed <u>before</u> the <u>initial</u> assessment

**SR and IP may be replaced with grades commensurate with subsequent performance in the Unit or Clerkship (e.g., upon completion of remediation).*

***Designation is for internal processes and is NOT a “grade” that will be part of a permanent transcript.*

Learners must successfully complete all first year and second year curriculum requirements before proceeding to the core clerkships. Third-year core clerkships must be successfully completed, including all associated COMAT Subject Exams, before learners begin the academic curriculum of the fourth year (subject to scheduling limitations).

Assessments and Evaluations

The following assessments and evaluations contribute to the learner's grade in each unit or clerkship (unless otherwise indicated in the unit/clerkship syllabus):

Summative Assessments

- a. Cognitive Exams (e.g., Unit CE, COMAT and COMSAE)
- b. Structures Practical Exam (STRX-PE)
- c. Developing Osteopathic Clinical Skills Performance Evaluation (DOCS-PE)

Summative Evaluations

- d. — Small Interactive Group Sessions (SIGS) Facilitator Evaluation of Learner
- e. Preceptor End of Clerkship Evaluation of Learner
- f. Clerkship Director Evaluation of Learner

PHASE I PROMOTION POLICIES

Outcomes for Phase I Assessments and Learner Evaluations

Unit summative assessments and evaluations (CE, DOCS-PE, STRX-PE, SIGS Facilitator Evaluation of Learner) are scored according to a rubric, and each learner is assigned a designation of “standards met,” “standards met with requirements,” or “standards not met” for each component.

- If a learner receives a designation of “standards met” or “standards met with requirements” on all components in a unit, and all other unit requirements are met, the learner will receive a unit grade of *Pass (P)*.
- If a learner receives a designation of “standards not met” for one or more summative assessment(s) in a unit, the learner will receive an *In Progress (IP)* designation for the unit and must reassess each component for which this designation is received. Reassessment policies and eligibility requirements are presented below.

Outcomes for Other Phase I Requirements

The designation of “standards not met” may also be applied if a learner fails to complete requirements by the posted deadline for EMT-B,* CEP, board questions (Kaplan), or other requirements listed in the Unit syllabus.

** UIWSOM pays for the first NREMT attempt. All other attempts are at the learner's expense. Learners who do not pass the NREMT after three attempts will have their academic status changed to unsatisfactory and may be subject to dismissal from the program.*

Reassessment

Reassessments for CE, DOCS-PE, and STRX-PE will occur at the end of the academic year. Reassessments for Units 1 through 5 must be completed at the scheduled time following Unit 5, and a “standards met” must be received before the start of the next academic year. Reassessments for Units 6 through 8 must be completed at the scheduled time following Unit 8, and a “standards met” must be received before taking COMLEX- USA Level 1. If the learner does not reassess within the time specified, they will receive a grade of Fail (F) and will be required to appear before the SPC to determine the next steps, which may include remediation of the unit.

If a learner earns a “standards met” for a unit reassessment, and all other unit requirements are met, the learner will receive a grade of Pass (P) for the unit. A learner who earns a “standards not met” on a unit reassessment will receive a unit grade of Subject to Remediation (SR) and will be required to repeat the academic year.

Reassessment limits:

- OMS-I Year: A learner may not reassess components in more than *two* units in the same academic year.
- OMS-II Year: A learner may not reassess components in more than *one* unit in the same academic year.
- Once a learner exceeds their limit on reassessments as defined above, they will be required to repeat the year.
- If the learner is already repeating a year as part of academic remediation, they will be limited to reassessing one unit, regardless of the academic year being repeated. If the learner exceeds this limit on reassessments, they will be dismissed from the program without an option to appeal.

Remediation of a Unit

Upon successful remediation of a unit, the grade of Subject to Remediation (*SR*) will be replaced with Pass with Remediation (*PR*) on the learner's transcript. If the learner does not successfully complete the requirements of remediation, the grade of Subject to Remediation (*SR*) will be replaced with Fail (*F*) on the learner's transcript, and the learner will be dismissed.

Repeating an Academic Year During Phase I

Learners who are required to repeat an academic year must repeat the year in its entirety. All unit requirements in the repeated year will be assessed, including all requirements for which the learner previously met academic standards (e.g., earned a grade of *P*). A learner may only repeat one academic year during Phase I. Inability to successfully pass the curriculum within these constraints will result in dismissal from the program without an option to appeal. Learners required to repeat the year may, at the discretion of SPC, audit (link to policy) remaining LGS only. Learners repeating year one are required to attend orientation, meet regularly with representatives from the Office of Academic Support and the Office of Admissions and Student Affairs, as determined on an individual basis, and maintain regular attendance (not exceed seven excused absences).

PHASE II PROMOTION POLICIES

Clerkship Grading Policy

Students will receive a grade of Honors (*H*), Pass (*P*), Pass with Remediation (*PR*), or Fail (*F*) for a core clerkship.

Honors

The honors designation will be awarded to the top 20% in each clerkship. Learners must have satisfactory [attendance](#) (at least 85%) in all UIWSOM didactic sessions during the clerkship and on-time submission of completed [logs](#) to be eligible for honors. Learners who must reassess a grading element in a core clerkship are not eligible to earn a final grade of Honors for that clerkship.

The top 20% will be determined by the following criteria:

- COMAT score (50%)
- Preceptor evaluation (30%)
- Clerkship director evaluation (20%)

Pass

Students who meet the requirements for every assessment component for a core clerkship will receive a score of *Pass* (P) for that clerkship. The following are the assessment components for each clerkship: [attendance](#), [case logs](#), [COMAT subject exam](#) score, preceptor evaluation of the student, and clerkship director evaluation of the student. A student who does not meet standards solely on a [COMAT exam](#) must re-take that exam for reassessment as scheduled by the OMIE and OCA. Successful reassessment of the COMAT on the second or third attempt results in a grade of *Pass* (P).

Pass with Remediation

Students who do not meet the requirements in two or more of the assessment components of the clerkship will receive a score of *Subject to Remediation* (SR). A student who receives a score of *Subject to Remediation* (SR) may remediate that clerkship within the guidelines listed in the grading policy of the Student Handbook. If the student successfully remediates the clerkship, the grade of *Subject to Remediation* (SR) will be changed to *Pass with Remediation* (PR).

Fail

Any student who does not successfully remediate the clerkship will receive a grade of *Fail* (F) for that clerkship. Any student who receives a designation of “standards not met” on the third COMAT attempt will receive a grade of *Fail* (F) for that clerkship. Failure to be present at an assigned rotation without a properly excused absence may result in a student receiving a grade of *Fail* (F) for that clerkship. Any student who receives a grade of *Fail* (F) for a core clerkship will be subject to action appropriate to the grade of *Fail* (F). This includes referral to the Student Progress Committee.

Preceptor Evaluation of Student

Preceptors are required to submit an End-of-Clerkship Preceptor Evaluation of Student for each student after the completion of each clerkship. If a student does not meet standards on an End-of-Clerkship Preceptor Evaluation of the Student, the student will consult with the Clerkship Director and Director of Clinical Rotations and may also be required to appear before the [SPC](#) for further action.

The evaluation is based on the student's behaviors, knowledge, and skills observed by the preceptor and other members of the healthcare team related to [Entrustable Professional Activities](#) and the UIWSOM core competencies:

History and Physical Examination

- Medical interviewing/history-taking
- Physical and mental status examination

Clinical Reasoning

- Differential diagnosis
- Data interpretation and escalation of care

Treatment

- Informed consent
- Rationale for diagnostics and treatment
- Use of osteopathic manipulative treatment
- Procedural skills

Communication

- Patient communication
- Oral presentation skills
- Written documentation
- Interprofessional collaboration
- Transfer of care/handoffs

Physician Personhood

- Evidence-based medicine
- Feedback and help-seeking behavior
- Taking responsibility for patients
- Professionalism
- Social justice

Core Entrustable Professional Activities for Entering Residency

EPA-based assessment of UIWSOM learners begins in Unit 1 and concludes just prior to graduation. In Phase I, learners are assessed on EPAs through DOCS end-of-unit Performance Evaluations for Units 1 through 8, followed by an end-of-phase OSCE. During Phase II, learners are assessed on EPAs through preceptor evaluations of learners, as well as through OSCEs in Year 3 and Readiness for Residency activities in Year 4.

- EPA 1: Gather a history and perform a physical examination
- EPA 2: Prioritize a differential diagnosis following a clinical encounter
- EPA 3: Recommend and interpret common diagnostic and screening tests
- EPA 4: Enter and discuss orders and prescriptions
- EPA 5: Document a clinical encounter in the patient record
- EPA 6: Provide an oral presentation of a clinical encounter
- EPA 7: Form clinical questions and retrieve evidence to advance patient care
- EPA 8: Give or receive a patient handover to transition care responsibility
- EPA 9: Collaborate as a member of an interprofessional team
- EPA 10: Recognize a patient requiring urgent or emergent care and initiate evaluation and management
- EPA 11: Obtain informed consent for tests and/or procedures

- EPA 12: Perform general procedures of a physician
- EPA 13: Identify system failures and contribute to a culture of safety and improvement

Clerkship Director Evaluation of Learner

Clerkship Directors are required to submit an End-of-Rotation Clerkship Director Evaluation of Learner for each student after the completion of each clerkship. If a student does not meet standards on an End-of-Rotation Clerkship Director Evaluation of Learner, the student will consult with the Clerkship Director and Director of Clinical Rotations and may also be required to appear before the [SPC](#) for further action.

The evaluation is based on the student's behaviors, knowledge, and skills observed by the Clerkship Director during all sessions at UIWSOM, including but not limited to, orientation to clerkship, Friday afternoon breakout sessions, and skills labs.

Student Evaluation of the Preceptor and Site

Students are required to complete evaluations regarding their clerkship experience. Student feedback received from the evaluations assists in assessing and improving clinical clerkships and future faculty development programs. A summary of student comments will be reported anonymously, in redacted form, to those training sites and preceptors on an annual basis. The evaluations are to be completed by midnight on the Sunday after the last Friday of the rotation.

Logs

Logs are important for tracking the student's learning and become part of the student's portfolio when applying for residencies. Logs are recorded in the learning management system. There are three logs for students to complete in each core clerkship:

Essential Clinical Conditions Log

These are clinical conditions that students should be familiar with by the end of each rotation; these conditions are listed in the appendix of each core clerkship syllabus. Students should focus on understanding the common signs and symptoms, pathophysiology, differential diagnosis, work-up, treatment, and management of each condition. In the event that an actual patient encounter does not occur, students may fulfill the requirement through reading or completing an online module. Students are expected to complete the essential clinical conditions log. Students must submit their completed [logs](#) via the LMS by 11:59p of the Sunday after each clerkship ends in order to be eligible for honors.

Procedures Log

These procedures are those commonly performed as part of patient care activities in the clerkship specialty; the recommended procedures are listed in the appendix of each core clerkship syllabus. Performing clinical procedures other than OMT is not mandatory, but students should track them. Those that are deemed essential should be performed at some time during training. Students should log only those procedures they observed or participated in. These are formative and will be checked for integrity and accuracy. Students must submit their completed logs via the LMS by 11:59p of the Sunday after each clerkship ends.

OMT Log

Student performance of OMT during clinical rotations is mandatory and must be documented by every student during all core clerkships in Years 3 and 4. For more information, please consult the OPP LIC syllabus.

COMAT Exam

Comprehensive Osteopathic Medical Achievement Test (COMAT) exams are administered at the end of designated core clerkships. COMAT exams are available for Emergency Medicine, Family Medicine, Internal Medicine, Obstetrics/Gynecology, Osteopathic Principles and Practice, Pediatrics, Psychiatry, and Surgery. The COMAT subject exam structure, content outlines, and practice exams for each subject can be found at <http://www.nbome.org/comat>. Students may take each COMAT Subject Exam up to three times, and the highest score achieved will be used when determining honors.

UIWSOM faculty directly associated with the curriculum, and members of UIWSOM administration comprise the Phase II Standards Committee, which determines standards based on relevant national statistics for each COMAT subject exam. Learners will receive results from their COMAT subject exam within 15 business days following the availability of scores from the NBOME.

Learners who receive a designation of “standards not met” for any attempt of the COMAT will receive a grade of *In Progress (IP)* for the clerkship until they have successfully met standards for the COMAT subject exam and are ineligible to receive an Honors designation for that clerkship, even with a high score on any repeated attempt. A learner has a maximum of three attempts to pass a COMAT subject exam before receiving a grade of *Fail (F)* for the associated clerkship.

Any learner who receives a designation of “standards not met” for a first attempt on the COMAT must meet with the Clerkship Director for the associated clerkship. Any learner who receives a designation of “standards not met” for a second attempt on the COMAT must meet with the Director of Academic Support.

Guidelines for Applying Sanctions for Unacceptable Progress during the Core Clerkships

Learners who earn a grade of *Subject to Remediation (SR)* or *Fail (F)* in a core clerkship will fall into one or more of these categories:

- Remediation: The learner who earns a grade of *SR* must perform additional work in that clerkship. The Clerkship Director, in collaboration with the Director(s) of Curriculum Integration, will prepare a written plan outlining the remedial work required. Remedial work may include repeating a clerkship. Upon completion of appropriate remediation, learners will be re-evaluated and given a grade of *Pass with Remediation (PR)* or *Fail (F)*, and appropriate action will be taken as specified in the Student Handbook.

Academic criteria for remediation of a clerkship: A learner will be allowed to remediate a core clerkship if all the following criteria are met:

- Two (2) or fewer grades of *Subject to Remediation (SR)* in any core clerkships, and
- No grade of *Fail (F)* in any core clerkship
- Repeat Clerkship*: The learner who earns a grade of *Fail (F)* in a core clerkship must repeat the clerkship in its entirety. Repetition of clerkships cannot be used to fulfill elective/selective requirements and must be taken when the learner is not enrolled in any other academic work for credit.
 - Repeated core clerkships must be completed with a grade no lower than *Pass (P)*. A grade lower than *Pass (P)* in a repeated clerkship will be recorded as *Fail (F)* and may result in dismissal.
 - Repetition of a Failed clerkship and remedial work may prevent students from graduating on schedule.
 - A learner may not receive credit for repeating a core clerkship they have already successfully completed with a grade of *Pass (P)* or *Pass with Remediation (PR)*.

Academic criteria for repeating a clerkship: A learner will be allowed to repeat a core clerkship if both of the following criteria are met:

- One (1) or fewer grades of *Subject to Remediation (SR)* in any core clerkship, and
- One (1) grade of *Fail (F)* in any core clerkship.

- Dismissal: Students who meet any of the following criteria may be dismissed from the DO program:
 - Three (3) or more grades of *Subject to Remediation (SR)* in any core clerkships, or
 - Two (2) or more grades of *Subject to Remediation (SR)* in any core clerkships and one grade of *Fail (F)* in any core clerkship, or
 - Two (2) or more grades of *Fail (F)* in any core clerkships.
 -

** Students may not be enrolled in two clinical clerkships simultaneously in the medical school curriculum.*

Guidelines for Applying Sanctions for Unacceptable Progress during Elective Clerkships

Learners who earn a grade of *Fail (F)* for elective clerkships will be required to meet with the SPC which may recommend the following or another action after review of the learner's complete record:

- Repeat Clerkship: The elective clerkship in its entirety must be repeated. Repeated elective clerkships must be completed with a grade of Pass (*P*). A grade lower than Pass (*P*) will be recorded as Fail (*F*). Repetition of clerkships may prevent the learner from graduating on schedule. *
- Dismissal: Multiple grades of *Fail (F)* may result in dismissal.

**Students may not be enrolled in two clinical clerkships simultaneously in the medical school curriculum.*

National Board Examination Policies

COMSAE Phase 1 and Phase 2

To be approved to take COMLEX-USA Level 1 and Level 2, UIWSOM requires learners to pass COMSAE Phase Examinations. The DO Curriculum Committee determines, announces, and publishes the COMSAE passing scores annually. A learner that does not meet the passing score will be required to reassess. Any learner who scores below a 350 on the first attempt (Phase 1 only), and any learner who does not meet standards on a COMSAE reassessment will be required to attend an external immersion program (“boards bootcamp”) as part of a required remediation process. Successful, documented completion of an approved external immersion program may meet the passing COMSAE requirement, at the discretion of UIWSOM. Please see below for further remediation processes and guidelines.

Note: Based on a learner’s prior performance in the UIWSOM curriculum, the SPC may initiate additional requirements, including an external remediation program, prior to the Phase 1 COMSAE.

National Board Examinations (COMLEX-USA)

According to the AOA Commission on Osteopathic College Accreditation, learners are required to pass the National Board of Osteopathic Medical Examiners (NBOME) Comprehensive Osteopathic Medical Licensing Examination exams (COMLEX-USA Level 1 and Level 2 CE) to graduate. Once approved to take the examination(s), learners must schedule with the NBOME and complete the COMLEX examinations by the UIWSOM-approved deadlines below. Note: taking and passing USMLE Step exams is not a graduation requirement at UIWSOM.

Learners must complete their COMLEX Level 1 examination during the UIWSOM-designated testing window unless a specific exemption is granted by the SOM. The SOM must receive a passing score before the first day of the learner’s first core clerkship. *

Learners must complete their Level 2 examination early in their fourth year, by a date (typically in mid-August or early September) that ensures their score will be available when ERAS applications are first released to residency programs. Learners will be notified of the exact date for their class in the fall of their third year since the dates may vary slightly each year. The SOM must receive a passing score before December 15 of the learner’s fourth year.

Learners who do not comply with these deadlines cannot progress in the program and may be administratively withdrawn.

**For learners completing a remediation plan for COMSAE Phase 1 or COMLEX Level 1, this requirement may be subject to change, depending upon the NBOME score report release dates.*

COMLEX-USA Number of Attempts

Learners at UIWSOM will be allowed three attempts to pass COMLEX-USA Level 1 and four attempts to pass COMLEX-USA Level 2. Failure on a third attempt on COMLEX-USA Level 1 or on the fourth attempt of COMLEX-USA Level 2 will result in immediate dismissal from the university, with no option to appeal. Please note that different state medical licensing agencies may limit the number of attempts a learner has to pass the COMLEX exams. Failure to pass the exams within limits set by a state may prevent the learner from obtaining a license to practice medicine in that state. In Texas, a learner has three attempts to pass each COMLEX exam.

COMLEX/COMSAE Remediation

For a learner required to remediate due to a failure of any COMSAE or COMLEX-USA exam:

- The learner will receive instructions from the appropriate office within five business days of failure notice. These instructions may include required meetings, timeline expectations, and remediation options.
- Learners who have not started rotations may be administratively withdrawn from their upcoming rotation to allow time for completion of the remediation plan.
- UIWSOM will evaluate the learner's completion of the prescribed remediation plan and readiness to retake the COMLEX exam and may alter the tentative testing date established in the remediation plan if it is determined that the learner did not meet established benchmarks.
- A remediating learner may not retake the exam prior to successful completion of the remediation program and approval from UIWSOM.
- Depending on the timing and length of the remediation period, a learner may be placed on a revised degree plan with consultation from the Alternate Curriculum Committee (ACC) and monitoring by the SPC.
- Students required to sit for additional attempts of a COMLEX-USA Level exam must retake the examination within 14 days of completing their remediation program unless *specifically* directed otherwise by UIWSOM. Any extension of this deadline must be approved via application to the SPC.
- If the COMLEX exam is not retaken with a passing score by the date assigned by UIWSOM, the learner may be referred to the SPC for further action up to and including dismissal.
- Depending on the timing and length of the remediation period, a learner may be placed on a revised degree plan with consultation from the Alternate Curriculum Committee (ACC) and monitoring by the SPC.

Considerations for COMSAE/COMLEX Remediation During Phase II Clerkships

For a learner required to remediate due to a failure of any COMLEX-USA exam or COMSAE exam during Phase II:

- The learner will be expected to begin their remediation program in the next available clinical rotation. This remediation plan may include a 4–6-week external remediation program approved by UIWSOM.
- Learners who are currently enrolled in a rotation may choose to complete the rotation in progress or withdraw from the rotation immediately.
- The learner must complete their remediation program, retake the exam, and receive a passing score before resuming the next scheduled clinical rotation.
- The learner will be placed on a revised degree plan with consultation from the ACC and monitored by the SPC. *The revised degree plan may include rotations in a different geographical region.*

COMSAE/COMLEX and Financial Considerations

UIWSOM pays for the first attempt of COMSAE Phase 1 and COMSAE Phase 2. All other COMSAE Phase 1 and COMSAE Phase 2 attempts, including those used for reassessment and required remediation programs, are the financial responsibility of the learner. Tuition for required remediation programs is the sole responsibility of the learner. UIWSOM does not pay for any COMLEX-USA exams. Learners are responsible for the fee and related expenses associated with taking the COMLEX-USA exams. Financial aid options should be discussed with the Director of Enrollment Services in OASA.

Student Professionalism and Ethical Expectations

Professionalism

Professionalism is a core component of the practice of osteopathic medicine and is central to the ethic of care that learners develop in the DO program. Professionalism requires the cultivation and application of several virtues, including good judgment, honesty, personal and professional responsibility, social accountability, morality and ethical decision-making, sensitivity, compassion, and respect for diversity.

Professionalism embodies a commitment to excellence and integrity. It requires that an osteopathic physician place the interests of patients and others above self-interest. It includes but is not limited to respect for colleagues, faculty, staff, and peers, and behavior in public that upholds the dignity, mission, and expectations of the UIWSOM, the medical profession, and the position of trust that physicians occupy. Professionals avoid impropriety and behaviors that create the appearance of impropriety. Continual self-reflection about one's attitudes and behaviors must occur as one strives to be a better person and an osteopathic physician.

Learners at the UIWSOM are expected to be respectful in every situation and encounter, be it in-person or virtually, with faculty, staff, fellow learners, preceptors, patients, and community members. Professionalism also requires adherence to all UIW and UIWSOM rules, policies, and requirements. To this end, learners are expected to adhere to the UIWSOM Honor Code. Professionalism violations may be referred to the Conduct Review Board.

UIWSOM Honor Code

The UIWSOM Honor Code is a standard of professionalism that allows learners to hold themselves and their colleagues accountable for actions and behaviors. The purpose of the Honor Code is to guide learners in their professional development while embodying the mission and vision of UIWSOM.

Learners of UIWSOM will embody the core values of integrity, accountability, inclusivity, and compassion.

- **Integrity** in the educational, professional, and personal domains to foster honesty, awareness, and humility.
- **Accountability** to one another through active listening, mutual respect, life-long learning, and the ability to take constructive criticism.
- **Respect** yourself, your peers, and your community to safeguard the dignity and common humanity of others.
- **Inclusivity** promotes an environment of trust, open-mindedness, and respect for people of all cultures and identities.

- **Compassion** in our interactions with patients, peers, faculty, and community members is characterized by a community-centered approach.

Conduct Review Board

The Conduct Review Board (CRB) investigates and makes recommendations regarding non-academic learner incidents. This committee serves as a companion to the Student Progress Committee (SPC) and addresses issues related to professionalism, learner-to-learner grievances, and other non-academic issues. The primarily student led CRB allows learners to effectively investigate and resolve minor learner conduct violations and may refer matters of a more egregious nature to the Student Progress Committee. The CRB investigates reports referred to the CRB to determine the nature of the incident, meet with learners involved, and recommend a course of action. This includes but is not limited to the impact of actions papers, community service with a written account, mediation, and professional citations added to the student record.

The CRB is composed of the UIWSOM Director of Student Affairs, one UIW behavioral health representative, two UIWSOM faculty members, and two representatives from each active UIWSOM cohort. Student committee members are appointed by the Dean of UIWSOM and will serve a minimum of one calendar year unless otherwise directed by the UIWSOM Dean of Admissions and Student Affairs or the UIWSOM Director of Student Affairs. Faculty committee members are appointed by the Dean of UIWSOM and serve a minimum of two years unless otherwise directed by the Dean of UIWSOM. A subcommittee may be convened in instances of necessary mediation. The subcommittee includes the Director of Student Affairs and/or one Behavioral Health representative.

Learner professionalism concerns can be reported via the [Conduct Review Board Submission Form](#).

The UIWSOM also subscribes to the [AOA Rules and Guidelines of Professional Conduct](#).

Unprofessional behavior is detrimental to the UIWSOM learning community, patients, colleagues, and individuals themselves, and damages the practice of medicine and medical community. UIWSOM learners are expected to follow the components of professional behavior, as outlined below. Unresolved incidents of a learner's unprofessional behavior may prevent the learner from academic advancement. That is, a learner may not progress to the next unit, rotation, or phase without documented resolution of any professionalism issue.

Components of Professional and Ethical Behavior

Professionalism cannot be reduced to a formula. The following is a non-exhaustive list of professional and ethical expectations.

Nondiscrimination

It is unethical for a learner to refuse to participate in an educational activity or the care of a person based on race, color, sex, gender, sexual orientation, citizenship status, ethnicity, national origin, age, marital status, disability, genetic information, gender identity or expression, veteran status, pregnancy, religion, or any other characteristics protected by law. Learners must show respect for patients and families as well as everyone involved in their care. This includes physicians, nurses, other learners, residents, fellows, and administrative staff.

Confidentiality

Confidentiality is required on multiple levels at UIWSOM. Throughout the course of the program, learners may have access to confidential information and materials. At all times learners are expected to:

- Respect the privacy and dignity of all associated individuals
- Treat all records as confidential material, protecting them to ensure complete confidentiality.
- Refrain from reading, discussing, divulging, or disclosing any personal and private information unless doing so is legitimately related to performing assigned duties.
- Adhere to the scope of responsibilities designated by the learner's current role as a student or committee member.
- Ensure that confidential information is not inappropriately accessed, used, or released either directly or by virtue of signature or secure access to premises or systems.
- Refrain from the use of confidential information for personal interests or the interests of others.

The patient's right to the confidentiality of medical records is a fundamental tenet of medical care. The discussion of problems or diagnoses of a patient by learners or professional staff in public violates patient confidentiality and is unethical. Email and other electronic forms of communication that mention or transmit identifying patient information must be secure and properly encrypted and not used other than for the purpose of communicating with the patient or caregivers who have a legitimate need to know about the patient. Medical records may be copied only for direct patient care. For presentations or rounds, learners are permitted to extract necessary information but shall not copy entire charts or portions of a chart that are not relevant to a legitimate clinical or education purpose. All learners are required to undergo periodic training in the Health Insurance Portability and Accountability Act (HIPAA), and they must adhere to its tenets.

Professional Demeanor

The learner should be thoughtful and professional when interacting with patients, families, peers, and co-workers. Inappropriate behavior includes the use of offensive language, gestures, or remarks with sexual overtones, extreme lack of interest, or dishonesty.

Learners should maintain a neat and clean appearance, including adhering to the daily [dress code](#) that is generally accepted as professional by the patient population served. Learners must dress according to the dress code of the hospital and individual departments when on clinical rotations.

Representation of Level of Training and Knowledge

Learners should accurately represent themselves to patients and others on the medical team as an "osteopathic medical student" or "student doctor." Learners should never introduce themselves as "Doctor" at any time, regardless of any other degrees that they may hold, as this misrepresents the learner's position, knowledge, and authority.

If any entries are made into patient medical records, any student signature should be followed by "OMS-III" or "OMS- IV" written legibly or entered electronically.

Learners should never provide care without supervision or render care that is beyond what is appropriate for their level of training, even under supervision. Students also must not provide medical diagnoses or treatment advice unless under the direct supervision of a clinical faculty member/preceptor.

Honesty

Learners are expected to demonstrate honesty and integrity in all aspects of their education and in their interactions with patients, staff, faculty, and colleagues. They may not cheat, lie, steal, or assist others in the commission of these acts. Learners must not commit fraud or misuse funds intended for professional activities. A learner must ensure the accuracy and completeness of his or her part of the medical record and must make a good-faith effort to provide the best possible patient care.

Learners must be willing to admit errors and not knowingly mislead others or promote themselves at the patient's expense. The learner is bound to know, understand, and preserve professional ethics and has a duty to report any breach of these ethics by other learners or healthcare providers through the appropriate channels. Plagiarism is dishonest and unethical. To consciously incorporate the words of others, either verbatim or through paraphrasing, without appropriate acknowledgment, is unacceptable.

Research

The basic principle underlying all research is honesty. Scientists have a responsibility to provide research results of high quality, gather facts meticulously, keep impeccable records of work done, interpret results realistically, not force them into preconceived molds or models, and report new knowledge through appropriate channels. Co-authors of research reports must be acquainted with the work of their co-workers so that they can personally vouch for the integrity of the study and the validity of the findings and must have been active in the research or writing itself.

Commitment to Life-long Learning

A personal commitment to life-long learning is an essential precept for a physician and learners at the UIWSOM. New medical and scientific knowledge is continually being discovered. In order to stay abreast of new technology, treatments, and tools, learners must make a commitment from the very beginning of their education to be responsible for learning and maintaining the necessary skills to provide appropriate quality care throughout their careers as osteopathic physicians and scientists.

Conflicts of Interest

Avoidance of conflicts of interest represents a core component of professionalism. It is essential for learners to recognize when potential conflicts of interest exist and to manage them appropriately. Transparency is important and conflict management typically requires disclosure to appropriate personnel. A learner with a proprietary, financial, or other interest in any material he or she is presenting or discussing must properly disclose that conflict of interest. When a conflict of interest arises, patient welfare must always be paramount.

Gift Policy

UIWSOM employees (faculty, staff, and administrators) and learners are prohibited from soliciting gifts, gratuities, favors, loans, or other objects of value arising as a result of the performance of their duties. To avoid a conflict of interest, undue influence, or any appearance of a conflict of interest or undue influence, employees and learners shall not accept or give personal gifts, beyond token objects of nominal value, from/to anyone with whom there might be a conflict of interest. All should refuse to accept cash gifts, electronic equipment, jewelry, or home and office decorations. Invitations to an expensive event (in a restaurant or club, for example) may be accepted with the condition that the person invited is permitted to contribute to the expense of the event. When in doubt about the propriety of giving or accepting a gift or an invitation, the employee should consult with his or her immediate supervisor or the Office of Human Resources, and the learner should consult with the Associate Dean of Admissions and Student Affairs or their designee.

In some instances, UIWSOM employees may accept a gift on behalf of UIW with the understanding that the item will become the property of UIW or the UIWSOM and will be handled or disposed of as best meets the needs of the institution. A recipient may be required to inform the giver that the gift will become the institution's property and may be required to return the gift if that arrangement is unacceptable to the giver or cannot be effectuated by the institution.

Sexual Misconduct

Learners must never engage in romantic, sexual, or other non-professional relationships with a patient while involved in the patient's care, even at the apparent request or consent of a patient. Learners must not engage in romantic, sexual, or other non-professional relationships with others for whom the learner is in a position of authority. Learners should not tolerate inappropriate sexual behavior on the part of patients, their families, or other health professionals.

Learners receive training in sexual harassment and assault during medical school, including during the first year, and again before they start their clinical rotations. UIW has a strict policy regarding sexual harassment and assault, which can be accessed on the [UIW Title IX website](#).

Impairment

Learners must not use alcohol, drugs, or any other substance in a manner that could compromise patient care or bring harm to themselves or others. It is the responsibility of every learner to protect the public and get appropriate help for themselves and assist a colleague whose capability or judgment is impaired because of alcohol, drugs, or ill-health. The learner is obligated to report members of the healthcare team whose behavior exhibits impairment or lack of professional conduct or competence.

Behavior towards Colleagues

Learners will interact with professionals, staff, mentors, and peer members of the academic and healthcare team in a cooperative and productive manner. All professional interactions should be civil, and each person should recognize and facilitate the contributions of others to the team and community.

Evaluation

Becoming a physician requires continuous personal growth and improvement. Learners should seek feedback and are expected to respond to feedback and constructive criticism by appropriate modification of their behavior. Resistance or defensiveness in accepting criticism or in receiving feedback, remaining unaware of one's own inadequacies, and not accepting responsibility for errors or failure constitutes unprofessional conduct.

Learners should actively participate in the process of evaluating their instructors, including faculty and preceptors. When evaluating an instructor's performance, learners are obliged to provide prompt, constructive comments. Evaluations may not include disparaging remarks, offensive language, or personal attacks, and should maintain the same considerate, professional tone expected of faculty when they evaluate learner performance

Teaching

The very title “Doctor” – from the Latin docere, “to teach” – implies a responsibility to share knowledge and information with colleagues and patients. It is incumbent upon those entering this profession to teach what they know of the science, art, and ethics of medicine. It includes communicating clearly with and teaching patients so that they are properly prepared to participate in their own care and in the maintenance of their health.

Disclosure

Learners must understand the ethics of full disclosure. The patient must be well informed to make healthcare decisions and work intelligently in partnership with the medical team. Information that the patient needs for decision-making should be presented in terms the patient can understand. If the patient is unable to comprehend for some reason, there should be full disclosure to the patient’s authorized representative. Learners who participate in disclosing information to patients must do so with the guidance and supervision of the attending physician.

Informed Consent

Students must understand the [obligation to obtain informed consent from patients](#) even when they are not responsible for obtaining it. It is the physician’s responsibility to ensure that the patient or surrogate is appropriately informed as to the nature of the patient’s medical condition, the objectives of proposed treatment alternatives, and the risks and benefits involved. The physician’s presentation should be understandable and unbiased. The patient’s or surrogate’s concurrence must be obtained without coercion. Learners who participate in obtaining informed consent must do so only with the guidance and supervision of the attending physician.

Conscientiousness

Learners are expected to be thorough and dependable and to commit the time and effort required to meet personal responsibilities. Learners should not require continual reminders about responsibilities to patients, to the institution, other healthcare professionals, and to administrative staff. Responding in a timely and appropriate fashion to phone calls, pages, notices, and emails from faculty, nurses, other healthcare team members, and administrative staff is a responsibility that learners must honor.

Avoidance of Arrogance

Arrogance means an offensive display of superiority and self-importance and will not be tolerated. Arrogance denotes haughtiness, vanity, insolence, and disdain. All these qualities run counter to the demeanor of the professional.

Dress

Learners are required to present themselves in a neat, clean, and well-groomed manner during all learning activities. A learner’s attire and appearance should be appropriate for the context, including the setting, activities to be performed, others in attendance, and expectations set by the UIWSOM or host. Learners are expected to be prepared for learning and professional activities, and this means being dressed in proper attire at the beginning of all such activities. The UIWSOM dress code is as follows:

- Professional footwear is mandatory; flip-flops are not permitted in the classroom or laboratory. Open-toed shoes are not permitted in the Structures Lab, clinics, or hospitals for safety reasons.
- Jewelry, piercings, body art, and tattoos shall not interfere with or detract from learning or clinical activities.
- Nails are to be kept short to enable easy cleaning, prevent puncture of gloves, and prevent injury to the patient or colleagues.
- Perfumes, cologne, and aftershave shall not be worn.

- Specific academic and clinical settings, including laboratories and hospitals, may have additional dress codes and requirements that learners are expected to follow.
- Hair should be clean and well kept.
- Clothing should permit full range of motion and be appropriate for the setting and learning activities to be performed unless circumstances require otherwise. Business casual attire is acceptable (e.g., scrubs in the lab or formal dress at an event). Professional tops, button-downs, collared shirts, and blouses are appropriate. Tank tops, camisoles, crop tops, and exposed midriffs are not. Pants, slacks, skirts, and dresses are appropriate. Jeans and shorts are not. Ripped, torn, or frayed clothing is not permitted. Learners should aspire to dress for the academic, clinical, and professional settings they will encounter during their education and careers in medicine.
- Hats (other than religious head covering) are prohibited for all learners in classrooms, clinics, hospitals, and community assignments.
- Clean and pressed white coats with name tags should be worn while in the clinic setting at the SOM and community activities.
- When representing UIWSOM at events, such as interview days, information sessions, meetings, conferences, etc., appropriate business dress is required. Consult with the organization's advisor or the Office of Admissions and Student Affairs for further details.
- With the dean's approval, student organizations may occasionally sponsor fundraisers which allow learners to dress casually or in costume. If a facility requires a facility-specific badge, the learner may wear that name badge instead of the UIWSOM name badge. Name badges shall be visible above the waist.

This list is not exhaustive, and it is impossible to continually update it with every change in contemporary fashion. Therefore, if in doubt, err on the conservative side. Learners who are in violation of the dress code may be sent home and found in violation of the UIWSOM professionalism policy. For UIWSOM approved events, learners may be permitted to deviate from the daily dress code policy.

Social Media Policy

This policy applies to all University of the Incarnate Word (UIW) students who use social media in either a professional or a personal capacity. Professional use includes contributing to UIW sponsored or other social media sites while representing UIW in an official capacity. Personal use refers to learners who use social media as part of their personal life. The UIWSOM subscribes to the Social Media Policy and [Acceptable use of Information Resources of the UIW](#).

The purpose of this policy is to provide guidelines for the responsible use of social media resources. These resources include, but are not limited to, Facebook, YouTube, Twitter, blogs, wikis, Instagram, Snapchat, and LinkedIn.

UIW encourages the use of social media to enhance UIW's local, national, and global reputation and connection with current and future learners, parents, alumni, donors, and other key constituents. When used responsibly, social media sites provide an effective way to promote the university and to share information and perspective across a broad range of topics.

All UIW-sponsored social media sites must be approved and registered with the university's Vice President of Information Resources in the Informational Resources Division. All UIW-sponsored social media sites must include the names and contact information of at least two (2) site administrators. Social media sites affiliated with a learner organization should register a site sponsor through the Office of Admissions and Student Affairs. Sites representing UIW and the School of Osteopathic Medicine may be reviewed and amended for content at any time.

Guidelines for the Responsible Use of Social Media in a Professional Capacity

All UIW students or employees who manage or post to UIW-sponsored social media sites should:

- Exercise good judgment. Protect and enhance the value of UIW's mission by avoiding comments, photos, videos, or images that could be interpreted or perceived as slurs, demeaning, inflammatory, unduly suggestive, unethical, inappropriate, or otherwise contrary to UIW's Mission.
- Protect confidential information and relationships. Do not post confidential, proprietary, or controversial information about the university, its students, alumni, or employees. Respect copyright and fair use laws by obtaining proper permissions and giving appropriate credit for work. Follow University policies and federal and state laws, such as FERPA (Family Educational Rights and Privacy Act), HIPAA (Health Insurance Portability and Accountability Act), and the medical records privacy provisions of the Texas Health and Safety Code.
- Be authentic. Transparency is critical in the social media environment.
- Stick to your area of expertise and provide unique, individual perspectives on non-confidential activities at UIW. If you have a vested interest in what you are discussing, be the first to say so; it adds to your credibility.
- Use official UIW logos only as specified in the university style guide.
- Consider the public nature and longevity of social media activity before posting. Exposing too much information on social media platforms creates risks, including financial and safety risks to individuals and the institution.
- Keep sites current by refreshing content regularly, responding to questions in a timely manner, and updating information.
- Do not post patient images, medical records, or clinical information on personal social media accounts.

Guidelines for the Responsible Use of Social Media in a Personal Capacity

When using social media sites in a personal capacity, learners should:

- Maintain clear lines between professional and personal social media activities. Learners must be careful identifying themselves as UIW School of Osteopathic Medicine students when expressing their own opinions in personal posts.
- Avoid using the university's name or image to promote or endorse any product, cause, religious view, political party, candidate, etc.
- Avoid using the university's name or image in connection with comments, photos, videos, or images that could be interpreted or perceived as slurs, demeaning, inflammatory, illegal, unduly suggestive, sexual innuendo, inappropriate, or otherwise contrary to the university's Mission.
- Remember that legal requirements remain in effect and may apply even when your social media accounts are set to "private."
- Do not post patient images, medical records, or clinical information on personal social media accounts.
- Maintain appropriate boundaries. Be advised that personal information can be used to perpetrate identity theft, which can compromise the security of learners and the institution.
- Use appropriate security settings to maintain personal privacy and restrict content that should not be publicly available. When in doubt, don't post.
- Personal social media outlets are increasingly used to Social Media checks may be conducted pre-matriculation, during enrollment, and when applying to residency programs UIWSOM does not control what employers, residency programs, graduate programs, and others consider or access when making hiring or admission decisions. Use discretion when deciding what to post and what to make publicly available. Use social media outlets to establish a positive and effective individual brand.
- Learners should be selective with who they "friend". Remember that posts on personal accounts can be easily made public via screenshots.

- Be sensitive to the current political and cultural climate, as well as issues of national importance when you post. Any subject where individuals have passionate, yet divisive opinions can quickly turn nasty and regretful. Exercise self-control.

Reporting Concerns about Social Media

Concern with any content on the UIWSOM-sponsored social media sites can be directed to the Office of Admissions and Student Affairs via the [Maxient Report Form](#). Concern with content shared on a UIWSOM learner's personal social media page can be reported to the [Conduct Review Board](#).

Violations of Social Media Policy

Any use of social media that threatens the safety of UIW learners, employees, or community exhibits a lack of moral character, or violates university policy may result in disciplinary action, up to and including dismissal from the institution. The University investigates and responds to all reported concerns about social media use and content. A learner may be held responsible for any personal legal liability imposed for any published content. Violations of the social media policy are reviewed by the UIWSOM's Student Progress Committee and/or the Conduct Review Board.

Violations in Professional Conduct

All UIWSOM learners are expected to follow the [AOA Rules and Guidelines of Professional Conduct](#), and the components of [professional conduct](#) as outlined in the UIWSOM Student Handbook.

- First violation – the learner is required to meet with the Director of Student Affairs. A record of the meeting, the violation, and the Notice of Action due to Unprofessional Conduct may be kept in the learner's file until graduation. Phase II learners may be required to meet with the appropriate Clinical Site Director and/or the Associate Dean of Clinical Affairs in lieu of meeting with the Director of Student Affairs.
- Second violation – the learner is required to meet with the Associate Dean of Admissions and Student Affairs. A record of the meeting, the violation, and the Notice of Action due to Unprofessional Conduct may be kept in the learner's file until graduation.
- Third violation – the learner is required to meet with the SPC. Record of the SPC meeting, the violation, and the Notice of Action due to Unprofessional Conduct will be kept in the learner's file with possible notation made on the learner's MSPE. Other disciplinary actions up to and including dismissal from the program, depending on the nature of the violation, may occur.

If a singular violation is deemed egregious, a learner may be required to meet with the SPC immediately, nullifying the abovementioned actions for a first and second violation. A learner may be removed from the unit or a clinical rotation until further review and action by the OASA, OCA, or the SPC. Unresolved incidents of a learner's unprofessional conduct may prevent the learner from academic advancement. That is, the learner may not progress to the next unit, clerkship or phase without documented resolution of any professionalism issue.

Assessment Integrity for Phase I and II

Assessment materials are the property of UIWSOM. Learners are not allowed to possess these materials outside of secure conditions, nor are learners allowed to transmit, in any form, information regarding these materials. Copying, memorizing, accessing, and/or storing questions from exams of the current or previous academic phases constitutes academic misconduct. Such behavior is considered a violation of professional and ethical expectations with consequences up to and including dismissal from the program.

Any member of the student body or the staff of the UIWSOM who is concerned that a learner has engaged in some form of academic dishonesty should report the incident to the Office of Admissions and Student Affairs via the [OASA referral form](#).

Assessments can occur in different settings on the SOM campus or in a remote environment. These settings may include CIELO, the STRX Laboratory, UIW libraries, or classroom settings. Each curriculum component assessments have specific requirements including permitted items and dress code. Learners are provided specific instructions prior to the start of assessments begin. Below are general guidelines.

Permitted and Non-Permitted Items for Assessments at the SOM Permitted items

(permitted items are subject to change depending on the nature of the assessment and faculty instructions).

Items allowed on the desktop

- Student ID
- Personal laptop and charger
- Laptop stand
- Mouse and mouse pad

Items allowed on the back of the chair

- One light jacket, sweater, or sweatshirt with empty pockets.

Non-Permitted Items

- Beverage bottle
- Laptop cases
- Large/bulky coats
- Backpacks, bags, purses, satchels, luggage, or briefcases
- Reference materials (e.g., books, notes, papers)
- Scrap paper or paper for taking notes (this includes sticky notes or writing directly ON your computer)
- Smartwatches, beeping watches, calculator watches
- Electronic devices include but are not limited to cellular/smartphones, headphones (includes noise-canceling headphones) earbuds, cameras, video recorders, iPads, iPods, MP3 players, electronic organizers, calculators, fitness tracking devices, or other devices that may record or transmit data.
- Hats, baseball caps, and hoodies (learners are permitted to wear religious or cultural head attire as long as it does not interfere with the assessment process)

Provided Items (on campus)

Pencils, earplugs, tissues, and scrap paper will be available for use during each assessment.

Learners must return scrap paper to the proctors after each block of the exam.

Restroom Usage (on campus)

Only one male and one female learner may be escorted to the restroom at a time. It is expected that learners will not discuss the assessment or attempt to share or obtain information or materials while outside of the assessment environment.

Assessment Start Time

The official start time of assessments at UIWSOM is defined in the unit's calendar on eMedley and/or an official email communication sent from OMIE. Learners will be allowed into the assessment area *30 minutes prior to the start of each assessment*. The assessment will begin with the reading of instructions at the designated start time.

- If learners arrive after the official start time, they will have to complete the assessment by the official end time.
- Learners will not be allowed into the assessment environment if they arrive 30 minutes or more after the official start time.

In a remote environment, remote proctoring will be implemented with assessment instructions adjusted to meet the needs of a remote environment.

Student Laptops

Learner laptops are required for some assessments and must be in good working order. There are a limited number of laptops available for major computer malfunctions during assessments. It is expected that learners will abide by the Policy on Student Laptops to ensure that their laptops meet the minimum requirements for examination software.

Procedure for disruptive behavior during an exam

A learner engaging in behavior that interferes with the assessment environment of other examinees will receive a verbal warning from a proctor. If the disruptive behavior continues, the learner will be removed from the assessment area and escorted to OASA. The Director of Student Affairs or Associate Dean for Admissions and Student Affairs, in consultation with the proctor (s), will evaluate and decide the appropriate next step, which may include a referral to the SPC.

UIWSOM DO Program Policies

Alcohol, Drug, and Tobacco

The UIWSOM subscribes to the [Alcohol and Drug Policy](#) found in the UIW Student Handbook. While there may be alcohol served at UIW-sponsored activities, there is a **ZERO tolerance** of any consumption of alcohol, illegal, or non-prescribed other than over-the-counter medications at UIWSOM during school and clinic hours. Professional behavior is expected at all times. Learners found under the influence or with an open container of alcohol, or illegal drugs will face disciplinary actions that could result in immediate dismissal.

To ensure the health and safety of learners, staff, patients, and all members of the UIWSOM community, the UIWSOM reserves the right, in its sole and absolute discretion, to require any learner enrolled to submit to drug and/or alcohol testing. Testing can be requested by a UIWSOM administrator, faculty, or medical professional associated with the UIWSOM, a hospital or other medical facility to which UIWSOM sends learners for clinical experiences and clerkships. Osteopathic medical students may sign in to [Pre-Check](#) for tracking and documentation of test results.

If a learner refuses to submit to drug and/or alcohol testing or if such drug testing indicates a positive result (not based on prescription medications written by a physician for a medical reason), the learner will be at risk of being dismissed from the UIWSOM and being administratively withdrawn from any current UIWSOM activities or clinical sites.

Sex Discrimination, Sexual Misconduct, Sexual Harassment, Stalking and Relationship Violence

In accordance with the Campus SAVE, Violence Against Women Act (VAWA), as amended, Title IX, the Clery Act, and other state and federal laws, UIW is committed to providing an environment that emphasizes the dignity and worth of every member of its community, and that is free from sexual misconduct, including sex-based discrimination; sexual harassment; sexual assault; sexual exploitation; stalking; relationship violence (including domestic and dating violence), and retaliation. UIW is committed to addressing and working towards preventing crimes of sexual violence. The university encourages prompt reporting of any incidents.

For more detailed information, visit the [UIW Title IX website](#).

The University's Title IX and Compliance Coordinator manages all concerns related to alleged violations of the University's Sexual Misconduct Policy. To report a complaint or incident of that nature, please go to the [Title IX website](#) and click on the "Report an Incident" button or contact:

Alexandra Salas
Director of Title IX/Title IX Coordinator
University of the Incarnate Word
Broadway Campus Administration Building, Room 444
ansalas@uiwtx.edu
210-283-6977

The Title IX Coordinator shall review all reports received and determine if the Title IX jurisdictional requirements have been met to investigate a complaint. Should the incident not meet the Title IX requirements, it may still violate other university policies and will be sent to the proper department to investigate that complaint. For more detailed information on the Title IX requirements, visit www.uiw.edu/titleix.

Academic Integrity

The UIWSOM requires its learners to observe high standards of academic honesty and professionalism in all curricular sessions and extracurricular activities. Academic dishonesty will be addressed in accordance with the academic integrity and professionalism provisions outlined in this handbook.

Attendance and Expectations

Attendance *is mandatory* in all UIWSOM curriculum components. This includes SIGS, LGS, DOCS, STRX, CEP, Clerkships, and other sessions as deemed mandatory by the dean.

Planned Absences

Unless acutely ill, students must request approval in advance and in writing for *ANY* missed days or alterations in the schedule (including religious observances). Unexcused absences and recurrent tardiness in either Phase I or Phase II will be considered unprofessional behavior and may result in referral to the SPC. Listed below are other considerations affecting learner absence:

SOM Holidays the UIWSOM publishes a calendar of official and major holidays for the year. The list includes holidays recognized by the SOM for the academic year when educational sessions will **not** be scheduled during Phase I. Unless otherwise specified, holidays are generally not observed for students in Phase II on clinical rotations.

Professional Meetings Professional development is essential in medicine. As learners engage in UIWSOM's curriculum, it is important for learners to explore and expand their interests to support their engagement in service, research, advocacy, and encourage life-long learning. For a learner to receive approval to attend a professional meeting, the learner must be in satisfactory academic standing and follow the process as outlined by OASA. Due to the novel nature of the DO curriculum, learners are prohibited from attending professional conferences during the first two units of Year 1 or during assessment days.

Religious Observances Policy statements for the absence of religious observances may be found [here](#).

In addition, see [Attendance Policy](#) and [Leave of Absence Policy](#).

Unplanned Absences

Phase I -- In the event of an acute illness, or other unanticipated and unavoidable situations, the absence must be reported as soon as possible via the [Absence Request Form](#) available on the [Current Students Page](#) of the [UIWSOM website](#).

Phase II – In the event of an acute illness, or other unanticipated or unavoidable situation, the absence must be reported as soon as possible via the [Absence Request Form](#) available on the [Office of Clinical Affairs Page](#) of the [UIWSOM website](#).

UIWSOM may require a doctor's note from the learner's primary care provider for absences in certain situations, such as an absence that results in missing an examination.

Absence from an examination or unit assessment

A learner who is unable to be present for an examination or assessment due to either serious health conditions or other extenuating circumstances must contact OASA to [report an absence](#). The appropriate faculty leads will determine the appropriate date/time for a rescheduled assessment. Learners who do not follow procedures outlined in the [Attendance Policy](#) may not be granted the opportunity to reschedule an examination or assessment and may be referred to SPC.

A learner who is late for an assessment may not be allowed to sit for the examination or assessment at that time. If a learner is not allowed to sit for the examination or assessment, they must contact the Office of Admissions and Student Affairs to [report an absence](#) and must contact the appropriate faculty component leads to determine appropriate date/time for their rescheduled examination or assessment. A learner who is late for an examination or assessment on more than one occasion may be referred to SPC.

Types of Absence

Short Term Absence – When an absence is necessary and anticipated, learners must submit an [Absence Request](#) for approval by OASA for Phase I learners or OCA for Phase II learners. These forms must be completed at least 10 business days prior to the event. When an absence is the result of an unexpected occurrence, students must complete a short-term absence form as soon as possible, but no later than the first date of return to campus. Absence from class for medical issues (self or immediate family), military obligation, civic duties, professional activities (see below), funerals (immediate family), traffic accidents, and other exceptional situations considered on a case-by-case basis. Examples of unexcused absences include weddings, vacations, birthdays, and other family non-emergency events. This list is not inclusive of all circumstances. The request is *not considered approved* until receipt of an affirmative response from the OASA or OCA. All unexcused absences will be reviewed on a case-by-case basis to determine the most appropriate course of action.

Learners with more than seven single-day absences will be referred to OASA and may also be referred to the SPC to take appropriate action which may include an administrative withdraw or dismissal decision.

Approved Extended Leave of Absence – An absence of more than seven consecutive days is considered an extended leave of absence. An extended leave of absence may be requested for academic or medical reasons, finances, family leave, active military deployment, and other exceptional situations considered on a case-by-case basis. A formal request for a leave of absence must be electronically submitted using the [Absence Request Form](#). A leave of absence request must be approved by the Office of Admissions and Student Affairs, in consultation with appropriate faculty, staff, and administrators.

Approval Process for an Extended Leave of Absence

An approved leave of absence is a temporary interruption in a medical student's program of study. In general, an approved leave of absence is intended for a learner who (a) is in satisfactory academic standing, (b) needs to interrupt their program of study for a period greater than 7 days, and (c) intends to return to medical school by an approved date or as soon as reasonably practicable after the circumstances warranting a leave of absence have ceased. Learners should complete the [Absence Request Form](#).

Administrative Leave of Absence

An administrative leave of absence is one that is granted or required and requires a leave of absence lasting between 8 days and 180 days. Reasons for an Administrative Leave of Absence include:

- Death of a spouse, partner, child or immediate family member.

- Critical illness of a spouse, partner, child or immediate family member.
- Significant life events that warrant an interruption in the student's education.
- Activities or programs that OMIE, OCA or SPC require.

If the leave of absence exceeds 180 days within a 12-month period, the leave of absence may convert into and be deemed a withdrawal from the program. A student who is withdrawn under these circumstances must apply for readmission. The decision to readmit shall be made by the Student Progress Committee with the approval of the Dean and appropriate administrators from the Office of Admissions and Student Affairs. Factors relevant to readmission may include the student's academic status, the nature, and duration of the leave of absence, demonstrated academic progress or personal growth during the leave of absence, and commitment to completing the remaining program of study.

When a student returns from a leave of absence, the student may be required to repeat or audit units or rotations that the student had previously completed. The SPC in consultation with the ACC shall determine the student's appropriate academic placement and requirements for return.

Educational Leave of Absence

When accepted to a dual degree academic program (such as DO/MBA, DO/MPH) or in a structured research program that has prior approval by UIWSOM administration, the student may be placed on an approved Educational Leave of Absence from the DO program to complete the dual degree program. *An Educational Leave of Absence is generally limited to one year.*

The Educational Leave of Absence may exceed 180 days within a 12-month period since the student is actively enrolled in an accredited degree program or structured research program. The 12-month period begins on the first day of the student's leave of absence. An Educational Leave of Absence is granted by the Associate Dean of Admissions and Student Affairs in consultation with the SPC and approval by the Dean.

Medical Leave of Absence

When a medical condition requires an absence that extends beyond 7 days, the following applies:

1. The Associate Dean of Admissions and Student Affairs may grant a medical leave of absence.
2. The student must provide the appropriate medical documentation, including but not limited to, a letter from the treating physician stating the nature of the medical condition and reasons it requires a leave of absence.
3. The student may be required to provide additional information from the treating physician to determine the appropriate timeframe for return.

Clarification or substantiation for the medical leave of absence may be required if the medical leave is not common for the medical condition, to confirm that a medical condition exists, or if a second opinion from a physician is warranted.

For a learner who receives an approved medical leave of absence and is in good standing at the time of the medical leave of absence, the Student Progress Committee (SPC) will recommend the student's academic placement and other requirements for return if the medical leave does not exceed 180 cumulative days within a 12-month period.

If the medical leave of absence exceeds a total of 180 days in any 12-month period, the student is required to apply to be readmitted.

- If the student was in good standing at the time of the requested medical leave of absence, he or she is **eligible** for readmission for the next academic year.
 - The student must be approved for readmission by the Student Progress Committee, who determines the academic placement of the student.
 - The return may require repeating, or auditing of units or clinical rotations already taken.

Students who are applying to return from a medical leave of absence must provide documentation from the treating physician that (a) the student is eligible to fully participate in the medical school program and (b) the student meets the technical standards for enrollment at UIWSOM. The Dean and/or the Student Progress Committee may require the learner to obtain a second opinion from a physician at their cost.

Students who do not comply with the requirements for the medical leave of absence may be dismissed.

Time Limits for Approved Leave of Absence

The curricular program at UIWSOM requires learners to complete all academic requirements to be promoted to the next year. Students must also follow attendance guidelines and leave of absence procedures.

- In Phase II, the learner may be placed on an Altered Degree Plan of Study. The Alternate Curriculum Committee will design the Altered Degree Plan of Study, with final approval by the Student Progress Committee. Depending upon the length of the approved leave of absence, graduation may be delayed.
- A student whose Altered Degree Plan of Study extends their graduation beyond June 30 is not eligible to participate in the residency match for that academic year, according to National Residency Match Program (NRMP) guidelines and will be required to find placement outside of the Match or participate in the Match the following academic year.
- If the student's cumulative absences exceed 180 days within a 12-month period, the student will be withdrawn with the ability to reapply. Depending on the conditions of the withdrawal and the length of the withdrawal, readmission is not guaranteed.

Time Limits and Consequences for an Unapproved Leave of Absence

A student who is absent for more than three days without approval shall meet with the Office of Admissions and Student Affairs and may be referred to the SPC to address the student's absenteeism. Failure to follow the absence policies may result in a referral to the SPC. Consequences may include but are not limited to the requirement to make up missed time, inability to sit for an assessment, repeating the academic year, removal from any leadership position or membership in student organizations, delay in graduation, and formal filing of a complaint of a breach in professionalism, with its associated processes and consequences. This includes possible notation in the Medical Student Performance Evaluation (MSPE). In extreme cases, absenteeism or tardiness may result in dismissal from the program.

Withdrawal

A withdrawal is designed for other situations when a student needs to end enrollment during a particular semester. This section defines the categories of withdrawals.

- Voluntary withdrawal – an action taken when a learner voluntarily leaves the medical school for non-medical reasons.
 - A request to withdraw from a unit or clerkship or the medical school must be made with OASA and approved by the Dean.
 - Learners who withdraw from a unit or clerkship by the deadline shall receive a grade of “W” for each unit or clerkship in progress at the time of the withdrawal. The grade of “W” will remain on the transcript. Any unit or clerkship not already in progress will be dropped from the student's record.
 - Learners who withdraw from the university after the approved UIWSOM published dates and financial aid deadlines for the DO Program may be responsible for the repayment of financial aid awards, tuition, and fees. Learners are advised to meet with the UIWSOM Director of Enrollment Services or officers from the OFA and Business Office to discuss financial responsibilities.
 - Learners who fail to follow the proper withdrawal procedure will receive a Fail (*F*) grade in the current unit or clerkship and be administratively withdrawn from the UIWSOM. Informal notice to an administrator, faculty member, a staff member does not cancel registration or the learner's financial obligation to the OFA or Business Office.
 - The SPC will determine if the learner should continue in the curriculum until the date of withdrawal and if the learner is eligible for readmission.
- Voluntary medical withdrawal – only approved with the recommendation of a licensed physician. Requests for withdrawal for medical reasons must be made in writing to and approved by the Associate Dean for Admissions and Student Affairs in concurrence with the SPC as appropriate, with final approval by the Dean.
- Academic or Administrative withdrawal – refers to an action taken by the Dean for specific reasons, including violations of the Policy on Student Professionalism and Ethical Expectations, Technical Standards for Admissions, and policies under Successful Completion of the DO Program and DO Program Policies. An osteopathic medical student will be immediately withdrawn for academic or professionalism deficiencies.
- Involuntary medical withdrawal – although a voluntary medical withdrawal is preferable, the Associate Dean for Admissions and Student Affairs, in concurrence with the Dean, may place a learner on an involuntary medical withdrawal. An involuntary medical withdrawal is used in emergency situations when it is in the best interest of the student or when other students, staff, faculty, and others are directly affected by the student's behavior. Any faculty, staff, or administrator may make a recommendation to the Dean to consider an involuntary medical withdrawal. This category of withdrawal requires that the student discontinue the program immediately and may be temporary until the incident that precipitated the leave can be thoroughly investigated and/or the osteopathic medical student has received the appropriate physical and/or psychiatric evaluation.

Dismissal from the UIWSOM

Dismissal is defined as permanent separation from the UIWSOM for legal, moral, health, social, academic, or comparable reasons. Dismissal may include but not be limited to the following reasons:

- Failure to maintain *satisfactory* academic standing.
- Failure to comply with academic policies.
- Failure to follow professionalism expectations as outlined by the Student Professional and Ethical Expectations.
- Any other reason or action deemed egregious by the Student Progress Committee.

Permanent separation includes immediate removal from all remaining academic units, clinical duties, community engagement, UIWSOM-sponsored scholarship, and extracurricular activities, and access to program materials through the SOM learning management system.

Any unit or clerkship in progress at the time of the dismissal will receive a final grade of *No Grade (NG)*.

A learner has the right to appeal the decision of dismissal to the Dean following the process outlined in the Appeals and Grievance Procedure section of the UIWSOM student handbook.

Auditing

Learners who are required to repeat a year may audit Large Group Sessions (LGS) for the remaining unit(s) in the current year. While auditing, learners have access to all electronic library resources, learning management system services related to LGS, and support services. They will not take assessments or fulfill other curriculum requirements. Learners are encouraged to attend and participate in LGS but are not required to do so. Requests to audit are mostly limited to those repeating a year but may be considered in other situations as determined by the Office of Admissions and Student Affairs, in consultation with the appropriate departments, committees, or faculty which may include the Student Progress Committee, Alternative Curriculum Committee, Office of Clinical Affairs, and phase co-directors.

Audio, Video, and Digital Recording(s)

Most classrooms and breakout rooms in Buildings 2 and 4 are equipped with video cameras, which may be used for recording all learning and assessment activities. The administration of the SOM has the authority to audio and/or video record educational sessions. Learners, faculty, and staff can expect that any educational session may be audio and/or video recorded. These recordings are managed in accordance with the [UIW Technology Policies](#).

Classroom Recording Policy and Definition of Terms

- LGS – Large Group Sessions
- Recording—any audio or audio/visual reproduction of LGS experienced by the learner.
- Classroom Experience—all recordable content in face-to-face, audio, and audio/visual presentations, handouts, learner, and guest participation in an LGS.

The recording of LGS and discussions may involve both privacy and copyright issues and may influence the quality of class participation and the learning experience.

While gaining permission to record is possible, learners are strongly encouraged to engage during the session by participating in the learning activities. SOM is responsible for distributing recordings of LGS *only when a learner has an approved accommodation or an excused absence*. Privacy, as required by state and federal law, must also be maintained.

Limitations on Use

Permission to allow a recording of a class experience is not a transfer of any copyrights related to contents in the recording.

Public distribution or commercial use of recordings by learners in *any medium is a violation of this policy and may constitute a violation of state or federal law*. A violation may subject a learner to receive disciplinary action under the [SOM policies on Student Professionalism and Ethical Expectations](#), and legal action regarding any unauthorized use of copyrighted material.

Learners must destroy recordings at the end of the term in which they are enrolled.

UIWSOM Netiquette Guidelines

UIWSOM learners may be required to engage in online environments as part of their educational requirements or as representatives of UIWSOM. In such cases, learner engagement with those online environments is guided by UIWSOM Netiquette Guidelines. Netiquette is the etiquette of communication in an online format. These guidelines should be used by learners when participating in any online environments that are educationally required or in meetings or events where they are representing UIWSOM. Failure to abide by these guidelines may result in a professionalism violation.

- Do not use unprofessional backgrounds for learning sessions/online meetings.
 - Although this is an entertaining feature, backgrounds like these can be inappropriate or distracting, and may negatively impact the professional environment. [Appropriate backgrounds can be found here.](#)
- Use chat and comment features appropriately and professionally.
 - Do not use public chat or comment features for topics that are not related to the session topic being discussed.
- Be polite and respectful in comments and posts.
 - When writing comments, please ensure they are always respectful of others. Tone of voice cannot be communicated in written form. A joking remark may be misinterpreted without tone of voice. As such, it is more appropriate and professional to strive for polite and respectful dialogue.
- Do not type in all caps.
 - This is the online written form of shouting and should be avoided.
- Stay on topic.
 - Do not post links, articles, etc., that are unrelated to the topic being discussed.
- Be respectful of the opinions of others.
 - Dialogue should always be respectful and professional. Disagreeing with another's point of view is acceptable – being dismissive or rude is not.
- Strive for brevity.
 - When writing or contributing verbally, try to make your comment brief and on-point.
- Dress appropriately.
 - For online learning sessions/meetings, maintain a professional [dress code](#).
- Refer to the UIWSOM Handbook.
 - See [appropriate communications through social media platforms](#).

Safe Environment for Patients, Staff, and Students

The UIWSOM is committed to providing a safe environment for patients, staff, and students. All patients are entitled to have their medical interactions conducted with appropriate privacy and confidentiality protections. Informed consent will be obtained for all treatments and sensitive examinations performed. Patients are entitled to have a chaperone (informal or formal) present for any consultation, examination, treatment, or procedure where the patient considers it necessary. All providers are entitled to have a formal chaperone present at their discretion. Chaperones are required for sensitive exams, treatments, or procedures. Whenever possible, clinical staff members should serve as chaperones rather than front office staff or family members. Providers who are contracted to work in non-UIWSOM organizations must follow the policies of that organization.

All medical interactions have the potential to be uncomfortable or difficult for patients. Sensitive examinations, treatments, or procedures may predispose patients to feelings of vulnerability and emotional discomfort. Patient response to those feelings will vary based on individual beliefs, religion, culture, and experience. Attention to privacy offers important benefits to both patients and providers.

Definitions

- Chaperone: a parent, guardian, other caretakers, or a staff member.
 - A formal chaperone is a UIWSOM staff member, physician, other care providers, staff member, or care provider contracted with UIWSOM.
 - An informal chaperone is a parent, guardian, adult significant other, or other caregiver consented to by the patient.
 - UIWSOM learners cannot serve as either formal or informal chaperones.
- Informed consent: An explanation of an exam, treatment, or procedure; reasonable alternatives; indications and contraindications; and patient verbalized understanding of the discussion.
- Care Provider: for purposes of this policy, such as DO/MD, DPM, DDS, DMD, DPT, DVM, OD, NP, or PA.
- Sensitive examinations, treatments, or procedures: those that occur with the patient, whether disrobed, partially disrobed, or in street clothing, involving the breasts, genitalia, or rectum. Examples include breast exams, procedures of the pelvic floor or urogenital diaphragm, and vaginal or rectal exams.
- Universal Precautions: An approach to infection control. All human blood and certain body fluids are treated as if known to be infectious for HIV, HBV, and other bloodborne pathogens.
- Body fluids: semen, vaginal secretions, cerebrospinal, synovial, pleural, pericardial, and amniotic fluid.

Implementation

- Always employ appropriate disrobing and draping practices to respect the patient's privacy.
- Do not allow medical learners or other parties to observe sensitive examinations, treatment, or procedures without the patient's informed consent.
- Universal precautions are followed for all examinations, including treatments or procedures involving the genital, rectal, or direct digital contact with oral mucosal areas.
- Notification to patients of the availability of chaperones will be included in a clinic's 'welcome letter' and posted in examination rooms.
- A clear explanation of the nature of any examination or treatment must be given to the patient. This explanation must also be provided to an informal chaperone when appropriate (e.g., pediatric patient or impaired patient who may be unable to understand or comprehend the explanation).
- Chaperones are required for all sensitive examinations, treatments, or procedures.
- For any physical examinations of a minor, the parent, guardian, or approved alternate should always be present and may serve as the chaperone. If they are unavailable or the provider has concerns with their ability to appropriately serve as a chaperone, a formal chaperone is required.
- Sensitive examinations of patients 11 years of age or older require a formal chaperone.

A formal chaperone will be made available to any patient upon request. If one is requested and none is available at that time, the patient must be given the opportunity to reschedule their appointment within a reasonable timeframe.

- If a patient declines/refuses a chaperone for an examination where one is required, the provider must document in the record that an offer was made and declined. The provider retains the final decision on whether to proceed without a chaperone. If the provider proceeds with the examination, the patient or guardian must first sign a waiver.
- Informed consent will be obtained and documented for sensitive examinations or treatments.
- In the event a patient requires successive visits for the same sensitive examination, treatment, or procedure, a single informed consent document may be used, given that the duration of the visits does not exceed six months.

- In the event a provider or clinic medical director believes there exists a compelling reason to waive components of this policy for specific types of patients, approval must be requested and granted by the UIWSOM Associate Dean for Clinical Affairs or designee, before such a waiver may take effect.

If government laws or regulations change, or court decisions alter the requirements in a way that impacts this document, this document will be construed to comply with the most recent government regulations. This policy does not create legally enforceable protections beyond the protection of the background state and federal laws that frame such policies and codes, generally.

Safe Osteopathic Clinical Training for Learners

UIWSOM desires to foster a culture of safety and respect within osteopathic clinical skills training sessions. These sessions may include osteopathic manipulative medicine (OMM), simulated patient encounters, and precepted patient encounters, leading to the development of skills as a practicing physician.

Osteopathic manipulative medicine diagnosis and treatment are no different than clinical exams of other systems and include the need for respect, autonomy, and communication. The teaching of osteopathic physical diagnosis and treatment, however, allows a unique training opportunity to model best practices and develop trusting professional relationships.

During osteopathic medical training, there exist two separate and distinct types of consent.

1. The first is the consent of the learner as they participate in peer-to-peer learning.
 - Learner consent pertains to what occurs while practicing osteopathic clinical skills during peer-to-peer educational activities, including physical examination and treatment procedures. Starting in the first year, learners are expected to perform palpatory assessments, manual diagnosis, and practice of treatment techniques on each other as well as permitting other learners to practice these skills on them.
 - Permission to allow peers to practice clinical skills is implied by enrollment through the requirement that learners meet the technical standards. However, learners must still seek verbal permission from peers prior to practicing.
2. The second is instruction on informed consent, specifically as it applies to the utilization and practice of osteopathic manipulative treatment on patients.

Developing the Osteopathic Clinical Skills (DOCS) Learner Guide, the UIWSOM Student Handbook or other posted policies include language outlining learner consent and the expectation of receiving consent before proceeding with any osteopathic clinical skills on their fellow learners. In addition:

Student Employment

Learners are prohibited from outside employment throughout their academic career unless approval is received by the UIWSOM Dean. In the rare circumstance that an employment request is approved, a continuation of employment is contingent on successfully passing all unit component assessments with Standards Met. Should the learner receive a Standards Met with Requirements or Standards Not Met, the learner must discontinue employment immediately. All attendance policies are to be adhered to, and if a pattern of absence occurs, the request will be terminated.

Transportation

Learners are required to participate in off-campus learning activities and provide their own transportation. Learners should have personal vehicle insurance to cover any damages or accidents. The UIWSOM is not responsible for accidents or injuries that occur while learners are in transit to or

between curricular or extra-curricular activities. There may be occasions where the SOM uses UIW campus buses to transport learners. In this case, learners will be notified in advance.

Transcripts

Learners may obtain a transcript of academic records from the UIW Office of the Registrar by completing the online [Transcript Request Form](#). The University reserves the right to withhold transcripts for those learners who have not met all conditions for admission, graduation, or have outstanding financial obligations.

Letter of Recommendation

Learners can request letters of recommendation by contacting the Office of Admissions and Student Affairs.

Applying for Residency

Application to residency takes place early in fourth year. Barring a few exceptions, e.g., specialties such as urology and ophthalmology, most residency applications are submitted using the Electronic Residency Application Service (ERAS). ERAS allows applicants to upload relevant and required documents to a single location. These documents can then be simply attached to multiple residency program applications. Required Application Documents:

Letters of Recommendation

Learners are provided with a registration token for the ERAS system at the beginning of their third year. This enables them to request letters of recommendation from preceptors during core clerkships and have them uploaded into their ERAS account prior to the residency application cycle. Learners can attach up to four letters of recommendation to their residency applications.

Personal Statement

Learners are required to provide a personal statement as part of their residency application. ERAS allows applicants to upload multiple versions of their personal statements. This is particularly useful when applying to multiple specialties as it allows applicants the opportunity to tailor different versions of their personal statements to the various specialties to which they are applying.

Professional Picture

Residency applicants are required to upload a picture. The picture should be a headshot, in professional attire, and not in a white coat. The picture should not be a selfie.

UIWSOM Transcript

Learners are responsible for requesting an up-to-date copy of their UIWSOM transcript for the residency application process. Learners can obtain a copy of their transcript via the [UIW Office of the Registrar](#). Learners should have the transcript forwarded to the UIWSOM Career Counselor, who is responsible for uploading documents into the ERAS system on behalf of the school.

Medical Student Performance Evaluation (MSPE)

UIWSOM is responsible for uploading the MSPE into each learner's ERAS account. The MSPE contains an overview of learners' academic history, academic progress, including an overview of professionalism, preclinical performance, and summaries of OMS III preceptor evaluations. The MSPE also includes a Noteworthy Characteristics section which is designed to highlight an applicant's unique characteristics/strengths. Learners are responsible for submitting at least three bullet points for inclusion in the Noteworthy Characteristics section.

National Board Transcripts

When completing the application within ERAS, learners are required to authorize the release of their National Board scores. Once learners have authorized the release, ERAS will automatically add the Board transcripts to their applications, and learners will be charged an additional fee for this service.

Interviews

Once applications are received and reviewed, residency programs will begin offering interviews to selected applicants. Interviews generally run from October to January. Learners should inform and work with preceptors with regard to scheduling interviews during elective and selective rotations.

Ranking

After the interviews have concluded, learners submit a rank order list to the National Resident Matching Program (NRMP). Learners must register with NRMP in order to submit a rank order list. A rank order list should be based only on those programs at which a learner completed an interview. Learners are not required to rank every program at which they interviewed. Learners who do not register with NRMP will not be eligible to participate in the Supplemental Offer and Acceptance Program (SOAP)

Matching

Learners will be informed by NRMP on Monday of Match Week (typically mid-March) whether they matched to a residency program. The details of where they matched are provided to learners by NRMP on Match Day, which occurs on Friday of Match Week. A residency match constitutes a binding contract between the learner and the residency program.

Supplemental Offer and Acceptance Program (SOAP)

The Supplemental Offer and Acceptance Program (SOAP) is used by students who did not match in the Main Match to find a spot in a residency program that has an available position. SOAP begins on Monday of Match week. Unmatched learners will be able to see a list of unfilled residency spots shortly after receiving notification of being unmatched.

SOAP Eligibility

To be eligible to participate in SOAP, applicants must be:

- Registered for the Main Residency Match
- Eligible to enter a residency program on July 1
- Partially matched or fully unmatched on Monday of Match Week

A fully unmatched applicant is someone who was not matched into a residency program in the Main Residency Match. A partially unmatched applicant is someone who matched into a preliminary year for specialties such as anesthesiology or physical medicine and rehabilitation but did not match into the actual residency program, or vice versa (matched into the residency program, but did not match into the preliminary year).

Match Violations

The Match operates through a binding agreement between applicants (learners) and programs. Deviations from that agreement are considered Match violations. Examples of Match violations include:

- An applicant does not withdraw from the Match and applies for, discusses, interviews for, or accepts a concurrent year position after the Rank Order List Certification Deadline and/or Match Day.
- An applicant or a program initiates contact outside of ERAS during SOAP. Read the SOAP Communication Violations Policy.
- An applicant or a program decline to honor the binding match commitment.
- An applicant posts Match information on a website or listserv without NRMP authorization.
- An applicant fails to provide complete, timely, and accurate information to programs – In their application, interview, and communication to programs, applicants must be sure to list current citizenship or visa status, not expected status at the time training would begin. All training, previous and current, should be in the application.
- An applicant gives notice of resignation, resigns, or vacates a position within 45 days of the start date specified in the appointment contract.
- A program asks an applicant to reveal the names, specialties, geographic location, or other identifying information about programs to which the applicant has or may apply.
- A program offers a position to an applicant who is matched to a concurrent year position in another program.^[1]

Sanctions may be imposed if a Match violation is deemed to have occurred. Sanctions include:

- Barring an applicant from accepting or starting a position in any program sponsored by a Match-participating institution.
- —Barring applicants or programs from participation in future NRMP Matches.^[2]

—[1] Source: <https://www.nrmp.org/reporting-investigation-violations/>

—[2] Source: <https://www.nrmp.org/reporting-investigation-violations/>

Considerations for Military Students related to Residency Applications

- HPSP students are required to apply to both the military and civilian match.
- If a student matches into a military residency, they must withdraw from the civilian match.
- Military match results are released in December each year – earlier than civilian match.
- If a student matches to a civilian residency and is approved by the appropriate military branch, the student will usually go on reserve status until the completion of that residency.
- If a student does not match with the military and is not given permission to continue with a civilian match, the student will typically complete a one-year general internship with the appropriate branch of the military and reapply the following year.
- Please refer to the appropriate military branch portal for instructions, requirements, and deadlines specific to that service branch.

Non-ERAS/NRMP Applications and Matches

Learners should be aware of specialties such as urology and ophthalmology which may not participate in the ERAS system for applications or may not participate in the NRMP system for matching. Learners should ensure that they fully research and understand the application and match requirements for the specialty or specialties to which they apply.

Student Organizations and Membership

Registration of Osteopathic Medical Student Organizations

Learners who wish to form a recognized student organization (e.g., special interest groups, clubs, sports teams) must follow the steps outlined in the current [UIWSOM Organization Training Manual](#)

[and Handbook](#). All student organizations are required to follow university policies, which include finances, event planning, faculty advising, etc. Please refer to the UIWSOM Student Organization Handbook found on the Student Life website for complete details on how to start a recognized student organization (RSO) [Student Life](#). Osteopathic medical students can participate in meetings as general members at any time; however, first-year students (OMS-I) cannot officially join ANY student organization until Unit 2 exams have concluded.

Student Leadership Requirements

Osteopathic medical students are encouraged to develop, organize, and participate in student associations, interest groups, and government organizations. Learners serving as SGA officers, club and interest group officers, student ambassadors, UIWSOM representatives at national meetings, or in any similar position must be in satisfactory standing.

For learners interested in serving in multiple leadership positions, the following rules must be followed:

- Hold no more than two organizational officer positions.
- Officer positions must not be of equal status (rank). Learners found to hold multiple equal rank positions will be asked to resign from one or both positions.
- Hold no more than one position that requires travel (i.e., SGA President or Vice President and SOMA President or National Liaison).

A student may hold one president and one secretary position but not dual presidential roles.

UIWSOM Student Government Association

The UIWSOM Student Government Association (SGA) is the official voice for osteopathic medical learners. UIWSOM SGA is open to all osteopathic medical students and welcomes proposals and participation from the entire student body. SGA is responsible for dispersing funds for learner activities, acting as a liaison for the osteopathic medical student body, supporting club and classroom activities, and promoting osteopathic medicine.

Elections for recognized student organization officers are held each Spring for the following academic year. Class officers represent their fellow learners regarding issues and concerns and help plan community service, fundraising events, and professional and social activities.

For details of the operations and policies of recognized student organizations, please refer to the Organization Training Manual and Handbook.

Campus Policies and Procedures

Safety Mission

UIWSOM is committed to providing a safe and secure environment for faculty, staff, learners, and visitors where security, freedom of movement, and individual interests are balanced with community needs. UIWSOM enhances safety through the visibility of security personnel, preventive patrols, positive conflict resolution, and crime prevention and awareness programs. UIW police and security personnel enforce UIW policies and established federal and state laws and collaborate with local law enforcement to fulfill the university's mission. Mutual respect and responsibility are the hallmarks of the UIWSOM community.

Building and Grounds Etiquette

When UIWSOM's learning spaces (e.g., ILS #2, ILS #4) are not used for formal instruction, they are available to students to use for quiet study. Periodically, these areas are used for other events; therefore, learners who use these spaces shall remove their personal possessions daily. UIWSOM is not responsible for items left behind. Students should check with the Office of Admissions and Student Affairs to determine if missing items have been turned in. Items not retrieved from OASA within 30 days may be disposed of or donated to charity.

Study areas are available for learners throughout the campus. Some areas may require specific procedures (i.e., reservations) for use, while other areas are open access on a first-come, first-serve basis. Learners will be made aware of the procedures regarding the use of these study areas annually. Learners are asked to be considerate of others and refrain from placing belongings in study areas when not in the room in an attempt to occupy or reserve the room for future use. Concerns regarding learner misuse of study areas should be brought before student leadership and the Office of Admissions and Student Affairs.

While on campus, it is important for everyone to consider the effort it takes to keep the property and its landscape in order. These are provided for the learner's sake, and UIWSOM encourages learners to take advantage of the campus and enjoy the atmosphere and walking paths. For safety reasons, students are asked to refrain from walking on plant beds, across lawns, or entering restricted areas. The pathways are provided for student safety. UIWSOM encourages and often hosts outdoor activities that are planned.

Use of campus facilities for unauthorized activities and events are not permitted. Learners should contact the OASA with requests for campus access beyond learning activities.

Campus Safety and Access

All UIWSOM students, faculty, and staff are responsible for campus safety. The campus is available for learner access during announced times. The use of UIWSOM IDs is required to access the buildings during approved hours.

Learners receive a UIWSOM student photo identification badge at the beginning of the first year, which is used for identification and access privileges such as entry to campus buildings, access to facilities and services located at Broadway and Hildebrand Campus, and identification while on clinical rotations.

UIWSOM identification badges must be worn or displayed in plain sight by students, faculty, and staff at all times when at the UIWSOM and while on clinical rotations. Students and employees shall badge into campus buildings individually. Students and employees who cannot display their badge for whatever reason must acquire a temporary access badge from the Office of Admissions and Student Affairs for use for 24 hrs. After 24 hours, the temporary badge must be returned, and a new badge issued (if the existing badge is lost).

Lost or stolen badges shall be reported to the Office of Admissions and Student Affairs immediately so that they may be deactivated for security reasons. Prompt reporting is essential and is a duty of all UIWSOM community members

Student Parking

Parking is permitted in designated student areas only. This includes the outer circle of Lot 1 (in front of Bldg 1) as well as Lot 2a (north of Bldg 2), Lot 2b (east of Bldg 2), Lot 3 (east of Bldg 110/south of Bldg 4) and Lot 4 (west of Bldg 4/Bldg 110). UIW parking decals are required for all vehicles parked on UIW or Brooks campuses. Any violation of the vehicle registration or parking regulations

policies will result in the issuance of a warning or parking citation. Further information regarding parking and decals on the [Business Office Page](#) or by logging into Cardinal Cars from Cardinal Apps.

Security

The UIW Police Department's mission is to provide effective support, public assistance at every opportunity, and a safe environment through safety awareness and law enforcement. Please refer to the [UIW Police Department](#) website for more information about security, emergency notifications, and campus safety. Campus security is provided by Watchmen Security a privately- operated contractor providing service 24 hours a day, seven days a week. The Security Desk number is 210-283-6340 and the mobile number is 210-667-0320. Security officers are available to walk learners and employees to their vehicles if requested.

Cardinal Mail

UIW students are issued a university email address called *CardinalMail*. Medical students may register an alternative (personal) email address with the Office of Admissions and Student Affairs with the stipulation that this would serve only as a possible backup for the UIWSOM email. ***CardinalMail* is the official method of communication between campus administrative offices and students.** Students must check their official email account daily; it is an expectation that students read all notices within 24 hours of receipt.

Adverse Weather and Class Cancellation

The safety of UIW faculty, staff, and learners is the priority during adverse weather conditions. Adverse weather is defined as any weather condition that would make it necessary to delay or suspend classes and services. When an adverse weather event occurs in San Antonio, the Provost will make the decision to suspend or delay classes.

If a learner is unable to travel safely to any learning activity due to adverse weather conditions, it is the learner's responsibility to contact the appropriate faculty or clerkship director and the Office of Admissions and Student Affairs. The learner is accountable for all learning outcomes for that day.

Pets

Pets are not permitted in campus buildings or clinical sites, except as permitted by law and as set forth in the [UIW Pet Policy](#).

Children on Campus

While there may be times learners will want to bring children on campus, UIW takes the position that minors/children should not be brought into offices, classrooms and other instructional and support areas*. The interactive SOM curriculum can be easily interrupted, resulting in unintended consequences.

Knowing the long hours learners are on campus, children and spouses can join medical students for a limited time (up to one hour) during mealtimes in the Building 2 dining hall and patio, and Chapel only. Children must always be supervised.

In addition, there may be special campus events where family members, including children, are invited to participate. These events will be clearly identified as such, and minors/children are expected to be supervised during their time on campus. Visitors invited by specific departments, such as high school students invited to tour the campus, are to be chaperoned and are the responsibility of the sponsoring department.

Finally, since medical students are responsible for the behavior of any accompanying minor/child on campus, they may be subject to disciplinary actions for any disruptive or destructive behavior by the minor/child.

**This policy addresses health and safety matters relating to minors/children (a person under the age of 18) on all premises owned and/or operated by the University of the Incarnate Word, including main campus, Incarnate Word High School and St. Anthony Catholic High School. The policy applies to all students, visitors, vendors, guests, and volunteers on all campus locations.*

External Guest Speakers on Campus

An “external guest speaker” is deemed as anybody who is not a paid employee of the UIW who will be addressing a group at a session or meeting. Faculty, student organizations, and administrators may schedule external speakers. However, all external guest speakers must submit a request via Engage through OASA. The Dean makes the final decision regarding guest speaker approvals.

Student Progress Committee

The UIWSOM faculty is responsible for identifying learners who do not meet academic standards, evaluating whether deficiencies can be remediated, and determining when a learner should be dismissed. This responsibility is administered through the Student Progress Committee (SPC) as the representative body of the faculty-at-large. The SPC is responsible for reviewing matters related to attendance, technical standards, national boards, grades, academic performance and standing, graduation audits, and professionalism issues, including those related to academic integrity. This is not a comprehensive list and may include other matters. The SPC may consider a learner's cumulative record and based upon an overall consideration of the learner's grades, demonstrated knowledge, clinical performance, suitability to practice medicine, and other pertinent factors, may decide whether a learner should be promoted, continue with remedial work assigned, repeat an academic year, be dismissed, and/or be considered for other sanctions as circumstances warrant.

The SPC is charged with reviewing violations of academic standards and professional conduct and enforcing applicable policies, including the Policy and Guidelines for Evaluation and Promotion. The SPC also serves as an advisory body and provides recommendations to the SOM administration with respect to grading, evaluation, policies, and procedures for promotion, and other areas related to the academic progress and professional development of learners. SPC works closely with the Conduct Review Board (CRB). Both committees may refer learner issues to one another when situations warrant so, particularly those related to professionalism. In the event the SPC takes over a matter that originated with the CRB, the learner will be notified via email.

The SPC is comprised of five to seven voting members, including a Chair appointed by the Dean of the School of Osteopathic Medicine, along with the following members:

- Three to five UIWSOM DO Program Faculty representatives from phase I and II, including a minimum of two physicians
- Alternate Curriculum Committee chair
- A representative from the Office of Graduate Medical Education
- A representative from the Office of Medical and Interprofessional Education
- Associate Dean of Clinical Affairs
- Nonvoting members:
 - Associate Dean of Admissions and Student Affairs
 - Director of Student Affairs

Petitioning the Student Progress Committee

A learner is entitled to challenge a decision or action required by the Student Handbook, or a decision of an Associate Dean carrying out an action required or permitted by the Student Handbook, by filing a petition with the SPC. The following describes the process for petitioning the SPC:

1. Learner meets with a representative of the OASA within five business days of receiving the decision to discuss next steps.
2. To petition the SPC, a learner must submit to the SPC chair a position statement and supporting documentation within 10 days of receiving the challenged decision or action. The petition must consist of a written statement that should include all mitigating circumstances that the learner contends are pertinent to the SPC's review.
3. Once the SPC chair receives the petition, the SPC has 30 days to
 - Gather background information
 - Set a meeting date and time
 - Review relevant records and information
 - Meet with the learner
 - Render a decision, which may uphold, overturn, or modify the challenged decision or action and/or return the challenged decision or action to the original decision-maker for additional consideration.
 - Send a written decision to the learner.
4. Within five days after the SPC decision is received, the learner may submit a written request to the Dean to review the decision. No additional information will be accepted from the learner during this time. The SPC provides the Dean with all necessary documents and records.
5. Within 30 business days from receipt of the learner's appeal, the Dean shall provide a written decision to the learner. The Dean may impanel a committee to re-examine the appeal, conduct additional investigation, and make further recommendations. No member of the SPC or person involved in the process prior to that point shall serve on a committee appointed for this purpose. The learner can continue in the curriculum until the appeal process is over unless the learner's continuance in the program or presence on campus poses a safety concern or may be deemed disruptive.
6. Once completed, the decision of the Dean is final with no course for further appeal.
7. The timeframes and deadlines for action by the SPC and the Dean may be extended upon written notice to the learner that additional time is necessary to review and act on the learner's petition or appeal.

* Meetings are open to SPC members and the learner only. Third parties are not permitted to attend. The SPC may, however, ask third-party witnesses to appear before the SPC to provide information as necessary to review and resolve a learner's petition.

Verifying Degree Audits

The Student Progress Committee may appoint a sub-committee or designate the OASA to conduct a degree audit to review whether candidates have fulfilled the requirements for graduation, report findings, and make recommendations to the SPC. The SPC shall review the subcommittee's or OASA's recommendations and certify the results of their review. Because the faculty is responsible for determining whether the requirements for graduation have been met, the SPC shall forward the certified results to the UIWSOM Faculty Assembly for review and approval. The Faculty Assembly will in turn forward its list of candidates approved for graduation to the UIWSOM Dean for approval and transmission to the Provost and University President.

Grievance and Resolution Procedures

Student Grievances – Academic

Every learner has the right to file a grievance of alleged unfair treatment with immunity from disciplinary action or retaliation. The grievance process shall not be used to question a rule, policy or procedure established by an authorized faculty or administrative body. Rather, a grievance should be filed if a rule, policy or procedure has been applied unfairly or in an inequitable manner or has led to unfair or improper treatment. It is expected that the learner will present the grievance in a professional manner.

Informal Resolution Process

Prior to a formal academic grievance being filed, issues can be most effectively managed by first expressing them to the faculty member, administrator, or peer learner. If a resolution cannot be achieved in a timely and efficient manner or the learner is not satisfied with the outcome, then the learner may file a formal grievance and submit for review by the SPC.

Formal Resolution Process

When filing a formal academic grievance:

- The student has five business days following the informal resolution to meet with the Associate Dean of Admissions and Student Affairs (or designee). This is to ensure documentation is objective and accurate and in preparation for the meeting with the Student Progress Committee (SPC).
- After meeting with the Associate Dean of Admissions and Student Affairs, (or designee) the student has 10 business days to submit the formal complaint to the chair of the SPC.
- The SPC has 30 business days to investigate and conduct a hearing of the learner's grievance.
- SPC chair will provide the learner with a written response within five business days following the assessment by the SPC. The complainant may continue in the curriculum until the grievance process is completed unless the learner's continuance in the program or on the campus poses a safety concern.

Appeal of a Formal Resolution Process

If the learner is not satisfied with the assessment of the SPC following the formal resolution process, the learner may file an appeal in writing to the UIWSOM Dean within five business days which includes a justification for the appeal. The Dean of the UIWSOM may elect to uphold, modify or make an alternate assessment. In addition, the Dean may impanel an ad hoc committee to re-examine the grievance and make further recommendations to the Dean.

The learner may continue in the curriculum until the appeal of a formal resolution process is completed unless the learner's continuance in the program or on the campus poses a safety concern. Within 30 business days from receipt of the learner's appeal, the Dean of the UIWSOM will provide a written decision to the learner. The decision of the Dean of the UIWSOM is final.

Student Grievance – General

This general grievance procedure empowers learners to raise concerns and address issues that arise at any stage of their education at the UIWSOM. Learners may use this procedure to present claims about the application of UIWSOM policies, rules, and standards, including claims that such authorities have been applied incorrectly, improperly, or unfairly. This procedure can also be followed to file peer to peer grievances. Retaliation against a learner for filing a grievance under this procedure is prohibited.

A learner may pursue a grievance without fear of reprisal. A learner shall, however, present and pursue a grievance in a professional and respectful manner.

This grievance procedure supplements other complaint and reporting mechanisms that UIW and the UIWSOM provide in accordance with law (*e.g.*, Title IX). It is not a substitute for those mechanisms. In the event of a conflict between this procedure and more specific complaint and reporting mechanisms, the latter shall control. If a grievance is improperly filed under this procedure, the UIWSOM may forward the grievance to the appropriate channel or instruct the learner to re-file the grievance in the appropriate place. **This procedure shall not be used to challenge or appeal grades, academic standards, or academic progress decisions.**

Filing a General Grievance

A general grievance can be filed through the online reporting system, [Maxient](#). The Associate Dean of Admissions and Student Affairs (or designee) receives these grievances and initiates the investigation. All parties to the process will seek to maintain confidentiality. However, it is recognized that circumstances may compel further disclosure to other parties, particularly if the facts implicate possible violations of state and federal law, University policy, or foreseeable risk of harm to any person. The resolution action will be communicated to all parties in writing.

All documentation of the reported grievance is filed and maintained via the online reporting system for a period of five years. This provides a record of the complaint and resolution process.

Should the grievance not be satisfied with the resolution of the issue at the UIWSOM level, or if the complaint involves an administrator of the UIWSOM, the complaint can be made to the UIW Provost. A letter summarizing the Provost's action and resolution will be filed and maintained in the Office of the Provost.

Registering a Complaint with the Commission on Osteopathic College Accreditation (COCA)

UIWSOM complies with the complaint review procedures of the [Commission on Osteopathic College Accreditation \(COCA\)](#), which are established to protect the integrity and the maintenance of accreditation standards and procedures as they relate to approved Colleges and Schools of Osteopathic Medicine having recognition from the COCA. Complaint procedures provide a mechanism for concerned individuals or organizations to bring to the attention of the accrediting agency information concerning specific actions and programs, which may be in non-compliance with the COCA's accreditation standards. Information regarding this process is published on the UIWSOM website and the UIWSOM Student Handbook.

The complaint must be in writing and signed by the complainant. All signed complaints must be submitted to the COCA Secretary, AOA, 142 E. Ontario Street, Chicago, IL 60611.

Complaints that are received that are not signed by the complainant(s) or are submitted anonymously will not be processed. The complainant will present the concern regarding a violation(s) of an accreditation standard or procedure based upon direct and responsible information. The complainant must provide a narrative of their allegation, as it relates to accreditation standards or procedures and include any documentation that could support their allegation. This information must be accurate and well documented.

The complainant will be provided evidence that an effort has been made to resolve the problem through the recommended route in UIWSOM administration and will include information about all other actions initiated to resolve the problems. Official correspondence to the COCA should be addressed either to the Secretary or Director of the COCA at the address below.

Secretary of the COCA	VP Accreditation	Department of Accreditation, American Osteopathic Association, 142 E. Ontario St., Chicago, IL 60611
Division of Predoctoral Education	Phone: (312) 202-8097 Fax: (312) 202-8397	website: predoc@osteopathic.org

Additional Information

UIWSOM Administration, Faculty and Staff Directory

A list of all UIWSOM administrators, faculty and staff may be found at the [UIWSOM Directory](#).

UIWSOM Administration and Faculty Office Hours

All faculty and UIWSOM Administrators are available by appointment in addition to regularly occurring STRX and DOCS office hours and weekly R&R sessions.

UIWSOM Recognized Abbreviations & Translations

ACF	Adjunct Clinical Faculty
ACLS	Advanced Cardiac Life Support
AOA	American Osteopathic Association
BLS	Basic Life Support
CASE	Clinical & Applied Science Education
CME	Continuing Medical Education
COCA	Commission on Osteopathic College Accreditation
COMAT	Comprehensive Osteopathic Medical Achievement Test
COMLEX-USA	Comprehensive Osteopathic Medical Licensing Examination
COMSAE	Comprehensive Osteopathic Medical Self-Assessment Examination
CRB	Conduct Review Board
DAS	Director of Academic Support
DO	Doctor of Osteopathic Medicine
HIPAA	Health Insurance Portability and Accountability Act
Learner	Osteopathic Medical Student of the UIWSOM
NBOME	National Board of Osteopathic Medical Examiners
OASA	Office of Admissions and Student Affairs
OCA	Office of Clinical Affairs
OMIE	Office of Medical and Interprofessional Education
OMM/OMT	Osteopathic Manipulative Medicine/Osteopathic Manipulative Treatment
OPP	Osteopathic Principles and Practices
OSCE	Objective Structured Clinical Exam (practice exam)
OSHA	Occupational Safety and Health Administration
PALS	Pediatric Advanced Life Support
SGA	Student Government Association
SPC	Student Progress Committee
SP	Standardized Patient

Record of Change

For the 2021-2022 Doctor of Osteopathic Medicine Student Handbook

A changelog is used to provide a trail of all approved changes made to the 2021-2022 Student Handbook. Each change is reviewed by the DO Curriculum Committee and approved by the Leadership Council prior to incorporating it into this document. Updated versions will be communicated to the UIWSOM community of learners, faculty, and staff.

Date Published	Policy Edited/New	Pages Affected	Reason for Change	Date UIWSOM Sent Notice of Change
July 2021	Handbook reviewed and updated for 2021-22 school year	Multiple Sections		
July 2022	Handbook reviewed and updated for 2022-23 school year	Multiple Sections	Annual update	