



UNIVERSITY OF THE INCARNATE WORD
SCHOOL OF OSTEOPATHIC MEDICINE

Doctor of Osteopathic Medicine STUDENT HANDBOOK

2020-2021



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

We are living in unique and uncertain times. None of us can know what the future holds for sure, but at the University of the Incarnate Word, we know this – we are dedicated to providing our students with a full University experience in Fall 2020. We at UIW are working hard and are confident that the academic and non-academic support services curriculum will be the excellent academic, collegial and productive experience that drew you to UIW, whether delivered live, in a hybrid environment, or entirely remotely.

We recognize that you are seeking certainty; we all are. COVID-19, the virus responsible for the current global pandemic, is an extremely contagious disease that can lead to severe illness and death. Research supports that the virus primarily spreads through respiratory droplets released when people talk, cough, or sneeze. In addition, many people who contract the virus may be asymptomatic and unknowingly spread the virus. However, the full extent of how the virus transmits is unknown. Currently, there is no vaccine available for the virus nor known treatment for the adverse effects attributed to COVID-19.

The risk of exposure and possible infection is real and present in any community environment where large numbers of people are regularly interacting, including on campuses at UIW. We are engaged in numerous efforts to prevent, mitigate, and respond to the spread of COVID-19 on our campuses. Efforts include increased cleaning, implementation of mask and face-covering protocols, social distancing, hand sanitizing stations, and other mitigation strategies.

Despite the University's best efforts, it is impossible to eliminate the risk of positive cases or an outbreak on our campuses - while still operating on-campus classes, residential housing, and campus events. We cannot guarantee that people present on our campuses will not be exposed to and become infected with COVID-19. By engaging in the on-campus community of UIW, you voluntarily assume all risks related to exposure to COVID-19.

As an institution of faith and education, UIW is committed to acknowledging and honoring the dignity of every person, as each is created in the image of God. We must all take steps to care for each other. Taking steps to minimize the risk of COVID-19 infections (or any other spread of disease) at UIW and in our community is a shared responsibility and a critical part of caring for all who live, work and learn with us. Students can help keep our community healthy by being mindful of their actions at all times and following the on-campus health and safety protocols.

Please understand that whether on any UIW campus or remote, a few things are certain:

- UIW holds as paramount the health, safety and welfare of every member of its community.
- None of us can guarantee what shape COVID-19 will take, and none of us – including UIW – can guarantee a COVID-19-free environment. This is simply not feasible. We want to be sure that you appreciate and understand that, by coming onto the physical campus of UIW, there is a risk you

may contract COVID-19. We certainly do not wish this on anyone, and we are taking recommended steps to mitigate this risk, but we cannot categorically guarantee this will not happen.

- Every member of our community – including you – must do their part. This means adhering to national, state, local, and university health and safety guidelines and requirements, whether on or off campus. Specific details will be provided as circumstances dictate, but this may include such things as: temperature checks, social distancing, wearing masks or other facial coverings, using other PPE, not reporting to class or work if sick, and isolating and quarantining when required. You agree to do all of this not just for yourself, but for the safety of others, and because this is consistent with the Mission and spirit of how we care for one another at UIW.

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Introduction

The UIWSOM DO Student Handbook addresses academic policies and professional conduct and standards. In addition to this Student Handbook, all learners at the University of the Incarnate Word (UIW) are bound by the core values and behavioral expectations of all UIW students as outlined in the [UIW Student Code of Conduct](#). The UIWSOM DO Student Handbook takes precedence and governs academic policies, professional and personal conduct, and standards. It is the responsibility of each learner to read, understand, and follow this Student Handbook.

While the provisions of this handbook will ordinarily be applied as stated, the school reserves the right to change any provision listed, including but not limited to academic requirements for graduation. Every effort will be made to keep learners advised of any such changes. However, it is especially important that learners note that it is their responsibility to keep apprised of current graduation requirements by regular consultation with the Office of Admissions and Student Affairs.

This Handbook may be modified by the UIWSOM at any time during the academic year. All modifications will be written with approval from the Dean and the Doctor of Osteopathic Medicine Curriculum Committee. 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.

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, and staff of the University of the Incarnate Word School of Osteopathic Medicine (UIWSOM) and I welcome you. 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 SOM 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 the policies specific to the School of Osteopathic Medicine Doctor of Osteopathic Medicine program. Become familiar with the contents and keep it as a reference. We encourage you to set goals and objectives for yourself to achieve optimal personal, academic, and professional growth, and to utilize the many resources for support, including mentorship by faculty and administration.

With best wishes for your success here at the UIWSOM,



Robyn Phillips-Madson, DO, MPH, FACOFP Founding Dean



2020-2021 Academic Calendars

Class of 2021

Although making travel plans in advance results in the best fares, it is best to check with the Office of Admissions and Student Affairs before finalizing plans. Late schedule changes that are in the best interest of the entire class are possible and should be anticipated.

Summer 2020		
Tuition Deadline	7/27/2020	
Selective/Elective 1	8/3/2020	8/28/2020
Last day to add/drop	7/30/2020	
Last day for 100% refund for summer	7/30/2020	
Last day to drop with a W	8/27/2020	
Fall 2020		
Tuition Deadline	8/31/2020	
Selective/Elective 2	8/31/2020	9/25/2020
Last day to add/drop	9/1/2020	
Last day for 100% refund for summer	9/1/2020	
Health insurance waiver deadline	9/1/2020	
ERAS applications open	9/1/2020	
Labor Day Holiday* (Campus Closed)	9/7/2020	
Last day to drop with a W	9/24/2020	
Selective/Elective 3	9/28/2020	10/23/2020
Last day to add/drop	9/29/2020	
Deadline to apply for graduation without a late fee	10/1/2020	
Last day to drop with a W	10/22/2020	
Selective/Elective 4	10/26/2020	11/20/2020
Last day to add/drop	10/27/2020	
Last day to drop with a W	11/19/2020	
Selective/Elective 5	11/23/2020	12/18/2020
Last day to add/drop	11/24/2020	
Thanksgiving Holiday* (Campus Closed)	11/25/2020	11/27/2020
Last day to drop with a W	12/17/2020	
Christmas Holiday Break (Campus Closed)	12/21/2020	1/1/2021
Spring 2021		
Tuition Deadline	1/4/2021	
Selective/Elective 6	1/4/2021	1/29/2021
Last day to add/drop	1/5/2021	
Last day for 100% refund for spring	1/5/2021	
Deadline to apply for graduation without an admin fee	1/15/2021	
Martin Luther King Jr. Holiday* (Campus Closed)	1/18/2021	

Last day to drop with a W	1/28/2021	
Selective/Elective 7	2/1/2021	2/26/2021
Last day to add/drop	2/2/2021	
Last day to drop with a W	2/25/2021	
Selective/Elective 8	3/1/2021	3/26/2021
Last day to add/drop	3/2/2021	
Match Week	3/15/2021	3/19/2021
Match Day	3/19/2021	
Last Day to drop with a W	3/25/2021	
Selective/Elective 9	3/29/2021	4/23/2021
Last day to add/drop	3/30/2021	
Last day to drop with a W	4/22/2021	
Readiness for Residency II	4/26/2021	5/7/2021
Last day to add/drop	4/26/2021	
Last day to drop with a W	5/6/2021	
Commencement	5/8/2021	

** May depend on clinical site schedule*

Class of 2022

Although making travel plans in advance results in the best fares, it is best to check with the Office of Admissions and Student Affairs before finalizing plans. Late schedule changes that are in the best interest of the entire class are possible and should be anticipated.

Summer 2020		
Memorial Day Holiday	5/25/2020	
Tuition Deadline	5/26/2020	
Readiness for Clerkship	5/26/2020	7/3/2020
Last day to add/drop	6/1/2020	
Last day for 100% refund for summer	6/1/2020	
Last day to drop with a W	7/1/2020	
Clerkship 1	7/6/2020	8/14/2020
Last day to add/drop	7/10/2020	
Last day to drop with a W	8/12/2020	
COMAT	8/13/2020	
Fall 2020		
Tuition Deadline	8/17/2020	
Clerkship 2	8/17/2020	9/25/2020
Last day to add/drop	8/21/2020	
Last day for 100% refund for fall	8/21/2020	
Health insurance waiver deadline	9/1/2020	
Labor Day Holiday* (Campus Closed)	9/7/2020	
Last day to drop with a W	9/23/2020	
COMAT	9/24/2020	
Clerkship 3	9/28/2020	11/6/2020
Last day to add/drop	10/2/2020	
Last day to drop with a W	11/4/2020	
COMAT	11/5/2020	
Spring 2021		
Tuition Deadline	11/9/2020	
Clerkship 4	11/9/2020	12/18/2020
Last day to add/drop	11/13/2020	
Last day for 100% refund for spring	11/3/2020	
Last day to drop with a W	12/16/2020	
COMAT	12/17/2020	
Thanksgiving Holiday* (Campus Closed)	11/25/2020	11/27/2020
Christmas Holiday Break (Campus Closed)	12/21/2020	1/1/2021
Assessment Week	1/4/2021	1/8/2021

Clerkship 5	1/11/2021	2/19/2021
Last day to add/drop	1/15/2021	
Last day for 100% refund for spring	1/18/2021	
Martin Luther King Jr. Holiday* (Campus Closed)	1/18/2021	
Last day to drop with a W	2/17/2021	
COMAT	2/18/2021	
Clerkship 6	2/22/2021	4/9/2021
Last day to add/drop	2/26/2021	
COMSAE Level 2 First Attempt (Early Date Option 1)	3/12/2021	
Last day to drop with a W	3/31/2021	
COMAT	4/1/2021	
Assessment Week	4/5/2021	4/9/2020
Summer 2021		
Tuition Deadline	4/12/2021	
Clerkship 7	4/12/2021	5/21/2021
Last day to add/drop	4/16/2021	
Last day for 100% refund for summer	4/16/2021	
COMSAE Level 2 First Attempt (Early Date Option 2)	4/30/2021	
Last day to drop with a W	5/19/2021	
COMAT	5/20/2021	
Memorial Day Holiday* (Campus Closed)	5/21/2021	
Clerkship 8	5/24/2021	7/9/2021
Last day to add/drop	5/28/2021	
COMSAE Level 2 First Attempt	6/4/2021	
COMSAE Level 2 Second Attempt	6/28/2021	
Last day to drop with a W	6/30/2021	
COMAT	7/1/2021	
Assessment Week	7/5/2021	7/9/2020

** May depend on clinical site schedule*

Class of 2023

Although making travel plans in advance results in the best fares, it is best to check with the Office of Admissions and Student Affairs before finalizing plans. Late schedule changes that are in the best interest of the entire class are possible and should be anticipated.

Fall 2020		
Tuition Deadline	7/27/2020	
Circulation, Respiration, and Regulation	7/27/2020	10/23/2020
Last day to add/drop	8/3/2020	
Last day for 100% refund for fall	8/3/2020	
Health insurance waiver deadline	9/1/2020	
Labor Day Holiday (Campus Closed)	9/7/2020	
Assessments 6A	9/8/2020	9/11/2020
Last day to drop with a W	10/14/2020	
Assessments 6B	10/19/2020	10/23/2020
Endocrinology & Reproduction	10/26/2020	12/18/2020
Last day to add/drop	10/30/2020	
Thanksgiving Holiday (Campus Closed)	11/25/2020	11/27/2020
Last day to drop with a W	12/9/2020	
Assessments	12/14/2020	12/18/2020
Christmas Holiday Break (Campus Closed)	12/21/2020	1/1/2021
Spring 2021		
Tuition Deadline	1/4/2021	
Mind, Brain, and Behavior	1/4/2021	3/5/2021
Last day to add/drop	1/8/2021	
Last day for 100% refund for spring	1/18/2021	
Martin Luther King Jr. Holiday* (Campus Closed)	1/18/2021	
Last day to drop with a W	2/24/2021	
Assessments	3/1/2021	3/5/2021
Capstone	3/8/2021	3/19/2021
Last day to add/drop	3/8/2021	
Kaplan Full Sim	3/12/2021	
Last day to drop with a W	3/19/2021	
Phase I Assessment	3/22/2021	3/26/2021
COMSAE Level 1 practice exam (COMSAE 103)	3/22/2021	
Board Exam Preparation	3/29/2021	5/7/2021
Kaplan Live Prep	3/29/2021	4/2/2021
Good Friday Holiday (Campus Closed)	4/2/2021	
Last day to add/drop	4/5/2021	
Last day to drop with a W	4/22/2021	
COMSAE Level 1 First Attempt	4/30/2021	
Unit 11	5/25/2021	6/8/2021
COMSAE Level 1 Second Attempt	6/04/2021	
Assessment Week	7/5/2021	7/9/2021

Class of 2024

Although making travel plans in advance results in the best fares, it is best to check with the Office of Admissions and Student Affairs before finalizing plans. Late schedule changes that are in the best interest of the entire class are possible and should be anticipated.

Fall 2020		
Welcome Week	7/20/2020	7/24/2020
Last day to add/drop	7/24/2020	
Last day for 100% refund for fall	7/24/2020	
Tuition Deadline	7/27/2020	
Essentials and EMT	7/27/2020	9/25/2020
Health insurance waiver deadline	9/1/2020	
Labor Day Holiday (Campus Closed)	9/7/2020	
Last day to drop with a W	9/18/2020	
Assessments	9/21/2020	9/25/2020
MSK, Touch, and Personhood	9/28/2020	11/20/2020
Last day to add/drop	10/30/2020	
Last day to drop with a W	11/3/2020	
Assessments	11/16/2020	11/20/2020
Spring 2021		
Tuition Deadline	11/23/2020	
Molecules, Cells, Compassion	11/23/2020	2/5/2021
Last day to add/drop	12/2/2020	
Last day for 100% refund for spring	12/2/2020	
Thanksgiving Holiday (Campus Closed)	11/25/2020	11/27/2020
Christmas Holiday Break (Campus Closed)	12/21/2020	1/1/2021
Tuition Deadline	1/4/2021	
Martin Luther King Jr. Holiday* (Campus Closed)	1/18/2021	
Last day to drop with a W	1/29/2021	
Assessments	2/1/2021	2/5/2021
Host Defense and Communication	2/8/2021	4/9/2021
Last day to add/drop	2/12/2021	
Last day to drop with a W	4/1/2021	
Good Friday Holiday (Campus Closed)	4/2/2021	
Assessments	4/5/2021	4/9/2021
Summer 2021		
Tuition Deadline	4/12/2021	
Gastrointestinal System, Nutrition, Appetite	4/12/2021	5/28/2021
Last day to add/drop	4/16/2021	
Last day for 100% refund for summer	4/16/2021	
Last day to drop with a W	5/20/2021	
Memorial Day Holiday (Campus Closed)	5/21/2021	
Assessments	5/24/2021	5/28/2021
Year 1 Assessments	5/31/2021	6/4/2021
Reassessments	6/21/2021	7/2/2021

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 life-long 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 health care 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 to 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.

General Description

The UIW School of Osteopathic Medicine 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 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 that seats 220 learners, the Student Government Association office, 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 break-out/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) has received pre-accreditation from the American Osteopathic Association (AOA) [Commission on Osteopathic College Accreditation \(COCA\)](#). Accreditation guidelines are published on the [AOA website](#).

UIWSOM is committed to maintaining complete compliance with all COCA accreditation criteria. 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

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 on the basis of race, color, national origin, sex, gender, age, disability, genetic information or other protected status in either employment or the provision of services. 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. In addition, the UIWSOM does not engage in discrimination based on sexual orientation or gender identity.

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). 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, students 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. In addition, should the learner be convicted of any felony offense while in medical school, the learner agrees to immediately notify the Associate Dean for Admissions and Student Affairs. The nature of the conviction is part of the report. Failure to disclose prior or new offenses will lead to rescinding the offer of admission or dismissal.

Technical Standards for Admissions and Successful Completion of the DO Program

The DO degree is a broad undifferentiated degree attesting to general knowledge in medicine and the basic skills required for the practice of medicine. The goal of the student is to develop a deep and robust osteopathic medical knowledge base and outstanding osteopathic clinical skills, with the ability to appropriately apply them, effectively interpret information, and contribute to decisions across a broad spectrum of medical situations*.

*The avowed intention of an individual student to practice only a narrow part of clinical medicine, or to pursue a non-clinical career, does not alter the requirement that a candidate for the DO degree at the UIWSOM must be capable of completing core osteopathic educational requirements and achieving competencies in clinical applied basic sciences.

The University of the Incarnate Word is committed to the full and meaningful inclusion of qualified candidates with disabilities. Technical standards are not intended to deter any students for whom reasonable accommodations will allow the fulfillment of the complete curriculum. Admitted students with disabilities are reviewed individually, on a case-by-case basis, with complete and careful consideration of all the skills, attitudes, and attributes of each learner to determine whether there are any reasonable accommodations or alternative mechanisms that would permit the learner to satisfy the standards. This process is informed by the knowledge that learners with varied types of disabilities have the ability to become successful osteopathic physicians.

Any candidate will be considered for admission who demonstrates the ability to acquire the knowledge, attitudes, and skills necessary to complete the core UIWSOM educational requirements, achieve the UIWSOM competencies and be able to graduate as skilled and effective practitioners of osteopathic medicine.

For purposes of this policy and unless otherwise defined, the term "candidate" means candidates for admission to medical school as well as UIWSOM medical students who are candidates for retention, promotion, or graduation. Fulfillment of the technical standards for graduation from UIWSOM does not guarantee that a graduate will be able to fulfill the technical requirements of any specific residency program.

1. **OBSERVATION:** Candidates must be able to collect, use, and interpret information from demonstrations, from diagnostic and assessment procedures and tools, and from all other modes of patient assessment in the context of laboratory studies, medication administration, radiologic studies, and all other patient care activities. In addition, candidates must be able to document these observations and maintain accurate records.
2. **COMMUNICATION:** Candidates must be able to comprehend, communicate, and document information in the English language, and to communicate accurately and effectively with patients, family members, healthcare workers, and other professionals in healthcare settings, as well as with instructors, supervisors, classmates, and various health or educational team members in both clinical and classroom settings. This includes the ability to elicit, receive, and accurately interpret information from others; to collect, document, and convey relevant information to others; to understand and use healthcare terminology, and to comprehend and follow directions and instructions. In addition, candidates must be able to accurately document patient records, present information in a [professional](#) and logical manner, and appropriately provide patient counseling and instructions to effectively care for patients or clients and their families.
3. **MOTOR FUNCTION:** Candidates must, after a reasonable period of training, possess the capacity to perform physical examinations and diagnostic maneuvers. They must be able to respond to clinical situations in a timely manner and provide general and emergency care. These activities

require some physical mobility, coordination of both gross and fine motor neuromuscular function, and balance and equilibrium.

4. **INTELLECTUAL-CONCEPTUAL, INTEGRATIVE, AND QUANTITATIVE ABILITIES:** Candidates must be able to assimilate the detailed and complex information presented in the osteopathic curriculum. They must be able to learn through a variety of modalities including, but not limited to, classroom instruction; small group, team, and collaborative activities; individual study; preparation and presentation of reports; simulations and use of computer technology. Candidates must be able to memorize, measure, calculate, reason, analyze, synthesize, and transmit information. They must recognize and draw conclusions about three-dimensional spatial relationships and logical sequential relationships among events. They must be able to formulate and test hypotheses that enable effective and timely problem-solving in the diagnosis and treatment of patients in a variety of clinical settings and health care systems.
5. **BEHAVIORAL AND SOCIAL ATTRIBUTES:** Candidates must demonstrate the maturity and emotional stability required for full use of their intellectual abilities. They must accept responsibility for learning, exercising good judgment, and promptly complete all responsibilities attendant to their curriculum and to the diagnosis and care of patients. Candidates must display characteristics of integrity, honesty, [attendance](#) and 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 medical profession. Candidates must be able to interact with patients and their families, health care personnel, peers, colleagues, faculty, staff, and all other individuals with whom they come in contact in a courteous, [professional](#), and respectful manner. 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 physically taxing workloads and function in a competent and [professional](#) manner under highly stressful situations, adapt to changing environments, display flexibility, and manage the uncertainty inherent in the care of patients and the health care system.
6. **LEGAL AND ETHICAL STANDARDS:** Candidates are expected to consistently exhibit [professionalism](#), personal accountability, compassion, integrity, concern for others, and care for all individuals in a respectful and effective manner regardless of gender, gender identity, age, race, sexual orientation, religion, disability, or any other protected status. Candidates must understand and be able to comply with the legal and ethical aspects of the practice of medicine 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. Individuals whose performance is impaired by abuse of alcohol or other substances are not suitable candidates for admission, promotion, or graduation. Candidates must be able to meet the legal standards to be licensed to practice medicine in the State of Texas. As such, candidates

must detail in writing at the time of application any felony offense or disciplinary action to the School. If a conviction occurs after matriculation, students are required to inform the Associate Dean for Admissions and Student Affairs or Director of Student Affairs of any actions which might impair candidates' ability to obtain a medical license. Failure to notify may result in disciplinary action by the Student Progress Committee.

Self-Identification of Disabilities as an Applicant and Matriculant

For UIWSOM to provide reasonable accommodations, candidates must self-identify to the [Office of Student Disabilities Services](#), all areas where he or she believes accommodations will be needed in order to fulfill requirements of the complete curriculum.

Applicants with disabilities who wish to request accommodations as defined in Section 504 of the Rehabilitation Act of 1973, Subpart E, and Title III of the Americans with Disabilities Act, must follow the University's procedures for verification of eligibility by submitting supporting documentation to the [Office of Student Disabilities Services](#).

Applicants and matriculants who require controlled substances or other prescriptions that will show positive on the drug screen *must notify the Office of Admissions and Student Affairs in advance of the drug screen*, must be taking the medications according to the manner prescribed, and must have completed the required paperwork, which includes appropriate documentation as to the need for these drugs for accommodation.

UIWSOM reserves the right to have the student evaluated for a disability if prior evaluations have not been done or were not adequate and require further evaluation and testing. When this is required, it is at the student's expense.

Learners who must remediate a unit, who is suspended or dismissed for failure in the curriculum, may not claim failure due to a disability that has not been previously identified, documented, or considered by the [Office of Student Disability Services](#). Learners must request reasonable accommodations in advance of taking the curriculum.

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.

Financial Aid

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

When a learner does not meet Satisfactory Academic Progress (SAP), as defined by UIW, Title IV funding will be affected (Federal Direct Loans). Learners are advised to discuss their financial standing with the UIWSOM Director of Enrollment Services in conjunction with the UIW Office of Financial Assistance and Business Office.

The Higher Education Amendment of 1965, as amended, mandates institutions of higher education to establish minimum standards of SAP for students receiving financial aid. UIW makes standard applicable to all federal, state, and institutional financial assistance programs for the purpose of maintaining a consistent policy for all students receiving financial aid.

To make SAP, students must meet the following:

- *Academic Standards*
A learner is making satisfactory academic progress if the grade received for each unit, rotation, elective/selective is P, PR, or H. The overall grading rubric for specific unit/clerkship/(s)elective is outlined in its corresponding syllabi and learners are required to complete all components to pass and be eligible to advance in the curriculum. This policy applies to all learners of the UIWSOM regardless of whether or not they receive Title IV funding (Federal Direct Loans).
- *Maximum Time Frames*
The number of credit hours a learner attempts may not exceed 150% of the number of hours required for graduation from the program. Osteopathic medical students must complete their program and graduate within six years from the time of their start date.
- *Enrollment Status*
Any learner who receives financial aid must successfully complete a cumulative minimum of 75% of all attempted coursework. If the number of cumulative hours drops below 75% of attempted hours, the learner will no longer be eligible for financial aid.

- Review Policy

At the end of each academic year, the UIW Office of Financial Assistance reviews the progress of each financial aid recipient for SAP to ensure they are meeting required degree completion and academic standards.

- Financial Aid Termination

In the event the learner does not meet the requirements for SAP, the learner will be placed on Financial Aid Termination. This means that the learner will not be eligible for any type of federal, state, or institutional aid until the learner has returned to SAP or submitted an appeal to the UIW Office of Financial Assistance for possible reinstatement.

- Conditions for Reinstatement

Learners whose eligibility for financial aid has been terminated may appeal the decision in writing to the Office of Financial Assistance if they believe they had extenuating circumstances that led to their unsatisfactory progress. The Office of Financial Assistance will notify the learner in writing of the decision.

Learners requesting an appeal will complete the SAP Recovery Packet, which must include:

- Review of SAP standards written in the SAP Recovery Packet
- A completed Satisfactory Academic Progress Appeal Form, which is part of the Recovery Packet
- A letter from the learner documenting the extenuating circumstances; for example, personal illness, medical problems, or death in the family. This letter should provide a detailed explanation of the situation
- An SAP Academic Plan Agreement

Learners whose appeals are approved will be required to meet the requirements of the academic plan and achieve SAP by the end of the following year to continue receiving financial assistance. Relevant forms can be found by visiting the Office of Financial Assistance website at www.uiw.edu/finaid.

Withdrawal and the Reimbursement of Financial Aid Funds

Learners who choose to withdraw from the 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 Office of Financial Assistance is required to return a percentage of Federal Financial Aid that was disbursed to students who have completely withdrawn from UIW, UIWSOM, or have stopped attending all classes (unofficial withdrawal). The return of Title IV funds includes 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 Office of Financial Assistance prior to withdrawing. (see Withdrawal Policy)

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. Learners who have received Title IV funding may be subject to an additional reduction of aid funds.

Learners that 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 Health Requirements

Mental Health and Wellness

Behavioral Health care modalities, including face-to-face and telehealth services, are available 24/7 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, clinical psychologists are available for counseling regularly on the UIWSOM campus.

Learners have access to physicians, clinics, and hospitals 24/7 in San Antonio and at UIWSOM core rotation sites. In addition, the [UIW Main Campus Student Health Center](#) is available Monday-Friday 8 am-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 the UIW insurance [Wellfleet](#).

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.

Program Health Requirements

UIWSOM utilizes a national background screening and compliance management tracking system, [PreCheck](#) 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:
 - Undergo and submit immunization records, physical examination, drug testing, and background check by July 1st prior to matriculation and provide updated immunization records or lab titer results on a yearly basis.
- Second, through fourth-year learners are required to:
 - Undergo an annual TB test, physical examination, and drug testing with results submitted by July 1st of each academic year.
 - Provide updated immunization records or lab titer results on a yearly basis as needed by July 1st of each academic year

- Undergo a background check annually with results submitted by July 1st each academic year
- Undergo an annual influenza vaccine annually by October 1st.

Immunizations

The cost of immunizations is the responsibility of the learner. All learners are responsible for providing official and complete documentation of having received an immunization. Updated and current immunizations must be submitted to [PreCheck](#) by July 1st of each year of matriculation.

Incomplete immunization records may delay matriculation, the ability to begin clinical rotations, or continue in the UIW School of Osteopathic Medicine program. Failure to comply with these requirements may result in a [professionalism violation](#) or dismissal from the UIW School of Osteopathic Medicine 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 the UIWSOM.
- **Hepatitis B alone or Hepatitis A/B Combo** – 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.
- **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
 - 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 [PreCheck](#) 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.

- **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 by October 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 IGRA blood test, QuantiFERON Gold TB blood test, OR T-spot blood test is required by July 1st for first-year learners.
 - Second and Fourth-year learners are required to have an annual TB test by any of the above methods. Documentation is required by October 1st.
 - 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.
 - 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](#).

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 by July 1st. If there are any changes or updates to the medical history during the learner's program of study, documentation must be submitted to [PreCheck](#).

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 information will remain as part of the secured learner file in and in [PreCheck](#) and will remain confidential at all times, and will remain confidential at all times.

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 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 health care 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 will 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 abuse.

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 such abuse 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 (BCLS), Advanced Cardiac Life Support (ACLS), Pediatric Life Support (PALS), and other certifications as determined essential by the clinical rotation sites must be completed and documentation submitted to [PreCheck](#). 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.

Environmental and Occupational Exposure and Universal Precautions

In the event of a needle stick or exposure to body fluids, while a learner is at an off-campus clinical site, the learner should follow the emergency procedures of the facility in which the exposure or illness occurred. If the services are not available at the facility, the learner must immediately notify the faculty supervisor/Clinical Site Director and seek medical attention.

Needlestick/Puncture Wounds

If you experience a needlestick/sharps injury/puncture wound or were exposed to the blood or body fluid of a patient during the course of clinical work, immediately follow these steps:

- Wash needlestick wound and cuts with soap and water
- Flush splashes to the nose, mouth, or skin with water
- Irrigate eyes with clean water, saline or sterile irrigates
- Report the incident to your supervisor and obtain source patient information
- Immediately seek medical treatment

For all puncture wounds, please immediately see the [UIW Exposure Control Plan for Bloodborne Pathogens](#) for instructions on the next steps.

The [U.S. Centers for Disease Control and Prevention](#) recommend that learners receive evaluation and treatment within two hours of exposure. Report the incident immediately. For emergencies, contact the Associate Dean of Admissions and Student Affairs during office hours at 210-283- 6976 or after hours contact UIW Police Department at 210-829-6035.

Insurance

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

The UIWSOM does NOT accept CareLink Health, Oscar Health, or Medicaid. The [Wellfleet Health Plan](#) coverage protects an osteopathic medical student 24 hours a day, whether at home, school, or while traveling. This coverage is also in effect during interim vacation periods.

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.

Accidents / Injuries / Exposures

For any accidents or injuries that occur while on clinical rotations at a hospital, clinic, or campus site, as well as for any exposures involving potentially infectious substances or blood borne pathogens (such as needle sticks, wounds from surgical instruments, splashes from potentially contaminated liquids to the eyes or mucous membranes, etc.), please immediately follow the protocol established by the hospital or clinic where the injury or exposure occurs. Next, immediately contact UIW Student Health, or if after hours, go to the nearest emergency treatment facility (if not sent to a specific facility by the hospital or clinic as part of their protocol). Please notify your Clerkship Director about the incident as soon as possible, and then the Director of Clinical Rotations or the Associate Dean for Clinical Affairs. You are

also required to complete the Incident/Accident Report Form, which can be found on the Student Life – Office of Clinical Affairs web site at: <https://osteopathic-medicine.uiw.edu/student-life/clinical-affairs.html>.

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. If a student elects to establish a provider relationship with a faculty member, that health care provider is precluded from serving in any evaluation role for that learner.

Because of dual-relationship and conflict of interest issues, faculty members who provide healthcare services to students will neither participate in performing academic assessments for grading purposes, participate in disciplinary actions, or in decisions regarding promotions for such students.

1. Health care 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
 - a. Posted notification at the reception desk requested that all UIWSOM learners identify themselves to assure they are not seen by faculty who may also be at the clinic providing care or acting as a preceptor.
 - b. 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.
 - c. 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 Carnegie Foundation for the Advancement of Teaching sponsored the authorship of *Educating Physicians: A Call for Reform of Medical School and Residency* (2010). *Educating Physicians*, published 100 years after Flexner's (1910) seminal work. This research calls for medical schools to adopt key educational practices to produce the next generation of physicians, including an intentional integration of clinically applied biomedical sciences, early exposure to experiential learning, and [physician personhood formation](#), with an emphasis on healthcare teams, social accountability, and cultural awareness.

The UIWSOM Doctor of Osteopathic Medicine (DO) Program stresses independent study and self-directed learning. The four-year program begins by building upon small and large group interactive case-based learning experiences and focuses on conceptual knowledge acquisition, critical thinking, and clinical reasoning. The curriculum provides foundational education about primary care perspectives, which are vital for osteopathic physicians pursuing any specialty.

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 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:

1. Understand and apply OPP and OMT to all patients, especially those in underserved areas.
2. Understand the principles of OPP and use OMT across clinical settings.
3. Analyze and apply the concepts of body unity and interrelationship of body structure and function in the delivery of whole-person health care.
4. Understand and value the human body's self-healing, and self-regulatory mechanisms affect treatment options.
5. 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.
6. 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:

1. 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.
2. Conduct relevant, complete, and focused physical and mental status examinations.
3. Perform osteopathic structural examination and OMT as well as other common medical procedures with attention to patient safety and comfort.
4. Provide appropriate initial care to identified life-threatening medical conditions.
5. Engage patients and family members as partners in their own health care through effective patient education and counseling.
6. Integrate OPP and OMT into the treatment, management, and prevention of illnesses.
7. Incorporate health promotion, screening, and disease prevention into the care of patients.
8. Act as a productive team member across clinical settings (inpatient, outpatient, home health, etc.) by respectfully working with other allied health care 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:

1. 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.
2. Apply the principles of pathophysiology to diseases and disorders.
3. Apply pharmacological principles to medical therapeutics.
4. Appraise the role of normal human biological, cognitive, psychological, and behavioral development across the lifespan as determinants of health and illness.
5. Describe etiology and risk factors for disease prevention principle disease surveillance screening and health needs assessment across the lifespan.
6. Identify risk factors, genetic or environmental, associated with disease-related to ethnicity, race, gender, age/cohort, religion, sexual orientation, culture, and health behavior.
7. Interpret the clinical, laboratory, pathologic, and radiologic manifestations of health and common diseases.
8. Perform culturally and linguistically sensitive, comprehensive, and problem-focused osteopathic physical examinations in all body areas and organ systems.
9. Engage in a systematic approach to clinical reasoning to solve clinical problems in the context of osteopathic principles.

10. Apply the scientific foundations of medicine to the practice of evidence-based medicine.
11. Evaluate indications and contraindications of medical therapeutics, complementary, alternative, integrative medical treatments, and surgery options for medical conditions.
12. 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:

1. 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.
2. Develop a systematic methodology for integrating practice-based improvements into one's own clinical practice.
3. Critically appraise the effectiveness of diagnostic testing and therapeutic interventions.
4. 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.
5. Utilize informatics to identify informational resources and tools to support research, clinical decision making, and continued professional development.
6. 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.
7. 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 health care providers, staff, and colleagues, to optimize patient outcomes.

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

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

5. Effectively with tact and collaboration, negotiate conflicts within the health care 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:

1. 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.).
2. Demonstrate a commitment to personal excellence and ongoing professional development through lifelong learning.
3. Demonstrate respect for patients, families, allied health care providers, staff, and colleagues, through the consistent application of ethical principles in practice and research.
4. Promote the ethical behavior of peers and organizations.
5. Identify personal and professional conflicts of interest and develop plans to resolve the conflict or bias.
6. Demonstrate a spirit of progressive cooperation with colleagues and show respect for their rightful practices.
7. Acknowledge the contribution of those who have taught the learner their art.
8. Recognize the signs and symptoms of physician impairment, develop an action plan, and utilize wellness resources available.

Science of Health Care Delivery and Systems-Based Practice in Osteopathic Medicine Demonstrate an awareness of and responsibility to the larger context and system of health care, and effectively utilize its available resources to provide optimal health care and value to the individual patient and local and global communities.

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

1. Describe the larger environment in which health care occurs (e.g., payment, regulatory, legal, and educational systems).
2. Describe and analyze how health care is currently organized, financed, and delivered.
3. Identify the resources of the health care system in order to maximize the health of the individual and the community-at-large, especially in the context of underserved areas.
4. Value the role of advocacy and health care policy in improving patient care and optimizing patient outcomes.
5. Provide assistance to patients and family members in understanding applicable healthcare benefits, coverage limits, and utilization management procedures.
6. 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 health care to optimize quality patient outcomes.

7. Delineate those components of the health care system that create barriers to access and lead to disparities in health care provision.
8. Describe the role of medical jurisprudence (with a focus on industry relationships) as it relates to conflicts of interest in the health care system.
9. 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 health care based on the tenets of social accountability.

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

1. Integrate the principle of social accountability in the practice of osteopathic medicine in clinical and community settings.
2. Integrate the principle of social justice to healthcare in the practice of osteopathic medicine in clinical and community settings.
3. Value and apply the osteopathic physician's commitment to health equity in service to underserved, vulnerable, disenfranchised, and special populations.
4. 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.
5. Examine and integrate principles of civic engagement, ethical leadership and global social responsibility in the practice of osteopathic medicine in clinical and community settings
6. Assess and address the factors influencing the use of health services.
7. Evaluate how the health care system relates to Medicare, Medicaid, insurance, and community health centers and the osteopathic physician's role as a health advocate
8. Examine and influence health policy-making efforts at the local and national levels.
9. 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:

1. Analyze the relationship and interplay between common medical conditions and psychological disorders.
2. Evaluate the effective factors that influence reactions to diagnoses, injury, disability, and processing of health information.

3. Use strengths-based wellness, resilience, and recovery models in conceptualizing the mental wellness and care of patients.
4. Implement focused interventions to engage patients and families and increase their desire to improve health (e.g., motivational interviewing, motivational enhancement therapy).
5. Convey relevant information in a non-judgmental manner about behavioral health using person-centered concepts and terms.
6. Manage wellness and mental health strategies appropriate to the patient's culture, spirituality, and communities.
7. Safeguard patient privacy and confidentiality with respect to communication, documentation, and data.
8. 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.
9. Exhibit leadership by directing, guiding, or influencing the collaboration and mental health service delivery of healthcare.

UIWSOM Curriculum Oversight

The Doctor of Osteopathic Medicine 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, curricular integration teams, and individual faculty members and learners in the design, development, implementation, and evaluation of a contemporary and transformational curriculum. The DOCC conducts an ongoing review, assessment, and revision of the UIWSOM competencies, goals, and objectives for the purpose of continuous quality improvement.

UIWSOM DO Curriculum Model

The UIWSOM DO curriculum was developed from the beginning, as an integrated curriculum designed to spiral content throughout each year of the program and to support osteopathic medical students in their attainment of 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 assessment to guide learning and evaluation to improve outcomes. All UIWSOM educational programs are built upon and continuously informed by these guiding principles:

- Reflect the UIW and UIWSOM mission, vision, and values
- Support adult learning and educational 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

Graduation Requirements

A UIWSOM learner is a candidate for graduation if the following responsibilities have been met:

- Complete and pass all the curricular and clinical requirements

- Achieve passing scores for the COMLEX-USA Level 1, Level 2-CE, and Level 2-PE exams
- Complete the minimum number of credit hour requirements
- Resolve any professional issues on record or pending
- Satisfy all indebtedness, return all loaned or rental property, and complete exit counseling with the UIWSOM Enrollment Specialist in conjunction with UIW Office of Financial Assistance and Business Office.
- Apply for graduation with the UIW Registrar's Office and pay all associated fees

Once the graduation requirements are met, the UIWSOM DO candidate is reviewed by the DO Student Progress Committee (SPC). Because the faculty is responsible for establishing requirements for academic degrees and for determining when the requirements have been met, recommendations made by the SPC are presented to the UIWSOM Faculty Assembly for review and approval. Approvals by the UIWSOM Dean and Provost are followed by the conferring of the Doctor of Osteopathic Medicine degree by the President.

Phase I

Outline of Phase I Curriculum

Unit 1 Essentials/EMT

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 health care 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 complete all EMT-B requirements to include successfully passing the NREMT by the start of the second year. UIWSOM pays for the first 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.**

Unit 2 Musculoskeletal, 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 health care systems, in the context of inter- and intra- professional health care 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 eight-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 six-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.

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 health care 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. *If required, [reassessment](#) can occur the week after winter break.

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 [physician personhood 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 Spirituality and Mental Health and Wellness

This two-week unit encourages learners to reflect upon their medical education and examine the ways that they have been and hope to be integrating, practically and conscientiously, the "spirit" dimension of the mind-body-spirit wholeness in the care of themselves and their patients. Learners examine their own spirituality, examine how this spirituality has deepened over the past two years, consider how it

might be deepened in the years ahead, and reflect upon the ways it contributes to mental health and wellness and human flourishing.

Unit 10 National Board Preparation- COMLEX-USA Level 1

This six-week unit is designed to provide learners concentrated opportunities to successfully pass COMLEX-USA Level 1. To ensure learners are attaining the medical knowledge competencies required to begin Year 3 and pass COMLEX Level 1, UIWSOM requires learners to complete all aspects of the curriculum and complete comprehensive testing through COMSAE Phase 1 at the end of the Year 2 of the DO curriculum. A learner will receive a final grade when a passing score is earned on the COMSAE.

Unit 11 Readiness for Clerkships

The purpose of this unit is to provide learners an opportunity to complete requirements to begin Phase II clerkship rotations. In the first three weeks of this six-week experience, learners requiring additional study time to successfully pass COMLEX-USA Level 1 will do so by completing self-directed preparation. In the last three weeks of the Unit, all 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), Sartori Alternatives to Managing Aggression (SAMA), as well as completion of forms, drug testing, fingerprinting, and other site-specific requirements.

Evaluations

Program Evaluations

Continuous improvement of the osteopathic medical education curriculum is a guiding principle that requires SOM learners to complete unit and clerkship curriculum evaluations, including faculty evaluations. Professional and constructive feedback is expected to improve the program.

Evaluation of Clinical Facility and Community Training Site

At the end of each educational experience, learners are required to complete site evaluations. The evaluation includes information about the learning environment and training opportunities at the site. Professional and constructive feedback is also requested from the learner for the supervising physician or site facilitator.

Learner Evaluations

At the end of each clinical clerkship, the designated supervising physician completes an evaluation of the osteopathic medical student as it relates to knowledge, skills, and performance. These evaluations cover the UIWSOM core competencies. The final grade of Honors, Pass, or Fail is given by the Clerkship Director.

Phase II

Clinical clerkships build upon not only the knowledge, skills, and attitudes gained through case-based learning but also upon the experiential learning gained from early clinical and community experiences during the first two years of the curriculum. UIWSOM learners will apply foundational knowledge to the delivery of preventive care as well as the diagnosis and management of acute and chronic medical conditions. Learners will apply osteopathic principles to the delivery of holistic health care, develop an appreciation for the human side of medicine, understand patient rights, and learn to accept differences. They will learn how to coordinate healthcare delivery, advocate for their patients, and work efficiently in interprofessional teams. Lastly, clerkships reinforce the values of continuous self-improvement and life-long learning as students become physicians.

General Information and Guidelines for Clinical Clerkships

The Office of Clinical Affairs (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 will be 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 Office of Clinical Affairs is represented to the medical community at large by Core Site Directors, Clerkship Directors, and Site Coordinators. For each core clerkship site, there will be an assigned Core Site Director and a Site Coordinator. The Core Site Director manages the core site and its educational operations, and the interaction with the School 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 end of rotation examinations. The Site Coordinator contacts the student before core clerkships begin regarding learner expectations, housing, orientation activities, and other pertinent information. Clerkship Directors will manage the implementation of the curriculum for all sites for their respective specialties, and manage the preceptor relationships within their respective specialties.

The Clinical Affairs staff make clerkship site and preceptor assignments for Year 3 of the curriculum and provide learners with guidance and assistance in preparing their Year 4 clinical clerkship schedule. All plans for future clerkships during Year 4 must be submitted in writing to the assigned staff member who will approve the final plan.

Regular hours for the Office of Clinical Affairs 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, because of varying schedules, 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. An emergency call schedule will be published annually.

Phase II Attendance and Excused Absences

Each student is expected to be present, punctual, and prepared for every day of the clerkship. Missed or neglected requirements due to any absence (both excused and unexcused) must be made up to the extent possible at the discretion of the preceptor.

In the event of an unplanned tardiness or absence to the rotation, it is the responsibility of the student to notify the supervising physician and the Director of Clinical Rotations as soon as possible. Any planned absences must be approved at least 2 weeks in advance by submitting an [Excused Absence Request Form](#) available on the [Office of Clinical Affairs Page](#) of the UIWSOM website. The absence is not considered excused until it has been approved by the Director of Clinical Rotations. For any unplanned absences, the same form must be completed as soon as possible. Requests for additional travel time beyond the weekend after the end of any rotation must be made in advance to the Director of Clinical Rotations.

Failure to be present at an assigned rotation without a proper excused absence may result in failure of the rotation. Unexcused absences and recurrent tardiness will be considered unprofessional behavior and may result in referral to the Student Progress Committee.

Change of Address

It is the responsibility of the student to ensure that UIWSOM, the Office of Clinical Affairs, and the Site Coordinators have current and timely contact information for each learner. Failure to promptly report a change in mailing address, telephone number, or other contact information can result in failure to receive information important to the successful completion of clinical clerkships.

Classification of Clinical Clerkships

Clinical clerkships are classified as required core, selective, or elective:

- **Required Core Clerkships:** Required core clerkships are assigned by the Office of Clinical Affairs and cannot be changed or selected by the student.
- **Selective Clerkships:** Selective clerkships must be chosen or assigned from the selective clerkships list approved by the Office of Clinical Affairs. The preceptor for a selective clerkship should be a member of the UIWSOM Clinical Faculty or Adjunct Clinical Faculty. If a student wishes to complete a selective clerkship with a physician not on the approved faculty list, that physician must first be credentialed through the Office of Clinical Affairs.
- **Elective Clerkships:** Students will complete elective clerkships during Year 4. Electives can 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 Office of Clinical Affairs. Students are encouraged to schedule elective clerkships in a variety of clinical practice areas for broad-based clinical exposure. Students may not complete more than two elective clerkships with the same supervising physician.

Clerkship Limits

- The student will not be permitted to complete more than three elective/selective clerkships in the same specialty.
- Students may not complete more than two elective/selective clerkships with the same preceptor.
- Students 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.
- Students may not shadow or work with any preceptor or physician outside of assigned Clinical Clerkships unless prior approval is obtained from the Office of Clinical Affairs and the UIWSOM medical malpractice carrier or representative. Forms requesting approval can be found in the appendix or at the [Clinical Affairs webpage](#).

Guidelines on student participation in clinical activities while on clerkships may be found at the UIWSOM [Clinical Affairs webpage](#). They are meant to be recommendations for policies concerning student involvement in the clinical setting at all clerkship sites.

Clerkship Management Software

UIWSOM uses eMedley learning management system software to schedule clinical clerkships, record learner evaluations, and manage the clinical experiences of learners, including the documentation of case and procedure logs. Learners will receive additional instructions to access their clinical schedule, review, and complete evaluations of their preceptors and clerkship sites and maintain logs prior to the start of clinical clerkships.

Competency Portfolio

Students must record clinical reasoning and procedural skills witnessed by their preceptors in the appropriate section of eMedley. Students should access the portfolio daily while on each clinical clerkship to record each clinical skill. Skills are self-reported by students and verified randomly by UIWSOM staff. Students must make sure they are accurately recording their experiences with each symptom/problem and clinical skill during their OMS-III year. This is important because UIWSOM will use this information to populate the Medical Student Performance Evaluation. This MSPE is a vital part of each student's residency application. The more complete the portfolio is, the better a residency program director will be able to evaluate the student's readiness for residency. Continuing to populate the portfolio during their OMS-IV year will lead to a more complete representation of student exposure to the clinical skill sets they will be expected to perform on their first day of residency.

[Student grades](#) will not be influenced by the number of clinical skills recorded, but the portfolio will serve as a method for students to track their performance of common skills typically encountered during clinical clerkships. In addition, the portfolio will serve as a tool to assist UIWSOM in evaluating the clinical experiences received by students at various training sites.

Confirmation of Clerkship Assignments

It is the responsibility of the student to contact each site 3-5 days prior to arrival to confirm the clerkship, obtain instructions regarding start time, [dress code](#), parking, and to receive any special instructions or assignments for the clerkship. For any clerkship occurring at a core site, it is very important to work with the Site Coordinator to confirm the clerkship and coordinate clerkship details. Some core sites ask that students not contact preceptors directly, but to arrange clerkships through the Site Coordinator. The student should confer with the Coordinator at their core site to determine the best method to confirm clerkships at that site.

Core Curriculum

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 will implement the curriculum in a manner that balances the learning needs of the students and the educational resources available at the site. To enhance learning, preceptors and sites are encouraged to use a variety of teaching techniques, including observation, monitored participation, video, and audio recordings, computers, reading assignments, individual discussions, and presentations by students, faculty, and others. Specific curricular expectations are outlined in the curriculum syllabus for each of the required clerkships.

Phase II (Years 3 and 4) will consist of clinic, hospital, and office-based training. 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. The clinical curricula reflect the mission of the school.

The fourth-year curriculum is intended to build on the foundational experience provided in the third year. The only required fourth-year core clerkship is Emergency Medicine. Three 4-week selective clerkships (two in medical specialties, and one in a surgical specialty) are also required and will be assigned from the UIWSOM approved clerkship list with input from the learners. Fourth-year experiences are in settings where more demands for independence can be expected of the senior medical student. Electives will allow students to travel to locations for clerkships in their chosen specialty in preparation for application to residency programs.

Outline of the Phase II Curriculum

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.

Clinical Clerkship Assignments

Learners are required to participate in each six-week core clerkship (Emergency Medicine in year 4 is four weeks long) in hospitals, private offices, and clinics within Texas where UIWSOM has established formal affiliations. Learners are assigned to core clerkship sites providing a longitudinal experience of all core educational experiences. Learners may neither attend nor receive credit for a clerkship that has

not been approved by the Associate Dean for Clinical Affairs. After learners receive their assignments, the Associate Dean for Clinical Affairs and Director of Clinical Rotations, or assigned staff communicate with each clinical site identifying the learners who will rotate and provide required documentation to each site. This communication includes learner and rotation specific information for the preceptors and staff.

Clerkship Schedule/Hours

It is the philosophy of UIWSOM that osteopathic medical students are in a period of education that mimics the practice as demonstrated by the supervising physician.

Osteopathic Principles and Practice Longitudinal Integrated Clerkship

Students will observe and participate in the daily patient care activities required of each medical specialty, considering the osteopathic tenets and the five models of osteopathic medicine. Patient care activities include both ambulatory and inpatient settings. Students will develop a spectrum of osteopathic clinical skills from interviewing, examination, and OMT to documentation and management plans.

Family Medicine

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, biopsychosocial issues on their health. The integration and application of osteopathic principles and practice to the management of patients are encouraged.

General Surgery

This six-week experience is designed to provide students 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.

Internal Medicine

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.

Pediatrics

The six-week core pediatric clerkship is designed to provide experiential learning in the field of pediatric medicine. Learners 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. Learners 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.

Behavioral Medicine

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.

Obstetrics and Gynecology

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, learners will gain broad exposure to the spectrum of women's health. Learners 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, learners should begin to discriminate which elements of care are appropriate for a primary care physician versus an obstetrician/gynecologist or sub-specialist. Learners are encouraged to incorporate osteopathic principles and practices into the diagnosis and treatment of patients during this clerkship.

Rural/Underserved

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, learners can better identify the social, economic, cultural, linguistic aspects related to health, disease, disease prevention, access to health care, and community resources. This clerkship requirement may also be met by a correctional medicine or military medicine rotation.

Hospital Medicine

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. Learners are supervised and taught by faculty attending physicians. Learning in this rotation occurs during sign-in, morning report, bedside teaching and management rounds, didactic lectures, bedside clinical rounds, and interactive didactics. Learners gain clinical experience in the diagnosis and management of acute medical disorders, teamwork, care of critically ill patients, and interactions with their families.

Emergency Medicine

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.

National Board Preparation- COMLEX-USA Level 2

Like the longitudinal board preparation throughout Phase I, learners participate in ongoing board preparation that entails review and reinforcement of clinical and osteopathic principles germane to COMLEX-USA Level 2 content. Learners must have a passing score documented by the National Board of Osteopathic Medical Examiners (NBOME) on both COMLEX-USA Level 2-CE and PE to graduate from the UIWSOM.

S/electives

Learners are required to take two rotations (four weeks each) in a medical specialty and one rotation (four weeks) in a surgical specialty for a total of three four-week s/electives. These can include sub-internships and residency audition rotations. S/electives are required, but the location is assigned by the Office of Clinical Affairs with input from the learners.

Electives

Five electives (four weeks each) are also required. Electives can be chosen in any approved topic, location, or specialty provided the preceptor has been approved by the Office of Clinical Affairs.

Readiness for Residency

This session, occurring during the fourth year, is designed to assess and ensure learner readiness for residency. All graduates will be 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 will prepare learners to incorporate OPP/OMT into a GME environment and offer reflection upon previously learned content and osteopathic skills development.

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.

- Clerkships begin at 5:00 a.m. on the first Monday of the clerkship block. Students may not take call or remain on service after 3:00pm on the last Friday of the clerkship.
- A typical workweek is 60 –72 hours per week. The workweek shall be limited to a minimum of 40 hours and a maximum of 80 hours, averaged over the clerkship. Students may not “compress” their clerkship schedule, working extra hours early in the rotation in order to complete the clerkship in less time than scheduled.
- The maximum duration of any work period will be 24 hours and must be followed by a minimum of 12 hours off duty. No student shall be required to be on call or perform night duty after a day shift more than once every three days.
- Students shall be given a minimum of two days off every 14 days. This requirement may be met by giving a student every other weekend off, but this is at the discretion of the supervising physician.
- Departure prior to the scheduled departure date will be considered an [unexcused absence](#) and may result in failure of the clerkship unless approved by the supervising physician and the Clerkship Director.
- If the supervising physician has planned numerous "days off" such as his/her personal vacation, it is the student's responsibility to contact the Core Site Coordinator or Clerkship Director for advice and counsel.
- Every Friday from 1:00-5:00 p.m., all OMS-III students in the San Antonio area are required to participate in learning opportunities at the UIWSOM campus. Students assigned to other remote locations will participate visually and orally through an internet connection at an assigned location.

Evaluations

Competency-Based Student Evaluations

A Student Evaluation will be completed by the supervising physician at the completion of each clerkship. The evaluation will be based on the student's behaviors, knowledge, and skills observed by the preceptor and other members of the healthcare team in each of the following core competencies:

Osteopathic Principles & Practice and Osteopathic Manipulative Medicine

- OPP Knowledge: Articulates and demonstrates an understanding of the osteopathic approach to patient care.
- OMM Treatment: Demonstrates an ability to formulate an OMM treatment plan.

Medical Knowledge

- Professional Knowledge: Demonstrates effective use of medical knowledge necessary for patient care and accesses information through consultations and/or literature searches.

Patient Care

- History Taking: Obtains relevant information and performs a complete and accurate history.
- Physical Exam and Documentation: Performs a complete and accurate physical examination and provides accurate and meaningful documentation.
- Diagnosis: Synthesizes clinical findings and/or laboratory data to formulate an appropriate differential diagnosis.
- Treatment Plan: Writes an appropriate treatment plan. Skills and Procedures: Uses instruments and performs simple procedures correctly.

Interpersonal and Communication Skills

- Demonstrates effective listening, questioning, and narrative skills to communicate with patients, families, and other healthcare professionals, being sensitive to cultural, religious, and language issues.
- Presentation Skills: Organizes and reports case presentation information in a logical and meaningful format.

Professionalism

- Motivation and [Professionalism](#): Demonstrates willingness to learn and accept instruction; maintains professional, respectful, and cooperative relationships with others (preceptors, staff, patients, and families).

Practice-Based Learning and Improvement

- Diagnostic and Therapeutic Effectiveness: Uses reliable and current information in diagnosis and treatment; demonstrates the ability to extract and apply evidence; makes self-improvements as needed.

Systems-Based Practice Knowledge of Healthcare Delivery Systems

- Understands the basic business applications in a medical practice; shows operational knowledge of healthcare organizations; understands the role of the student as a member of the healthcare team; attends and participates in local meetings.

Local Healthcare Advocacy

- Understands local healthcare needs and challenges; makes appropriate use of local medical resources on behalf of patients.

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 the overall assessment and improvement of 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 within seven business days following the completion of the clerkship.

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 Office of Clinical Affairs.

Logs

Logs are important for tracking student's learning. There are three logs for students to complete:

- Essential clinical conditions
- Procedures
- OMT (Osteopathic Manipulative Therapy)

Logs are recorded in the learning management system. These logs can become part of the student's portfolio when applying for residencies. The appendices list the essential clinical conditions and recommended procedures for each rotation.

Essential Clinical Conditions Log

These are clinical conditions that students should be familiar with by the end of each rotation. 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. Approved online modules will be posted on the learning management system.

Procedures Log

These procedures are those that are commonly performed as part of patient care activities in the clerkship specialty. 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.

OMT Log

Student performance of OMT during clinical rotations is mandatory and must be documented by every student. For more information, please consult the OPP LIC (Longitudinal Integrated Curriculum) syllabus.

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 John Smith, OMS-III.

Military Rotations

1. HPSP students are required to complete at least two rotations with military programs. Students should consider these as audition rotations.
 - a. It is recommended that students begin scheduling audition rotations at the beginning of the spring semester of OMS-III year.
 - b. 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.
2. Students are strongly encouraged to complete officer training prior to arranging a rotation at any military facility.
3. If officer training has already been completed, 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 a UIWSOM representative and as a military officer.

Matching to a Residency

1. HPSP students are required to apply to both the military and civilian match.
2. If a student matches into a military residency, they must withdraw from the civilian match.
3. Match results are released in December each year – earlier than civilian match.
4. 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.

5. 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.
6. Please refer to the appropriate military branch portal for instructions, requirements, and deadlines specific to that service branch.

Osteopathic Principles & Practice Longitudinal Integrated Clerkship

During all clerkships, students are expected to incorporate osteopathic structural diagnosis and treatment techniques in all hospital and outpatient areas. 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. This is a curricular requirement throughout the length of the third and fourth years.

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.

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 faculty member. A medical student is not legally or ethically permitted to practice medicine or assume responsibility for patients. The clinical site will define the degree of student involvement in patient care activities at that facility. 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. A student may be involved in assisting in the care of a patient, but only under the supervision of a licensed physician. The supervising clinical faculty/preceptor is ultimately responsible for patient care.

A student may not administer therapy or perform procedures, except under the supervision of a licensed physician to whom the student has been formally assigned. Patient care activities may include but are not limited to, early clinical experiences and clinical clerkships. With the approval and general supervision of the clinical faculty/preceptor, students may take histories, perform physical examinations, and enter their findings in the patient chart. Students may not perform any medical treatment or procedures (including OMT) without appropriate supervision.

The faculty member/preceptor generally should be present for any treatment, procedure, or invasive exam.

Students are not to take the place of qualified staff. Students may not write or enter patient care orders independently, and all such orders must be reviewed and approved by the clinical faculty member/preceptor.

Personal Insurance

Students are required to have personal health insurance while on clinical clerkships. Students may be asked to show evidence to the clinical training site that health insurance is in place.

Property of Others

Students will not take temporary or permanent possession of hospital, or preceptor property (books, journals, food, scrubs, etc.) without the owner's expressed written permission. Such items should be returned at the completion of the clinical clerkship.

Student Titles

Students should accurately represent themselves to patients and others on the medical team as an “osteopathic medical student” or “student doctor.” 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. Students should never introduce themselves as “Doctor” at any time, regardless of any previous degrees that they may hold, as this is clearly a misrepresentation of the student’s position, knowledge, and authority. Students should never provide care beyond what is appropriate for their level of training, even under supervision. Students must also not provide medical diagnoses or treatment advice unless under the direct supervision of a clinical faculty member/preceptor.

Year 3

In Year 3, students 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 eight six-week core rotations:

Behavioral Medicine	6 weeks
General Surgery	6 weeks
Hospital Medicine	6 weeks
Internal Medicine	6 weeks
Family Medicine	6 weeks
Rural/Urban Underserved/Military	6 weeks
Pediatrics	6 weeks
Obstetrics & Gynecology	6 weeks

Clinical Rotation Assignments

Students are required to participate in each core rotation (six weeks/rotation) in hospitals, private offices, and clinics where UIWSOM has established formal affiliation agreements. Most student rotations will occur at regional sites, providing a longitudinal experience of all core educational experiences at a single site. These assignments are determined by the Office of Clinical Affairs. Assignments outside of the San Antonio area will be made six months prior to the start of the first rotation to provide students the opportunity to move and establish residence. Students may not attend nor receive credit for a rotation that has not been approved by the Associate Dean for Clinical Affairs. The Office of Clinical

Affairs will communicate with each clinical site to identify the students who will rotate through each service and the dates that each student will be at the site. This communication includes student names and rotation specific information for the preceptor and his/her staff.

Course Format for Core Clerkships

1. Each rotation begins on Monday of the first week and ends on Friday at 3pm of the last week of a rotation.
2. The last Friday of each rotation is reserved for OSCEs, OMM curricula, introductory sessions for upcoming clerkships, and personal time.
3. Students must submit their completed [logs](#) before midnight of the first Sunday after the end of each rotation in order to receive a passing grade (as well as to be eligible for Honors).
4. During the last week of most core rotations, students will take the associated [COMAT subject exam](#).

Requests for additional travel time beyond the weekend after the end of any rotation must be made via email in advance (no less than three weeks prior) to the Director of Clinical Rotations and are subject to approval. At certain intervals throughout the year, students return to UIWSOM for a week of training, assessments, collaborative activities with the school's other health professions students (i.e., nursing, pharmacy, physical therapy, etc.), and other activities.

Medical students will use their personal computer and internet access to complete distance learning assignments, access the electronic medical library, and connect to campus e-mail. Students are expected to comply with the rules and regulations set forth by the rotation site as well as UIW policies.

Didactic Activities

A variety of learner activities and materials that include face-to-face learning activities and online didactics will be offered. [Attendance](#) is required at all mandatory learning activities.

Medical Record Documentation

Students should:

1. Participate in documentation in the medical record at the discretion of the preceptor and facility policies.
2. Practice writing several Progress (or SOAP) Notes each day (whether they are part of the medical record or not).
3. Submit Progress Notes to their preceptors for review and critique. Even if the student's notes are not part of the medical record, they are valuable for presenting a patient to the preceptor. If not part of the permanent record, students' progress notes should be destroyed after use to avoid inappropriate release of personal health information.

Presentation Skills

Students are expected to verbally communicate patient care findings and summaries to preceptors and other members of the health care team. Each preceptor may request a particular style, length, and level

of detail. As a general rule, the presentation should follow a SOAP (Subjective, Objective, Assessment, and Plan) note format and include reasoning for differential diagnosis, work-up, and treatment.

Osteopathic Principles, Practices (OPPI) Longitudinal Integrated Clerkship (LIC)

Students are expected to concurrently complete the Year Three OPPI course module that corresponds to each CORE rotation. This is for the enhancement and development of osteopathic skills. Please see the OPPI LIC course syllabus for details and requirements. Completion of the OPPI LIC should not interfere with the daily activities required for this rotation. Students may not request time off from the rotation to complete this coursework.

End of Rotation Exam

At the end of designated clerkships, students will take the respective NBOME [COMAT Subject Exam](#) for that clerkship.

Year 4

Year 4 consists of nine rotations (four weeks each), continued board preparation, successful completion of COMLEX Level 2 CE and PE, and a Readiness for Residency unit.

Emergency Medicine	4 weeks
Two Medical Selectives	8 weeks (4 weeks each)
One Surgical Selective	4 weeks
Five Electives	20 weeks (4 weeks each)
Readiness for Residency	2-3 weeks
Vacation	2 weeks

Board Preparation

Continuing in Year 4, students will participate in ongoing board preparation that entails review and reinforcement of clinical and osteopathic principles applicable to COMLEX Level 2 content. Learners must pass both COMLEX Level 2 CE and 2 PE in order to graduate from UIWSOM.

Scheduling of Year 4 Clerkships

Students are responsible for arranging their Year 4 rotations other than Emergency Medicine and Selectives. Emergency Medicine, medical and surgical selective rotations must be done at a site affiliated with UIWSOM. Inpatient electives can be completed at sites with an accredited residency program in the related specialty or at outpatient locations (including research and public health), with prior approval by the Director of Clinical Rotations. While students are responsible for scheduling their fourth-year elective rotations, they must notify the Office of Clinical Affairs of all arrangements, especially schedule changes. Any clerkship not officially scheduled and approved through the Office of Clinical Affairs will not be recognized for official credit toward graduation requirements.

Selective and Elective Clerkships

Students are required to take two rotations (4-weeks each) in a medical specialty and one rotation (4-weeks) in a surgical specialty for a total of three selectives. These can include sub- internships and

residency audition rotations. As noted above, selective rotations will be scheduled at an affiliated clinical site with input from the learners.

Selective and Elective Clerkship Options (subject to preceptor availability)

Emergency Medicine

- Emergency Medicine
- Burn Center
- Trauma
- Toxicology

Family Medicine Subspecialties

- Aerospace Medicine
- Family Medicine (General)
- Functional Medicine
- Geriatrics
- Holistic Medicine
- Hospital Medicine
- Nutrition
- Occupational Medicine
- Office Preceptorship
- Sports Medicine

Internal Medicine Subspecialties

- Aerospace Medicine
- Cardiology
- Critical Care
- Dermatology
- Endocrinology
- Gastroenterology
- Geriatrics
- Hematology/Oncology
- Hospital Medicine
- Infectious Disease
- Internal Medicine (Sub-Internship)
- Nephrology
- Physical Medicine & Rehabilitation
- Pulmonary Medicine
- Radiation Oncology
- Rheumatology

OB/GYN Subspecialties

- General OB/GYN (Sub-Internship)
- Gynecologic Oncology
- Maternal-Fetal Medicine
- Perinatology
- Reproductive Endo/Infertility
- Urogynecology

Osteopathic Manipulative Medicine

- Neuromusculoskeletal Medicine (residency-based preceptorship)
- Neuromusculoskeletal Medicine (office-based preceptorship)

Pathology

- Forensic Pathology
- Pathology (General)

Pediatric Subspecialties

- Adolescent Medicine
- Developmental Pediatrics
- Pediatrics (Sub-Internship)
- Pediatric Cardiology
- Pediatric Critical Care
- Pediatric Emergency Medicine
- Pediatric Endocrinology
- Pediatric Gastroenterology
- Pediatric Hem/Oncology
- Pediatric Infectious Diseases
- Neonatology
- Pediatric Nephrology
- Pediatric Neurology
- Pediatric Pulmonary
- Pediatric Rheumatology
- Newborn/Parenting

Psychiatry and Neurology

- Adolescent Psychiatry
- Behavioral Pain Management
- Child Psychiatry
- Detoxification (Addiction Medicine)

- Neurology
- Neuropsychiatry
- Psychiatry (General)
- Psychiatry (Sub-Internship)
- Psychiatric Emergencies

Public Health

- Alternative Medicine
- Community Medicine
- Complementary Medicine
- Managed Care
- Medicine and Law
- Occupational Medicine
- Preventive Medicine
- Quality Assurance
- Rural Health

Radiology

Research

Surgical Subspecialties and Anesthesia

- Anesthesia
- Cardiothoracic Surgery
- General Surgery (Sub-Internship)
- Neurosurgery
- Ophthalmology
- Orthopedic Surgery
- Otolaryngology (ENT)
- Plastic Surgery
- Surgical ICU
- Urologic Surgery
- Vascular Surgery

For detailed information about all clerkships, see the respective clerkship syllabus.

Readiness for Residency

This session occurs during year four and is designed to assess and ensure the learner's readiness for residency. All graduates will be required to demonstrate individual and team competence through structured cognitive and performance assessments that are based on the Core Entrustable Professional Activities for Entering Residency (cEPAs). An Osteopathic Principles and Practices component will

prepare students to incorporate OPP/OMT into a GME environment and offer reflection upon previously learned content and osteopathic skills development.

Core Entrustable Professional Activities for Entering Residency

- 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

Policy and Guidelines for Evaluation and Promotion

The primary responsibility for the evaluation and promotion of learners rests with the faculty in collaboration with the Office of Medical and Interprofessional Education (OMIE) during Phase I and the Office of Clinical Affairs (OCA) during Phase II. The faculty has an obligation to the learners, to the school, and to the community to evaluate learners and promote and graduate only those who have demonstrated their suitability for the practice of medicine. This obligation continues from matriculation to graduation.

The Dean and the faculty reserve the right to dismiss any learner who, in their best judgment, is not qualified to continue the study of osteopathic medicine.

Grading

The grading system used by the UIWSOM includes the following:

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

Any learner earning a grade of Fail (F) will be required to meet with the Student Progress Committee. Failing grades will remain on the transcript. The grade earned with subsequent performance (e.g., remediation or repetition) will also be listed.

The faculty of the UIWSOM has the responsibility for identifying learners who are not meeting academic standards and determining whether the deficiency can be remediated, or the learner should be dismissed. This responsibility is administered through the Student Progress Committee (SPC) as the representative body of the faculty-at-large. Grades, other information related to a learner’s academic performance, and [professionalism](#) assessments are submitted to the SPC which reviews the cumulative

record of the learner and, based upon an overall consideration of the learner's grades, demonstrated knowledge, clinical performance, and suitability to practice medicine decides whether a learner should be promoted, continued with remedial work assigned, or dismissed. Any learner whose record indicates that they are not qualified to continue the study of osteopathic medicine will be dismissed. The SPC may dismiss a learner after a review of their complete record if it is determined that the learner's performance in areas such as clinical skills, interpersonal relations, or [professionalism](#) renders them unsuitable for the practice of osteopathic medicine. The SPC shall also determine when it is appropriate for a learner who has been required to do remedial work to progress to the next level.

Any learner who accumulates a total of TWO grades of Fail (F) or FOUR non-passing (e.g., SR, F) grades during the course of their medical education at UIWSOM, regardless of whether or not the course was remediated, fulfills the criteria for dismissal. A learner who fails the same Unit or Clerkship/Rotation twice will have met the criteria for dismissal. Any learner who receives a grade of Fail (F) in a course because of their performance in the treatment and care of patients may be dismissed.

A learner who engages in conduct that calls into question their suitability to practice or study osteopathic medicine or whose performance is otherwise unsatisfactory is subject to assessment and action by the UIWSOM SPC, up to and including dismissal, whether or not such conduct or performance takes place in the context of the UIWSOM program.

The SPC will notify a learner in writing of any action taken pursuant to this policy. The learner may appeal an action according to procedures outlined in these Policies and Guidelines. The appeals process allows for the consideration of mitigating circumstances.

Learners must successfully complete all first-year course work before proceeding to the second year, and likewise, learners must successfully complete all second-year preclinical course work before proceeding to the core clerkships. Third-year core clerkships should be successfully completed before learners begin the academic curriculum of the fourth year (subject to scheduling limitations).

Requirement to Update Contact Information

Learners are required annually to update their contact information, including emergency contact, mailing address, and phone numbers with the Offices of Admissions and Student Affairs. This ensures that they can be reached throughout the year. Learners may be disenrolled for failure to respond to communications from the school.

Guidelines for Applying Sanctions for Unacceptable Progress During Phase I

Learners who earn the grade of Fail (F), In Progress (IP), or Subject to Remediation (SR) will fall into one or more of the categories below.

- A. Reassessment (Grade of IP): Learners that do not meet standards on any end-of-unit summative assessment will meet criteria for reassessment if one of the following conditions are met:
 - Two (2) or fewer units require reassessment (IP) during the OMS-I year, or
 - One (1) unit requires reassessment (IP) during the OMS-II year (Units 6-8).
- B. Repeat Unit (Grade of SR): Some learners will be required to repeat one or more units as a stipulation of remediation. Learners who do not achieve a grade of Pass (P) in a repeated unit will receive a grade of Fail (F) in the unit AND will meet the criteria for dismissal.

Academic criteria for repeating a unit or units: A learner will meet criteria for repeating a unit or units if one of the following conditions are met:

- Two (2) or fewer grades of Subject to Remediation (SR) during the OMS-I year, or
- One (1) grade of Subject to Remediation (SR) during the OMS-II year (Units 6-8).
- C. Repeat Year: Learners in this category must repeat the year in its entirety. All coursework in the repeated year will be assessed, including coursework for Units in which the learner may have previously met academic standards (e.g., earned a grade of Pass).

Academic criteria for repeating a year: A learner will be required to repeat the academic year if one of the following conditions are met:

- Three (3) or more units requiring reassessment (IP) during the OMS-I year, or
- Two (2) or more units requiring reassessment (IP) during the OMS-II year (Units 6-8).

Guidelines for Applying Sanctions for Unacceptable Progress for Learners Repeating Phase I Coursework (Individual Units or Complete Academic Year)

Learners repeating coursework who earn a grade of Fail, In Progress, or Subject to Remediation during a repeated academic year will fall into one or more of these categories:

- A. Reassessment (Grade of IP): Learners that do not meet standards on any end-of-unit summative assessment will be allowed to reassess provided all the following criteria are met:
 - Two (2) or fewer units require reassessment (IP) during the OMS-I year, or
 - One (1) or fewer units require reassessment (IP) during the OMS-II year (Units 6-8).
- B. Dismissal: Repeating learners who meet any of the following criteria are subject to dismissal:
 - Three (3) or more units requiring reassessment during the OMS-I year, or
 - Two (2) or more units requiring reassessment during the OMS-II year (Units 6-8), or
 - One (1) or more unit with a grade of Subject to Remediation,
 - One (1) grade of Fail (F) in any unit.

Note: For learners who are already repeating Phase I coursework (individual units or complete academic year), repetition of an additional Phase I year or unit is not an option; learners who fall into these categories are subject to dismissal.

Clerkship Grading Policy

Students will receive a grade of Honors, Pass, Pass with Remediation, or Fail for a core clerkships.

Honors

The honors designation will be awarded to the top 15% in each clinical rotation class. The top 15% will be determined by the following criteria:

- Demonstration of exceptional clinical skills as indicated on preceptor evaluation
- [Attendance](#) (at least 85%) and participation in Friday afternoon didactic sessions
- On-time submission of completed [logs](#) at the end of each rotation

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, and preceptor 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 Office of Medical and Inter-professional Education (OMIE) and the Office of Clinical Affairs (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 subject exam](#) 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)*, as specified in the Policy and Guidelines for Evaluation and Promotion section of the Student Handbook.

Preceptor Evaluation of the Student

Preceptors are required to submit an End-of-Rotation Preceptor Evaluation of the Student for each student after the completion of each clerkship. If a student does not meet standards on an End-of-

Rotation 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.

Case Logs

Students are expected to complete the essential clinical conditions log. Students must submit their completed [logs](#) via the LMS before midnight of the first Sunday after the end of each clerkship in order to receive a passing grade.

Procedure Logs

These are formative and will be checked for integrity and accuracy. Students must submit their completed logs via the LMS before midnight of the first Sunday after the end of each clerkship.

COMAT Exam

Each student in a designated core clerkship during Phase II is assessed through the Comprehensive Osteopathic Medical Achievement Test (COMAT) Subject Exam developed by the NBOME. The Phase II Standards Committee sets standards based on relevant national statistics for each COMAT subject exam.

Any learner who receives a designation of “standards not met” for any attempt of on 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 is 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 rotation will fall into one or more of these categories:

- A. 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 Policy and Guidelines for Evaluation and Promotion.

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.

- B. Repeat Clerkship: The learner who earns a grade of *Fail (F)* in a core clinical 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 courses 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 and will 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 all 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.
- C. Dismissal: Students who meet any of the following criteria are subject to dismissal:
- 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 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 Student Progress Committee, which may recommend the following or another action after review of the learner's complete record:

- A. Repeat Clerkship/Rotation: 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 rotations may prevent the learner from graduating on schedule.*
- B. Dismissal: Multiple grades of *Fail (F)* may result in dismissal.

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

Academic Standing

Two designations categorize a learner's UIWSOM Academic Standing with regarding progress in the DO curriculum as either Satisfactory or Unsatisfactory. UIWSOM Academic Standing is not equivalent to the designation of Satisfactory Academic Progress used by the UIW Office of Financial Assistance. However, a learner's UIWSOM Academic Standing may impact the designation of Satisfactory Academic Progress used by the UIW Office of Financial Assistance.

A learner's UIWSOM Academic Standing is designated as Satisfactory if the following requirements are met:

- All completed coursework has a final grade of *P*, *PR*, or *H*.
- All designated, required licensure examination deadlines are met.
- All program standards for health assessments, immunization status, required life support training, and other requirements as determined by the Offices of Admissions and Student Affairs and Clinical Affairs are met.
- All [professionalism](#) policies of the program are being adhered to.

**Grades of F and SR indicate the learner's UIWSOM Academic Standing is NOT Satisfactory. 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 Academic Standing 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 who's UIWSOM Academic Standing is not satisfactory is notified in writing of their Unsatisfactory UIWSOM Academic Standing. These students will:

- Maintain scheduled appointments with a member of the Office of Academic Support at intervals determined by the Director of Academic Support;
- Not be 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.

Student Progress Committee

The faculty of the UIWSOM has the responsibility for identifying learners who are not meeting academic standards and determining whether the deficiency can be remediated, or if the learner(s) should be dismissed. This responsibility is administered through the Student Progress Committee (SPC) as the representative body of the faculty-at-large. Grades, evaluations, other information related to a learner's academic performance, and [professionalism](#) assessments are submitted to the SPC. The SPC reviews the cumulative record of the learner and, based upon an overall consideration of the learner's demonstrated knowledge, clinical performance, and suitability to practice medicine, determines whether a learner should be promoted, continued with remedial work assigned, or dismissed.

The Student Progress Committee also makes recommendations to the Associate Deans of Medical and Interprofessional Education, Clinical Affairs, and Admissions and Student Affairs with respect to grading, evaluation, policies and procedures for promotion, and other areas related to the academic progress and professional development of the learners. The Student Progress Committee is charged with reviewing violations of academic standards and/or professional conduct and enforcing sanctions as per the Policy and Guidelines for Evaluation and Promotion. Decisions made by the SPC are forwarded to the appropriate Associate Dean(s) and to the Dean of the School of Osteopathic Medicine.

The Composition of the Committee include voting members (5-7) – including a Chair appointed by the Dean of the School of Osteopathic Medicine as follows:

- 3-5 UIWSOM DO Program Faculty, including a minimum of two physicians
- One Representative from the Office of Graduate Medical Education
- Associate Dean of Medical and Inter-professional Education (ex officio)
- Associate Dean of Clinical Affairs (ex officio)
- Nonvoting members:
 - Associate Dean of Admissions and Student Affairs (ex officio)
 - Director of Student Affairs (ex officio)

Grade Appeal Process

1. The Learner is notified of course grades lower than Pass (e.g., IP, SR, F) *.
2. When the SPC takes action dismissing a learner or requires a learner to undertake remedial work, the learner will be notified by the Office of Admissions and Student Affairs at least five days in advance of the date of the SPC meeting at which an appeal will be considered.*
3. A learner may appeal to the SPC for reconsideration within five (5) days after the date of notification of the action of the Committee. The appeal must consist of a written statement of any mitigating circumstances that the student contends may have affected their performance. In addition to the written statement, the learner may elect to appear in person before the Committee when the appeal is considered.
4. The SPC will again review the cumulative record of the learner, all relevant information, and the learner's statement. After deliberation, the SPC will determine whether the guidelines should be upheld. Exceptions to the sanctions indicated by this policy will be made only under extraordinary circumstances upon the vote of a majority of the members of the SPC.
5. After the SPC reaches a decision on an appeal, the affected student will be sent a written notice of the decision within five (5) working days*.
6. Within five (5) days after the decision of the SPC on an appeal for reconsideration, the student may submit a request in writing to the Dean to review the decision of the Committee. The decision of the Dean will be final.

*Learners are required annually to update their contact information, including emergency contact, mailing address, and phone numbers with the Offices of Admissions and Student Affairs. This ensures that they can be reached throughout the year. Failure to do so will not extend the time limitations stated above.

Medical Student Performance Evaluation

The Medical Student Performance Evaluation (MSPE) will be prepared for UIWSOM learners following the successful completion of all core clinical clerkships. For the purpose of the application for postgraduate training, the Dean and designees will draft a letter providing a detailed description that includes an assessment of both the academic performance and [professional](#) attributes of each learner. These letters will be a component of the learner's academic record and, therefore, available for review.

Learners will be permitted to correct factual errors in the MSPE but not to revise the evaluative and summative statements.

Comprehensive Exams: COMSAE Phase I and COMSAE Phase 2

According to the accreditation requirements as outlined by the AOA Commission on Osteopathic College Accreditation (COCA), osteopathic medical students are required to successfully pass the National Board of Osteopathic Medical Examiners' (NBOME) Comprehensive Osteopathic Medical Licensing Examination exams (COMLEX-USA Level 1, Level 2 CE, and Level 2 PE) as part of a School of Osteopathic Medicine's graduation requirements.

COMSAE Phase 1

To ensure learners are attaining the competencies required to begin Phase II in the UIWSOM curriculum and determine readiness to sit for COMLEX-USA Level 1, UIWSOM requires learners to complete COMSAE Phase 1 exams. The timeliness for the exam is announced each year.

COMSAE Phase 2

To ensure learners are attaining the medical knowledge competencies required to begin Year 4 and to determine their readiness to sit for COMLEX-USA Level 2 CE, UIWSOM requires learners to complete comprehensive testing through COMSAE.

The timeliness for the exam is announced each year. *A passing score on COMLEX-USA Level 1 is a prerequisite for taking COMSAE Phase 2.*

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 remediation and required external remediation programs, are the financial responsibility of the learner. NBOME logs the COMSAE exams taken, allowing UIWSOM to monitor purchased exams to ensure that no exams are repeated.

COMSAE Phase 1 and Phase 2 (First Attempt)

Standard Met: Learner is approved to take the associated board exam (COMLEX-USA Level 1 or COMLEX Level 2 CE).

Standard Not Met: Learners will receive instruction from the COMLEX Readiness Team and may require an in-person meeting with the Team to develop a remediation plan*. The remediation plan will include either an external immersion program or a COMSAE second attempt.

Standard Not Met with a score below 350: Learner will be required to enroll in an approved external immersion program.**

COMSAE Phase 1 and Phase 2 (Second Attempt)

Standard Met: Learner is approved to take the associated board exam (COMLEX-USA Level 1 or COMLEX Level 2 CE).

Standard Not Met: Learner will be required to enroll in an approved external immersion program.**

National Board Exams

According to the AOA Commission on Osteopathic College Accreditation (COCA requirements for the school), learners are required to pass the National Board of Osteopathic Medical Examiners' (NBOME) Comprehensive Osteopathic Medical Licensing Examination exams (COMLEX-USA Level 1, Level 2 CE, and Level 2 PE) to graduate. Once approved by the Dean to take the examination(s), learners must schedule with the NBOME and complete the examination by the UIWSOM approved deadlines. Learners are responsible for the fees and related expenses associated with taking the COMLEX-USA exams. UIWSOM does not pay for any COMLEX-USA exams.

Learners are allowed three attempts to pass each COMLEX-USA exam. It is important for the learner to be aware that many states limit the number of attempts a learner may take to pass the exam and failure to fall within their guideline on a number of failures allowed, will result in an inability to obtain licensure in that state.

The following outlines the COMLEX requirements set forth by the UIWSOM, enabling learners to sit for the COMLEX exams at the appropriate times and ensuring that all learners, including those remediating assessments, complete the assessments within the required six-year cumulative period.

- A. All osteopathic medical students are required to take and pass COMLEX-USA Level 1, Level 2- CE, and Level 2-PE before graduation. Once approved by UIWSOM, learners must schedule with the NBOME and complete the examination by the UIWSOM approved deadlines. Learners are responsible for the fees and related expenses associated with taking the COMLEX-USA exams. UIWSOM does not pay for any COMLEX-USA exams.
- B. Learners are allowed three attempts to pass each COMLEX-USA exam. The learner needs to be aware that many states limit the number of attempts a learner may take to pass the exam, and failure to fall within their guideline on the number of failures allowed will result in the inability to obtain licensure in that state.
- C. For a learner who fails a first or second attempt of any COMLEX-USA exam (Level 1/Level 2 CE/Level 2 PE):
 - a. The learner remains on clinical rotation until the remediation plan begins.
 - b. The learner must meet with the COMLEX Readiness Team to develop a remediation plan before rescheduling the exam.
 - c. The remediation plan will include an approved immersion program (4-6 weeks in length) and a tentative date the learner is to reattempt the exam.
 - d. The prescribed remediation plan generally will require the cancellation of one or more rotations to complete the immersion program. If rotation(s) is canceled, the learner will be placed on a Revised Degree Plan.
 - e. The learner will resume clinical rotations following completion of the remediation plan; however, the new schedule may include rotations in a different geographical region.
 - f. Tuition for required immersion programs will be the sole responsibility of the learner.

- g. The learner must provide the COMLEX Readiness Team with updates regarding the study plan progress/question bank performance as outlined in the remediation plan and/or as requested. The learner must attend all scheduled academic support meetings.
- h. The learner must follow and complete the prescribed remediation plan as designed to be allowed to sit for an additional attempt at the relevant COMLEX exam. UIWSOM will evaluate the learner's completion of the prescribed remediation plan and readiness to retake the test. UIWSOM may alter the tentative testing date established in the remediation plan.
- i. A learner who does not complete the prescribed remediation plan will not be released to retake the exam and will be suspended from clinical rotations.
- j. Learners must comply with applicable UIWSOM policies and federal statutes regarding the length of leaves within an academic year, including all suspensions and other leaves during that time. If remediation cannot be completed with documentation of a passing COMLEX Level 1 score within that period, the learner will be dismissed.
- k. If the exam is not retaken with a passing score by the assigned date, the learner will be dismissed/withdrawn from the university.

For a learner who fails a third attempt of any COMLEX-USA exam (Level 1/Level 2 CE/Level 2 PE), the learner is immediately dismissed/withdrawn from the university with no option to appeal.

COMAT Subject Exams

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>. Each learner in a core clerkship during Phase II is assessed through the Comprehensive Osteopathic Medical Achievement Test (COMAT) Subject Exam developed by the NBOME.

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

Academic Support

Academic Support

Academic Support is dedicated to providing 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. 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

Doctor of Osteopathic Medicine Program Academic Support Personnel

- Dr. Sarah A. Lang, Director of Academic Support, slang@uiwtx.edu
- Ms. Venesa G. Matthews, Learning Specialist, vgsanche@uiwtx.edu

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 the area of professional development and ethics.

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 Inter-professional Education.

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 SOM 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. 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 include 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.

SOM Library is located in building 3 and has multiple study rooms available for check out, a dedicated quiet area, and an informal study area that has walking treadmill desks. A couple of study rooms may be checked out in advance online through the library website.

Hours for SOM physical library are available on the library website available 24 hours a day, seven days a week, from either on-campus or off-campus. 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.

Technology Services

All calls are answered by a live technician who will assist you in resolving login issues and answer your questions about UIW email, learning management systems, Banner, MyWord Portal, and other commonly used applications.

Help Desk

(210) 829-2721 or 1 (866) 614-5043

Hours of Operation: Technology Help Desk Call Center is open 24/7/365 days. The UIW help desk window is open 6 days a week, Mon-Sat. Specific hours of operation can be found here [helpdesk](#).

Student Laptop Requirements

Minimum Requirements:

- **Processor:** Intel i5 processor or AMD Ryzen 3-5 processor
- **RAM:** 8GB
- **Hard Drive Space:** 256GB
- **Operating System:** Most current version of Windows or Mac OS

Recommended Requirements**: Windows Operating System:

- **Processor:** 3.0 GHz
- **RAM:** 8 GB
- **Operating System:** Windows 10 (Service Pack 1903 minimum)
- **Web Browser:** Google Chrome latest version

MAC OS:

- **Processor:** 2.7 GHz
- **RAM:** 8GB
- **Operating System:** OS X 10.14 Mojave
- **Web Browser:** Google Chrome latest version

*****Please note: During your assessment weeks, computers using a Windows Operating System are preferred.***

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 [Information Resource Division Policies and Procedures](#).

Accessibility for Students with Disabilities

In compliance with the Mission of the University and federal law, the University of the Incarnate Word School of Osteopathic Medicine welcomes students without regard to race, color, ethnicity, disability, sex, gender, marital status, or religion. In accordance with Section 504 of the Rehabilitation Act of 1973, Subpart E and Title III of the Americans with Disabilities Act of 1990, the School of Osteopathic Medicine (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 aforementioned federal laws must follow the University's procedures for verification of eligibility by submitting supporting documentation to the [Office of Student Disability Services](#) (SDS). Once SDS verifies an individual's eligibility, the learner works with UIWSOM's Director of Academic Support to *coordinate* their accommodation(s) while matriculating. *Accommodations are determined by SDS based on the medical documentation provided.*

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 a 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 programs should file a formal request for accommodations with SDS. The best time to do so is immediately after registration for each unit and clerkship as this allows SDS to adequately coordinate services and provide the Director of Academic Support 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 Director of Academic Support 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 Director of Academic Support 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.

The [Office of Student Disability Services](#) 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 Director of Academic Support 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.).

Student Organizations and Membership

Registration of Osteopathic Medical Student Organizations

Learners who wish to form a student organization (e.g., special interest groups, clubs, sports teams) must make a request for approval through the Office of Admissions and Student Affairs. All student organizations are required to follow university policies, which include finances, event planning, faculty advising, etc. Refer to the UIWSOM Student Organization Handbook. 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.

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. Learners serving as SGA officers, club presidents, student ambassadors, UIWSOM representatives at national meetings, or in any similar position must be in good academic standing.

Osteopathic medical students are encouraged to develop, organize, and participate in student associations, interest groups, and government organizations. For learners interested in serving multiple leadership positions, the following rules must be followed:

- Hold no more than 2 executive positions.
- Hold no more than 1 position that requires travel (i.e., SGA President or Vice President and SOMA President or National Liaison).
- Hold no more than 3 leadership roles with only 1 allowed to be an executive position.

Elections for 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.

Student Professionalism and Ethical Expectations

Professionalism

The UIWSOM is committed to ensuring the professional conduct of all its members. Students must demonstrate they can become safe and effective osteopathic physicians and life-long learners. They must display good judgment, a sense of responsibility and morality, sensitivity, and compassion for individual needs, and the ability to synthesize and apply knowledge.

Professionalism implies that the interests of patients and others are consistently held above self-interest. Professionalism includes but is not limited to honesty, ethical behavior, respect for colleagues, faculty, staff, and peers, and behavior in public that is not disrespectful or embarrassing to the ideals of a physician. Continual self-reflection about one's attitudes and behaviors must occur as one strives to be a better person and an osteopathic physician. It requires learners to be respectful in every situation and encounter, be it in-person or virtually, to faculty, fellow learners, preceptors, patients, and community members. In addition, professionalism also requires adherence to all university and medical school rules, policies, and requirements.

Unprofessional behavior is detrimental to the UIWSOM learning community, patients, colleagues, and individuals themselves, and does damage to the practice of medicine and the 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 or phase without documented resolution of any professionalism issue.

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

Components of Professional and Ethical Behavior

Nondiscrimination

It is unethical for a learner to refuse to participate in the care of a person based on race, religion, ethnicity, socioeconomic status, gender, sex, gender identity, age, sexual preference, national origin, ancestry, or physical handicap. 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.

Patient Confidentiality

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 that mention 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 information but not copy entire parts of the chart. 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 and/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 a “student doctor.” Learners should never introduce themselves as “Doctor” at any time, as this is clearly a misrepresentation of the learner’s position, knowledge, and authority. Learners should never provide care without supervision and beyond what is appropriate for their level of training.

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 health care 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 in the scientific literature or in medical writings.

Research

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

Recognition, avoidance, and management of conflicts of interest represent a core issue of professionalism. As is required of the UIWSOM faculty, any learner with proprietary 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, the welfare of the patient 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 monetary value arising as a result of the performance of their duties. In order to avoid a conflict of interest, undue influence, or any appearance of a conflict of interest or undue influence, employees and learners will 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 valuable 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 and will be handled or disposed of as best meets the needs of UIW. Failure to comply with this policy may result in disciplinary action. Additionally, the gift may become the property of UIW, and the recipient will be required to inform the donor, or the recipient may be required to return the gift.

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. In addition, 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.

Training in sexual harassment and assault takes place twice during medical school, during the first year, and again before learners 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 to get appropriate help and to assist a colleague whose capability is impaired because of ill health

as well. The learner is obligated to report members of the health care 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 considerate manner. All professional interactions should be civil, and each person should recognize and facilitate the contributions of others to the community.

Discrimination and harassment are contradictory to the mission of UIW and will not be tolerated. Under no circumstances will the learner exhibit prejudice in word, action, or deed towards a colleague based on race, color, national origin, sex, gender, age, disability, genetic information, gender identity, sexual orientation or other protected status in either employment or the provision of services. It is unethical and harmful for a learner to disparage or ridicule others. It is also unethical to imply by word, gesture, or deed that a patient has been poorly managed or mistreated by a colleague without tangible evidence.

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 are examples of a poor professional attitude.

Learners should actively participate in the process of evaluating their teachers, including faculty and house staff. When evaluating their 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 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 health care 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 only with the guidance and supervision of the attending physician.

Informed Consent

Students must understand the [obligation to obtain informed consent from patients](#) but are not responsible for obtaining such consent. It is the physician's responsibility to ensure that the patient or surrogate be appropriately informed as to the nature of the patient's medical condition, the objectives of proposed treatment alternatives, and risks/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 health care professionals, and to administrative staff. Responding in a timely and appropriate fashion to phone calls, pages, notices and emails from faculty, nurses, other health care team members, and administrative staff is a responsibility that must be honored by learners.

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.

Attendance

See [Attendance Policy](#). Refer to the [UIWSOM Adjunct Clinical Faculty Handbook](#) for additional requirements on [attendance for Phase II](#).

Dress Code

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 not be distracting or call attention to one's self. Learners are expected to be in proper attire at the beginning of all learning activities. This means changing clothes, if necessary, during breaks between activities. Learners are expected to use professional judgment in selecting their attire for class, avoiding extreme styles.

The UIWSOM dress code is as follows:

- Professional footwear is mandatory; Flip-flops are not acceptable in the classroom or laboratory. Open-toed shoes are not acceptable footwear in the structure's lab, clinics, or hospitals for safety reasons.
- Jewelry should be conservative. Gauge earrings are not acceptable. No perfumes and/or aftershave should be worn. Distracting body art such as facial/body piercings or easily visible tattoos may be required to be camouflaged, covered, or removed. Nails are to be kept short in order to enable easy cleaning, prevent puncture of gloves, and prevent injury to the patient or colleagues.

- Other settings, including laboratories and clinics, may have additional specific dress codes that learners are expected to follow.
- Hairstyles should be clean and well kept. Hair dyed in distracting non-traditional vibrant colors is not appropriate either for learning environments or the workplace.
- Attire for women should consist of slacks or capris (no denim, or pants shorter than mid- calf, or leggings), dress or skirts (no shorter than 2 inches above the knee) and either a collared or professional style shirt with appropriate coverage (no midriff skin or cleavage showing).
- Attire for men should consist of slacks (no denim) and collared shirts with sleeve lengths at the level of the bicep or longer. Facial hair must be clean and well-trimmed. Ties may be required in a clinical setting. Hats are prohibited in all 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 advisor of OSA for further details.

If a facility requires a facility-specific badge, the learner may wear that name badge instead of the UIWSOM name badge. Name badges are to be visible above the waist at all times.

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 will be sent home and in violation of the UIWSOM professionalism policy (professional demeanor). 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, Flickr, Blogs, Wikis, MySpace, 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 may be reviewed and amended for content.

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 regulations, such as FERPA (Family Educational Rights and Privacy Act), HIPAA (Health Insurance Portability and Accountability Act), and PHI (Protected Health Information).
- 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 before posting.
- Keep sites current by refreshing content regularly, responding to questions in a timely manner, and updating information.

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.
- Avoid using the university's name to promote or endorse any product, cause, religious view, political party, candidate, etc.
- Avoid using the university's name 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 libel laws are in effect even when your social media accounts are set to "private."
- Refrain from posting content such as images or medical records that represent a breach of confidentiality.
- Maintain appropriate boundaries. (For example, health professionals should not "friend" patients on their personal sites.).
- Be advised that personal information can be used to perpetrate identity theft, which can compromise the security of learners and the institution.

- When in doubt, don't post.

Reporting Concerns about Social Media

The University of the Incarnate Word encourages the use of social media. However, persons with concerns about the content posted on UIW-sponsored social media sites may direct their comments to UIW's Human Resources Department. For content on UIWSOM-sponsored social media sites, please direct comments to the Office of Admissions and Student Affairs.

Violations of Social Media Policy

Any use of social media that threatens the safety of UIW constituencies exhibits a lack of moral character, and/or is unlawful or a violation of University policy and 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 Student Conduct Review Council.

Violations of Professionalism

Medical errors cause harm, and though most are attributable primarily to systemic problems, some result from a physician's difficulty working in the system, inability to communicate, lack of knowledge, or unprofessional actions.¹ University of the Incarnate Word School of Osteopathic Medicine (UIWSOM) is committed to upholding professional values and creating a learning environment that supports and requires professional development. Unprofessional conduct is detrimental to the UIWSOM learning community and the learners themselves. Professional conduct violations are serious and dealt with accordingly because such violations may result in harm to the patient, as well as damage to the osteopathic profession and the general medical community.

All UIWSOM learners are expected to follow the [University of the Incarnate Word Student Code of Conduct](#), the [AOA Rules and Guidelines of Professional Conduct](#), and the components of [professional conduct](#) as outlined in the UIWSOM Student Handbook. Learners, as professionals, are also expected to adhere to all university and UIWSOM rules, policies, and requirements.

Violations in professional conduct may include but are not limited to:

- [Dress code](#) violations
- Excessive [unexcused absences](#)
- Study space issues
- [Social media violations](#)
- Improper use of technology
- Personal hygiene issues
- [Smoking on campus](#)

¹ Cooper WO, Spain DA, Guillaumondegui O, et al. *Association of coworker reports about unprofessional behavior by surgeons with surgical complications in their patients*. JAMA Surg 2019 June 19 (Epub ahead of print).

- [Sexual misconduct](#)
- Unresponsiveness to communication (email, phone calls, etc.) from UIW administration, faculty, & staff
- Dissemination of curricular material without prior approval or faculty knowledge
- Dissemination of examination content/materials (DOCS, OSCE, STRX)

Violations in [professional](#) conduct will be addressed as follows:

- 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 will be kept in the learner’s file until graduation.
- 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 will be kept in the learner’s file until graduation.
- Third violation – the learner is required to meet with the Student Progress Committee (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. 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 or phase without documented resolution of any professionalism issue.

UIWSOM DO Program Policies

Alcohol, Drug, and Tobacco

The UIWSOM subscribes to the [Alcohol and Drug Policy](#) found in the UIW Student Handbook. To comply with the Drug-Free Schools and Communities Act of 1989 and subsequent amendments, learners of UIWSOM are informed that strictly enforced policies are in place which prohibits the unlawful possession, use, or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Learners are also subject to all applicable legal sanctions under local, state, and federal law for any offenses involving illicit drugs on university property or at university-sponsored activities.

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 (OTC)) 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 clerkships. Osteopathic medical students may sign in to [PreCheck](#) 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 drugs 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, the University of the Incarnate Word 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. The University of the Incarnate Word is committed to addressing and working towards preventing crimes of sexual violence. The university encourages the 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, including sex-based discrimination, sexual harassment, sexual assault, sexual exploitation, stalking, relationship violence (including domestic and dating violence), and retaliation.

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 Main 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 University of the Incarnate Word is strongly committed to the nurturing of academic excellence and, therefore, strongly upholds the [Policy on Academic Integrity](#) in the Faculty Handbook (Appendix 18). The University expects its learners to pursue and maintain truth, honesty, and personal integrity in their academic work. Academic dishonesty, in any form, constitutes a serious threat to the freedoms which define an academic community.

The UIWSOM recognizes its duty to prepare learners who are not only knowledgeable in their disciplines but who also possess a character sufficiently moral and ethical to be deserving of the public trust. Osteopathic medical students are expected to maintain the highest standards of professional and ethical conduct. They are expected to conduct themselves in a professional manner not only with patients but with peers, faculty, staff of the UIW, and the community at large. Each module, clerkship, unit, or clinical director may also have written expectations of professional conduct that must be followed. The highest standards of academic honesty and [professionalism](#) are expected in all curricular and extracurricular sessions. With this responsibility in mind, the learner is advised that academic dishonesty will be dealt with swiftly and fairly in accordance with this policy. The following definitions and guidelines have, therefore, been established to secure the maintenance of academic integrity at UIWSOM.

Forms of Academic Dishonesty include, but are not limited to:

- Cheating – Fraudulent or deceitful work on tests, examinations, or other class or laboratory work
- Plagiarism – Appropriation of another’s work and the unacknowledged incorporation of that work in one’s own written work offered for credit. It is the learners’ responsibility to ensure that they fully understand what **plagiarism** is and how they can avoid it. For more information, see the [UIW Learning and Writing Center](#).
- Counterfeit Work – Including turning in as one’s own, work that was created, researched, or produced by someone else
- Falsification of Academic Records – Knowingly and improperly changing grades on transcripts, grade sheets, electronic data sheets, class reports, projects, or other academically related documents
- Unauthorized Reuse of Work – The turning in of the same work to more than one class without consent of the instructors involved constitutes academic dishonesty
- Theft – Unauthorized use or circulation of tests or answer sheets specifically prepared for a given unit and as yet not used or publicly released by the instructor as well as theft of completed tests.
- Collusion – Involvement in Collusion – an unauthorized collaboration with another to violate a provision of the Code of Academic Integrity
- Facilitating Academic Dishonesty – intentionally or knowingly helping or attempting to help another to violate a provision of the Academic Integrity Policy of the University
- Questions used for exams are not released to learners. Copying, memorizing, accessing, and/or storing questions from exams of the current or previous academic phases constitute academic misconduct - plagiarism and/or cheating.

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 Associate Dean for Admissions and Student Affairs.

Attendance

Medical students pursuing the DO degree at the University of the Incarnate Word School of Osteopathic Medicine (UIWSOM) are osteopathic physicians in training who must meet standards of professional conduct and responsibility to develop into effective physicians. Developing competency and [professionalism](#) to practice medicine requires attendance and punctuality.

At the UIWSOM, all learners are encouraged to attend all scheduled activities. Certain activities require attendance, including SIGS, DOCS, STRX, EMT, CEP, Clerkships, and other sessions as deemed mandatory by the Dean. Unless acutely ill, students must request approval in advance and in writing for **ANY** missed days or switches in the schedule (including religious observances). The request is not considered approved until receipt of an affirmative response from the Office of Admissions and Student Affairs.

Leave of Absence

Short-Term Absence

When an absence is imminent, learners are to submit the online [short-term absence](#) form for approval by the Office of Admissions and Student Affairs. This form 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. Only situations involving true emergencies receive retroactive excusal.

A learner may request an excused 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, birthday, 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 Office of Admissions and Student Affairs. Learners having more than five single days excused absences (per academic year) or any unexcused absences will be referred to the Office of Admissions and Student Affairs and may also be referred to the Student Progress Committee. All unexcused absences will be reviewed on a case-by-case basis to determine the most appropriate course of action.

Learners are also permitted to take two personal days per academic year, which do not count as absences. Personal days are not to be taken during an assessment period. Learners must complete the [personal day form](#) and submit to the Office of Admissions and Student Affairs.

In the event of an acute illness, any absence must be reported via the Absence Reporting Form to the Office of Admissions and Student Affairs as soon as possible. The learner is responsible for notifying the Unit Director (s) and Director of Clinical Rotations. In addition, the learner is responsible for notifying his or her clinical preceptor. 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. OMS III and OMS IV learners must abide by additional policies set forth by the UIWSOM Clerkship Handbook.

Learners should refer to the academic calendar on the SOM website and consult with the Office of Admissions and Student Affairs before planning any travel.

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.

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 progress and follow the process as

outlined by the Office of Student Affairs. 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

Please see the policy statements on [Religious Observances](#). In addition, see [Attendance Policy](#) and [Leave of Absence Policy](#).

Extended Leave of Absence

An absence of four or more consecutive days is considered an extended leave of absence. An extended leave of absence may be requested for 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 submitted in writing to the Associate Dean of Admissions and Student Affairs and include the reason for the leave, date of leave, and expected date of return.

Any learner who requests a leave of absence for medical reasons must provide documentation indicating clearance to return to school. The physician's letter should contain statements indicating any recommendations, specific limitations, or restrictions in consideration of the UIWSOM scheduled educational sessions.

In accordance with Section 504 of the Rehabilitation Act of 1973, Subpart E and Title III of the Americans with Disabilities Act, the University ensures accessibility to its programs, services, and activities for students with documented disabilities. Accessibility is accomplished through the provision of a wide variety of services tailored to each student's documented needs and strengths. To qualify for services, the student must provide the [UIW Office of Student Disability Services](#) with the appropriate documentation of his or her disability at the time services and/or accommodations are requested.

Requests for reentry following a leave of absence may require approval from the SPC. A leave of absence greater than 15 school days may result in a learner becoming inactive and may require an application for readmission. Depending on the total number of days absent from scheduled curricular activities, learners who have been granted a leave of absence may be at risk of losing financial assistance or delayed disbursements. Learners are advised to meet with officers from the UIW Office of Financial Assistance and Business Office to discuss financial responsibilities.

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.

Absence from an assessment

A learner who is unable to be present for an assessment due to either serious health conditions or other extreme extenuating circumstances must contact the Office of Admissions and Student Affairs to [report an absence](#). The Office of Medical Inter-professional Education will determine the appropriate date/time for a rescheduled assessment. The learner may be required to provide a medical note from an appropriate health care provider in the case of illness. Learners who do not follow procedures outlined in the [Leave of Absence Policy](#) may not be granted the opportunity to reschedule an assessment and may be referred to the [SPC](#).

Tardiness for an assessment

A learner who is not ready at the start of an assessment may have their assessment time shortened or may not be allowed to sit for the assessment at that time. If a learner is not allowed to sit for the assessment, he/she must contact the Office of Admissions and Student Affairs to [report an absence](#) and must contact the Office of Inter-Professional Education to determine appropriate date/time for their rescheduled assessment. A learner who is late for an assessment may be referred to the SPC.

Withdrawal

Learners who find it necessary to withdraw from a unit or withdraw from the UIWSOM must contact the Office of Admissions and Student Affairs to obtain required forms and proceed through the formal withdrawal process.

The learner must obtain signed approval from the Dean before the withdrawal is considered official. Learners who withdraw from a unit by the deadline shall receive a W. 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 officers from the UIW Office of Financial Assistance and Business Office to discuss financial responsibilities.

Learners who fail to follow the proper withdrawal procedure will receive a grade of Fail (F) in the current unit 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 Office of Financial Assistance or Business Office.

Learners with a *W* or *F* for a unit may be required to meet with the DO SPC to discuss academic standing and advancement in the curriculum.

Dismissal from the UIWSOM

Dismissal is defined as permanent separation from the UIWSOM if circumstances of a legal, moral, health, social, or academic nature justify such an action. Permanent separation includes immediate removal from all remaining academic units, clinical duties, community engagement, and UIWSOM sponsored scholarship and extracurricular activities.

Any unit that has not received a final grade at the time of dismissal will receive a designation of *No Grade (NG)* – The term “*enforced withdraw*” will be noted on the learner's academic transcript.

Appeal Process Following a Dismissal

A learner has the right to appeal the decision of dismissal to the UIWSOM Dean within five business days following receipt of a letter for dismissal from the Student Progress Committee. The appeal must be in writing and include a detailed justification for the appeal. While the appeal is under consideration, the learner will not be permitted to continue in the curriculum during the appeal process.

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 Dean may elect to uphold, modify, or make an alternate decision. In addition, the Dean may impanel an ad hoc committee to re-examine the decision of the [SPC](#) and make further recommendations to the Dean. The decision of the Dean of the UIWSOM is final.

Repeated Units

A learner who is approved to repeat unit(s) in which a *Subject to Remediate (SR)* earned must do so at its next scheduled offering in the UIWSOM curriculum.

- Learners who are approved to remediate the unit (s) will not be allowed to repeat the unit should they not successfully remediate the unit (s). If the learner does not successfully remediate the unit, that learner will be dismissed from the DO program.

Remediation of a Unit

The progressive development of osteopathic physician competencies is a shared responsibility of both the learner and the School of Osteopathic Medicine. The integrated, spiral design of the curriculum requires mastery of content and demonstrated competency of osteopathic clinical skills from prior units. Therefore, a learner who does not pass any of the required reassessments will receive a grade of *Subject to Remediation (SR)* on their transcripts and will be required to appear before the [SPC](#) for consideration to remediate the unit or dismissal.

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

Auditing

Auditing a unit in Phase I without the benefit of a grade or credit is not usually permitted for the UIWSOM curriculum. However, each learner's request to audit will be reviewed by the DO Student Progress Committee on a case-by-case basis.

Examination Procedures for Phase I and II

At the University of the Incarnate Word School of Osteopathic Medicine (UIWSOM), assessment questions are kept secure to ensure and maintain the integrity of all assessments. Assessment materials are the property of UIWSOM. Learners are not allowed to possess these materials outside of secure conditions, nor are learners to transmit information regarding these materials. Such behavior is

considered a violation of professional and ethical expectations with consequences up to and including dismissal from the program.

Assessments occur primarily within three different settings: UIWSOM, the Center for Interprofessional Experiential Learning and Observation (CIELO), and the STRX Laboratory. During the assessment process, these areas are considered secure. The list below details what items are permitted in the assessment area. Learners are responsible for storing personal items in a secured space during the assessment process.

Permitted and Non-Permitted Items for Assessments at the SOM

Permitted items

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

**If you bring any items below, you will not be allowed in the exam environment. You are responsible for keeping unallowable items in a secure environment.*

- 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 including but 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

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

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 the Office of Medical and Inter-professional Education. 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.

After beginning the exam, at no time should learners close the exam browser during any part of the assessment unless under the direct supervision of a proctor (s) -see Irregular Behavior.

Student Laptops

Learner laptops are required for some assessments and must be in good working order. There are a limited number of backup 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 minimum requirements for examination software.

Permitted and Non-Permitted Items for Assessment in CIELO

Permitted Items in Hallway

- Student ID badge
- Student white coat
- Pen (blue or black ink only)
- Physical examination equipment (as outlined in the *Learner Instructions* document for each individual assessment)

Non-Permitted Items

**If you bring any items below you will not be allowed in the exam environment. You are responsible to keep unallowable items in a secure environment.*

- 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
- Scrap paper or paper for taking notes
- Smartwatches, beeping watches, calculator watches
- Electronic devices including but not limited to cellular/smartphones, 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 hoods (learners are permitted to wear religious or cultural head attire as long as it does not interfere with the assessment process).

Provided Items

Scrap paper will be provided during the assessment and can be retrieved at each assessment station. All scrap paper will be collected by support/proctoring staff at the conclusion of each station prior to transitioning to the next station or departing the assessment area.

Hallway and Learner-readiness Area Conduct

Learners are not permitted to talk or use personal electronic devices in the CIELO hallway or learner-readiness area when an assessment is in progress. *Violation of this rule may result in immediate termination of the learner's assessment, automatic failure, and referral to the Office of Admissions and Student Affairs for unprofessional conduct.*

Restroom Usage

Due to the strictly timed and pre-programmed nature of assessments occurring at the CIELO, restroom breaks are not allowed during the assessment. Any learner who departs from the assessment area will not be allowed to return and resume the assessment. To leave the assessment area early, learners are required to notify the support staff/proctor in the hallway or in the learner-readiness area. It is expected that learners will not discuss the assessment or attempt to share information or materials after departing the assessment environment.

Assessment Start Time

The official start time of orientation for clinical skills assessments is defined in the course calendar in eMedley, an official email communication sent from the Office of Medical and Inter-professional Education OMIE, from the component director(s), or designee. The assessment will begin with the reading of instructions at the designated start time.

Permitted and Non-Permitted Items for Assessments during STRX

Two rooms are used for examination: ILS #4 and the laboratory.

Learners must arrive at the exam in proper lab attire (scrubs and closed-toe shoes). Learners will not be permitted into the lab if dressed inappropriately.

Permitted Items

- One pencil with an eraser

Non-Permitted Items

**If you bring any items below, you will not be allowed in the exam environment. You are responsible for keeping unallowable items in a secure environment.*

- Beverage bottle
- Backpacks, bags, purses, satchels, luggage, or briefcases
- Reference materials (e.g., books, notes, papers)
- Scrap paper
- Smartwatches, beeping watches, calculator watches
- Electronic devices including but not limited to cellular/smartphones, 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 hoods (learners are permitted to wear religious or cultural head attire as long as it does not interfere with the assessment process).

Provided Items

An answer sheet will be provided and collected by support/proctoring staff at the conclusion of the assessment.

Restroom Usage

Due to the timed nature of assessments, there are no restroom breaks allowed during the STRX practical assessment. *Violation of this rule may result in immediate termination of the learner's assessment, automatic failure, and referral to the Office of Admissions and Student Affairs for unprofessional conduct.*

- Once the learner enters the rooms, no talking is permitted!
- No conversation with the others is permitted when rotating through the stations. This includes speaking with proctors unless something becomes untagged.
- Learners must put their name and ID# on their papers.
- Learners should not lag during rotations as there is no extra time provided.
- Learners MAY NOT go back to look at other questions at the end of the exam period.
- No touching the tags or posted question is permitted!
- Learners should follow the string!

Procedures at the School of Osteopathic Medicine, CIELO, and STRX

Disruptive Behavior

A learner engaging in disruptive behavior, defined as 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 the Office of Admissions and Student Affairs. The Associate Dean for Admissions and Student Affairs, in consultation with the proctor (s), will evaluate and decide the appropriate next steps for a learner who has engaged

in disruptive behavior during an assessment, and the learner may be referred to the Student Progress Committee.

Irregular Behavior

Irregular behavior includes all actions or attempted actions on the part of a learner that would or could subvert the assessment process. Examples of irregular behavior include, but are not limited to:

- Failing to comply with any assessment policy, procedure, rule, and/or instruction of a proctor;
- Obtaining unauthorized information concerning an assessment and/or giving such information to another learner;
- Communicating or attempting to communicate about the content or format of the assessment with another learner or with any outside source (including the use of a phone, smart device, program, application, electronic eyeglasses, or writing instrument) or by any other means, during an assessment;
- Impersonating a learner or engaging a proxy to take an assessment;
- Helping another person to cheat on an assessment;
- Reading or copying another learner's responses during an assessment;
- Possessing and/or consulting unauthorized materials or tools during an assessment;
- Making notes of any kind during the assessment except on permitted materials;
- Taking photos or recording of assessment materials, this includes scratch paper;
- Reconstruction of assessment content through memorization;
- Removing or attempting to remove any scrap paper from the assessment environment;
- Without proper authorization, beginning an assessment before the prescribed time or continuing to work on the assessment after the prescribed time;
- Failing to submit all assessment materials at the conclusion of the assessment or removing assessment materials from the room without proper authorization;
- Submitting work produced with unauthorized collaboration or assistance.

A learner observed or reported to have engaged in irregular behavior during an assessment will receive a verbal warning from a proctor and may be moved to a different seat for the remainder of the assessment or may immediately be removed from the assessment area.

Removal from the assessment area will result in the collection of the assessment and an "In Progress" designation for the assessment. Any learner observed or reported to have engaged in irregular behavior during an assessment will be escorted to the Office of Admissions and Student Affairs. The Associate Dean for Admissions and Student Affairs, in consultation with the proctor (s), will be responsible for evaluating and deciding appropriate next steps for a learner who has engaged in irregular behavior during an examination and may be referred to the Student Progress Committee.

Assessment and Reassessment

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

1. EMT-B completion (as applicable)
 2. Cognitive Exam
 3. Structures (STRX) – Structure Laboratory Practical Exam (PE)
 4. Developing Osteopathic Clinical Skills (DOCS) Performance Exam (PE)
 5. Small Interactive Group Sessions (SIGS) - Faculty assessment of learner's professionalism (see [SOM professionalism policy](#))
 6. Community Engagement (CE) Portfolio (as applicable)
 7. Documented completion of the assigned number of board preparation questions
- Each assessment is reviewed according to a rubric and assigned a designation of “*standard met*,” “*standard met with recommendations*,” or “*standard not met*.”
 - If a learner receives a designation of “*standard met*” or “*standard met with recommendations*” on all components in a unit, the learner will receive a unit grade of *Pass (P)*.
 - If a learner receives a designation of “*standard not met*” in one or more component(s) in a unit, the learner will receive an *In Progress (IP)* designation for the unit and is eligible for reassessment or must complete EMT-B requirements (as applicable).

Reassessment

Each learner who has a designation of “standards not met” within a unit must reassess each component in which they received this designation (or complete EMT-B requirements as applicable). A plan and timeline for reassessment must be developed in consultation with the Office of Medical and Inter-Professional Education.

- Reassessment for Units 1 through 5 must be completed during the summer immediately following Unit 5 and before the start of the next academic year.
- Learners who must undergo reassessment for any unit in the second year must do so either immediately following the winter break during the second year or following the completion of *Unit 9*.
 - All reassessments for units in the second year must be completed and passed prior to taking COMLEX-USA Level 1.
 - Learners who must reassess a grading element in a core clerkship, selective or elective are not eligible to earn a final grade of Honors for that clerkship
- If the reassessment does not take place within the time specified in the reassessment plan, the learner will receive a grade of Fail (F) and will be required to appear before the Student Progress Committee to determine the next steps, which may include remediation the unit.
- If a learner receives a designation of “*standard not met*” on any component in multiple units within the same academic year, the learner will be required to appear before the Student Progress Committee for consideration to remediate the unit.

- If a *reassessment is unsuccessful*, the learner will receive a grade of *Subject to Remediate (SR)* and will be required to appear before the SPC to determine the next steps, which may include remediation of the unit, a repeat of the unit, or repeating the year in its entirety.
- If a learner *meets all standards required* for a unit reassessment, the learner will receive a grade of *Pass (P)* for the unit.

Children on Campus

While the University of the Incarnate Word School of Osteopathic Medicine understands there may be times learners will want to bring children on campus, it also 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 unintentionally yet 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 are always to 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 will be 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 will be 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 according to the [Student Code of Conduct](#) 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.*

Guest Speakers on Campus

At the University of the Incarnate Word School of Osteopathic Medicine faculty, student organizations, and administrators may schedule external speakers.

An “external guest speaker” is deemed anybody who is not a paid employee of the University of the Incarnate Word who will be addressing a group at a session or meeting.

Faculty and Administration

The Office of Medical and Inter-professional Education and the Dean’s Office reserves the right to meet with faculty and administrators to discuss any information submitted within the **Event Request Form**. To best facilitate an environment committed to welcoming diverse viewpoints and the spirit of academic inquiry, the organizer is required to be present during the session.

Learners (Student Organizations)

The Office of Admissions and Student Affairs reserves the right to meet with the learner(s) representing a student organization to discuss any information submitted within the **Event Request Form**. In order to best facilitate an environment committed to welcoming diverse viewpoints and the spirit of academic inquiry, the organizer is required to be present during the session.

In the rare occurrence where a speaker or individual might create a public safety concern, the Office of Medical and Inter-professional Education, Office of Admissions and Student Affairs, and the Dean's Office reserve the right to reschedule, relocate, modify or cancel the event and external guest speaker.

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

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 a 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 [UIW Student Code of Conduct](#), [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.

1. 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.](#)
2. 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.
3. 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.
4. Do not type in all caps.
 - This is the online written form of shouting and should be avoided.
5. Stay on topic.
 - Do not post links, articles, etc., that are unrelated to the topic being discussed
6. 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.
7. Strive for brevity
 - When writing or contributing verbally, try to make your comment brief and on-point.
8. Dress appropriately
 - For online learning sessions/meetings, maintain a professional [dress code](#).
9. Refer to the UIWSOM Handbook
 - See [appropriate communications through social media platforms](#).

Safe Environment for Patients, Staff, and Students

The University of the Incarnate Word School of Osteopathic Medicine (UIWSOM) is committed to providing a safe environment for patients and staff. 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 a formal or an informal chaperone.
- 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, 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 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.
 - a. 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.
 - b. 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.

Process of Instruction on Consent

Consent should be explicitly taught, practiced, assessed, and modeled by all learners and faculty. As outlined below, the process of consent and creating a safe learning environment begins prior to interviews, during the interview process, at orientation, and throughout pre-clinical, clinical, and post-graduate training. Beginning this process prior to matriculation allows potential learners the ability to make an informed decision around attendance at colleges of osteopathic medicine.

Revisiting this at orientation to the OMM courses, and at initial clinical skills training sessions, reinforces the importance of learner respect, autonomy, empowerment, and safety in each peer to the peer learning session. These concepts should be reviewed and revisited as appropriate *as an individual's consent can change depending on the exam, diagnosis, or practice of treatment techniques occurring during the training session.*

In order to create a culture of feedback, dialogue, and openness, learners may be encouraged to provide feedback to their partners on aspects of training that might make them uncomfortable. Faculty are available for learners to discuss questions or concerns that arise as hands-on clinical training occurs, or privately after learning sessions are complete. As a part of the orientation to the course, faculty should remind learners of their concerns.

Faculty members are responsible for modeling best practices of consent as they teach hands-on clinical skills. This includes obtaining consent prior to the demonstration of palpation and treatment skills and advancing verbal consent as appropriate to various anatomic or sensitive regions. (see *DOCS Learner Guide Section: DOCS Best Practices*).

Learners are taught how to obtain informed consent around the use of osteopathic manipulative medicine as a distinct procedure for their future patients.

Application and Interview Process

1. Prior to applying to UIWSOM, candidates are encouraged to view a video representing how we teach learners osteopathic clinical skills, including manipulative medicine. This video reviews expected attire, different diagnosis and treatment techniques, and how the learner should ask for and give consent. This video illustrates their role as peer-to-peer learners in clinical skills.

2. During the interview process, the video will be made available for candidates who have not previously viewed it. UIWSOM learners will be available to answer questions about their experience as a lab participant.

Technical standards

All learners are required to read, understand, and agree to the [technical standards](#).

UIWSOM Osteopathic Medical Curricula

1. Developing the Osteopathic Clinical Skills (DOCS) Learner Guide, the UIWSOM Student Handbook or other posted policies
 - a. Include language outlining learner consent and the expectation of receiving consent before proceeding with any osteopathic clinical skills on their fellow learners
 - b. Provide learners with guidance for opting out of serving the role of a mock patient for specific clinical skill practice
 - c. Review Title IX and reporting procedures (UIWSOM Student Handbook Section: Sexual Misconduct, Sexual Harassment, Stalking and Relationship Violence)
 - d. Address the presence of guests and visitors as well as the use of video and photography during all educational environments.
2. Lectures and Laboratory Sessions
 - a. DOCS Orientation includes a demonstration and discussion of osteopathic diagnosis and treatment, including expectations for learner behavior in clinical skills.
 - b. DOCS Lecture and Lab Sessions includes discussion and demonstration of empowerment of peer learners, providing and receiving feedback, conflict resolution, faculty modeling of obtaining consent, and acknowledgment of power differentials between faculty and learners and physicians and patients.
 - c. DOCS Lecture and Lab Sessions includes discussion and demonstration of obtaining consent for touching sensitive areas.
 - i. Common sensitive areas in osteopathic clinical training may include around the breast tissue, the coccyx, the ischial tuberosities or the pubic bone
 - ii. Acknowledgment that there may be different sensitive areas for different people due to culture, gender, values, modesty, history of trauma or disease
 - iii. Osteopathic medical learners do not palpate intimate areas (including the genitals, anus, and breasts) during osteopathic manipulative medicine (OMM) training lab sessions.
 - There are techniques that address various patient complaints/diagnoses that employ manipulation of these anatomic regions. However, these techniques are beyond the scope of an osteopathic medical school curriculum and maybe learned during post-graduate training.
 - Such techniques necessitate the need for informed consent, recommended written consent, personal protective equipment (such as gloves), and chaperones.

3. Pre-clinical and clinical osteopathic training includes learning and practicing knowledge, skills, and attitudes around informed consent.
 - a. As described in the Seven Core Osteopathic Competencies for Medical Learners by AACOM
 - i. Osteopathic Principles and Practices, Patient Care and Interpersonal and Communication Skills, [Professionalism](#) and Cultural competencies
 - b. As outlined by the [Core Entrustable Professional Activities](#) by AAMC
 - i. EPA 11: Obtain informed consent

Assessment

- Learners are assessed formatively and summatively when appropriate on their ability to obtain learners and informed consent.
- Settings for assessment include DOCS lab sessions as well as clinical skills performance evaluations.

Faculty Development

UIWSOM faculty development programs implement and support a standardized approach to touch and consent in clinical skills training sessions and clinical settings. Modeling appropriate behavior to learners is essential to communicating the importance of professional touch and consent with learners and patients.

Faculty development includes:

- Reporting mechanisms/mandatory reporting/ Title IX
- Consent for removal of articles of clothing, touch, and disclosure of personal information
- The steps of informed consent
- Power differentials/coercion in the education setting
- Obtaining consent from learner participants in the lab
- Identification and disclosure of learner health conditions during osteopathic clinical training sessions
- Creating a culture of safety and respect in the osteopathic clinical training sessions Addressing peer to peer learner values, cultural diversity, religious diversity, gender diversity, modesty, body image, disease or trauma history, and fear of being harmed

Student Employment

Learners are prohibited from outside employment throughout their academic career in the UIWSOM unless approval is received by the UIWSOM Dean. Curricular activities in the SOM, both academic and non-academic, require a full-time commitment (minimum 40-60 hours/week).

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.

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 rights 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 its mission with the mutual respect and responsibility of all members of the UIWSOM community.

Building and Grounds Etiquette

When UIWSOMs learning spaces (e.g., ILS #2, ILS #4, Clinical Skills Lab) are not used for formal instruction, UIWSOM encourages students to use the rooms for quiet study. Periodically, these areas are used for other events; therefore, learners are requested to pick up their personal possessions daily. Items left behind are turned into the Office of Admissions and Student Affairs. UIWSOM is not responsible for items left behind. Items not accounted for within 30 days will be disposed of or donated to charity.

Study areas are available for learners throughout the campus. Certain areas may have specific procedures in place for the use of certain areas (i.e., reservations), while other areas may have 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 abuse 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 immense effort it takes to keep the property and its landscapes 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.

Impromptu or unplanned use of facilities for sports such as golf, volleyball, baseball, etc. are not permitted as they may have a direct and immediate impact on the safety of others or may cause damage to certain areas. Learners should contact the Office of Admissions and Student Affairs if they have any questions about what sports are permitted and to request to use the grounds for said 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 ID's 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 access to the 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/displayed in plain sight by the students, faculty, and staff at all times when at the UIWSOM and while on clinical rotations. This badge must be used to access the UIWSOM campus/building during approved hours. Badges authorize building access via the student approved entry sites. Every student and employee is required to badge into campus buildings individually. Students, faculty, and staff 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 the 24 hours, the temporary badge must be returned, and a new badge issued (if the existing badge is lost).

Lost or stolen badges should be reported to the Office of Admissions and Student Affairs immediately so that they may be deactivated for security reasons.

Student Parking

Parking is permitted in designated student areas only. UIW parking decals are required for all vehicles parked on UIW or Brooks campuses. See more about parking areas 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. Universal Allied Security at Brooks is provided by a privately- operated contractor 24 hours a day, seven days a week. The Security Desk number is 210-283- 6340, and the mobile is 210-232- 6195. Entry into buildings is through swipe card access only. Learners must wear their ID badges at all times for security purposes. Security officers are available to walk learners and employees to their vehicles if requested.

CardinalMail

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 when on out-of-area rotations. *CardinalMail* is the **main line of communication between campus administrative offices and students both on the Brooks campus and at clinical sites**. Students must check the email daily; it is an expectation that students read all notices within 24 hours.

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 unit director or clerkship site director and the Office of Admissions and Student Affairs. The learner is accountable for all learning outcomes for that day.

Pets

No pets, including, but not limited to: dogs, cats, birds, other animals, reptiles or fish are permitted in any of the campus buildings or clinical sites ([UIW Pet Policy](#))

Expressing Concerns, Grievances, and Resolution Procedures

Grievance Process

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 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 Student Progress Committee (SPC).

Formal Resolution Process

When filing a formal grievance, the learners are required to meet with the Director of Academic Support to ensure documentation is objective and accurate and anticipate preparation of documentation for the meeting with the Student Progress Committee (SPC) when reporting a formal grievance.

1. To file a formal grievance, the student has **five business days** following the informal resolution to meet with the Director of Academic Support. After meeting with the Director of Academic Support, the student has **10 business days** to submit the formal complaint to the chair of the SPC.
2. The SPC has 30 business days to conduct an investigation and hearing of the learner's grievance.
3. The Student Progress Committee (SPC) chair will provide the learner 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.

The 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.***

Addressing UIWSOM Program Complaints

Program improvement is a goal at UIWSOM. Program complaints are recognized as one means by which improvement may be considered or initiated. Program complaints should be expressed with this end in mind. A complainant may choose to communicate a complaint either informally and/or formally.

Informal Program Complaint

Prior to a formal complaint being filed, issues may be most effectively managed by first expressing them to an appropriate faculty member or administrator. 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 complaint and submit for review.

Formal Program Complaint

A formal program complaint may communicate their complaint through the online reporting system ([Maxient](#)). 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 complaint 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.

If a learner is identified as the complainant, documentation is NOT included as a part of that learner's academic record or included in their MSPE letter.

Should the complainant 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 the 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

Appendix: UIW Code of Student Conduct

[Note: This is a copy of the text of the UIW Code of Student Conduct as it appears in [the University of the Incarnate Word Student Handbook](#)]

The behavioral misconduct process at UIW is not intended to punish students; rather, it exists to protect the interests of the community and to challenge those whose behavior is not in accordance with our policies. Sanctions are intended to challenge students' moral and ethical decision-making and to help them bring their behavior into accord with our community expectations. When a student is unable to conform their behavior to community expectations, the behavioral misconduct process may determine that they should no longer share in the privilege of participating in this community.

Students should be aware that the behavioral misconduct process is quite different from criminal and civil court proceedings. Procedures and rights in behavioral misconduct procedures are conducted with fairness to all, but do not include the same protections of due process afforded by the courts. Fair process, within these procedures, assures written notice and a hearing before an objective decision-maker.

No student will be found in violation of the Student Code of Conduct without information showing that it is more likely than not that a policy violation occurred, and any sanctions will be proportionate to the severity of the violation and to the cumulative conduct history of the student.

A. Jurisdiction

The Student Code of Conduct and the behavioral misconduct process apply to the conduct of individual students and University-affiliated student organizations. Because the Student Code of Conduct is based on shared values, it sets a range of expectations for UIW students no matter where or when their conduct may take place; therefore, the Student Code of Conduct applies to behaviors that take place on campus, at University-sponsored events and may also apply off-campus when the administration determines at its discretion that the off-campus conduct affects a substantial University interest. A substantial University interest is defined to include:

- Any action that constitutes criminal offense as defined by federal or Texas state law. This includes, but is not limited to, single or repeat violations of any local, state or federal law committed in the municipality where the University is located;
- Any situation where it appears that the student may present a danger or threat to the health or safety of him/herself or others;
- Any situation that significantly impinges upon the rights, property or achievements of self or others or significantly breaches the peace and/or causes social disorder; and/or
- Any situation that is detrimental to the educational interests of the University.

The Student Code of Conduct may be applied to conduct that takes place from the time a person accepts enrollment as a student and continues until the student withdraws or graduates, including

periods during semester breaks and between semesters. Further, the Student Code of Conduct applies to guests of community members whose hosts may be held accountable for the misconduct of their guests. Visitors and guests are also protected by the Student Code of Conduct and may initiate grievances for violations of the Student Code of Conduct committed against them by members of the UIW community.

There is no time limit on reporting violations of the Student Code of Conduct as long as the offending student is still enrolled at UIW; however, the longer someone waits to report an offense, the harder it becomes for University officials to obtain information and witness statements in order to make a determination regarding alleged violations. Though anonymity is permitted, it may limit the University's ability to investigate and respond to a complaint. Those who are aware of misconduct are encouraged to report it as quickly as possible to the Office of Student Advocacy and Accountability and/or to UIWPD .

B. Authority

The Director of Student Advocacy and Accountability is the person designated by the Dean of Campus Life, who has been charged by the President of the University, for the administration of the Student Code of Conduct, also to be known as the Chief Judicial Officer for student behavioral misconduct.

The Director of Student Advocacy and Accountability (or designee) will assume responsibility for the investigation of an allegation of misconduct to determine if the complaint has merit. No complaint will be forwarded for a hearing unless there is reasonable cause to believe a policy has been violated. Reasonable cause is defined as some information to support each element of the offense, even if that information is merely a credible witness or a victim's statement. A complaint wholly unsupported by any information will not be forwarded for a hearing.

If an allegation can be disposed of by mutual consent of the parties involved, on a basis acceptable to the parties involved and the Director of Student Advocacy and Accountability (or designee), such disposition will be final and there will be no subsequent proceedings.

The Director of Student Advocacy and Accountability has discretion to refer a complaint for mediation. All parties must agree to mediation and to be bound by the decision with no review/appeal. Any unsuccessful mediation can be forwarded for formal treating and hearing; however, at no time will complaints of physical sexual misconduct or violence be mediated as the sole institutional response. The Director of Student Advocacy and Accountability may also suggest that complaints that do not involve a violation of the Student Code of Conduct be referred for mediation. If the complaint cannot be disposed of in a manner mutually acceptable, the Director of Student Advocacy and Accountability will refer the complaint to a Hearing Officer or Hearing Panel.

Some violations of University policy committed by students residing in the residence halls will be handled by the Director of Residence Life (or designee). Specific sanctions are also listed in the Residence Life Handbook and the Behavioral Misconduct Procedures.

C. Definitions

- a) The term “the University” refers to the University of the Incarnate Word.
- b) The term “student” includes all persons who have accepted admission to, enrolled at, are taking courses at, or have a continuing relationship with the University, including those who attend full- or part-time.
- c) The term “Complainant” refers to an individual who has filed a complaint in regard to behavior that may be in violation of University policy.
- d) The term “Respondent” refers to an individual who is responding to complaint in regard to behavior that allegedly committed which may be in violation of University policy.
- e) The term “faculty member” refers to any person employed by the University to conduct instructional activities.
- f) The term “University official” includes any person employed by the University that holds administrative or professional supervisory responsibilities.
- g) The term “member of the University community” refers to any person employed by, volunteering for or attending the University as a student, faculty member, administrator, staff member, intern, or volunteer.
- h) The term “University property” includes all land, buildings, facilities, and other property in the possession of, owned or controlled, whether leased or rented, by the University.
- i) The term “organization” refers to any fraternity, sorority, association, corporation, order, society, corps, club, or student government, a band or musical group or an academic, athletic, cheerleading, or dance team, including any group or team that participates in National Collegiate Athletic Association competition, or a service, social, or similar group, whose members are primarily students. Organizations also refers to University Sponsored Organizations (i.e., Resident Assistants, University Mission and Ministry Peer Ministers, Ambassadors, etc.)
- j) The term “advisor” refers to an individual selected by a Respondent or Complainant to assist during conduct proceedings, which includes but is not limited to, a parent, friend, faculty member, advocate, or legal counsel. Advisors may not directly participate, speak, comment, or make any type of representation or argument on behalf of a Complainant or Respondent in any aspect of the behavioral misconduct process. Advisors are typically only permitted during cases heard by a Hearing Panel, but a student may request an advisor for other conduct proceedings by petitioning the Director of Student Advocacy and Accountability. The availability of an advisor to attend shall not unreasonably interfere with or delay any conduct proceedings. Should a student wish to have legal counsel serve as an advisor, the student must provide notice to the Director of Student Advocacy and Accountability a minimum of three (3) business days so that UIW’s General Counsel can be consulted.
- k) The term “Hearing Officer” refers to any persons authorized to determine whether a student or student organization has violated the Student Code of Conduct and to impose sanctions. Staff members with the Offices of Student Advocacy and Accountability and Residence Life and Housing Operations are the primary Hearing Officers for UIW.

- l) The term “Hearing Panel” refers to a group of at least three (3) individuals authorized by the Dean of Campus Life to determine whether a student or student organization has violated the Student Code of Conduct and to impose sanctions. A Hearing Panel will consist of an odd number of individuals, whenever possible.
- m) The term “Community Review Board” refers to any person or persons authorized by the Dean for Campus Life to consider an appeal of the determination of a Hearing Officer or Hearing Panel in regards to a violation of the Student Code of Conduct and/or sanctions imposed as a result.
- n) The term “illegal drug” is defined as a substance defined and regulated under the provisions of the Federal Controlled Substances Act and of Article 4476-14 or Article 4476-15 of Vernon’s Texas Civil Statutes, and including, but is not limited to: CNS depressants, CNS stimulants, hallucinogens, or other illegal drugs such as PCP, cocaine or crack.
- o) The term “use of drug” includes: the misuse of prescription medication; the possession or drug paraphernalia; and/or the use, possession, manufacture, sale or distribution of any one or more illegal drugs while on or off University property.
- p) The term “will” is used in the imperative sense.
- q) The term “may” is used in the permissive sense.
- r) The term “policy” is defined as the written rules of the University found in, but not limited to the Student Code of Conduct, the Residence Life Handbook, the Student Handbook, and the Graduate and Undergraduate Bulletins.
- s) The term “day” refers to a regular business day when the University is in session.
- t) The term “Preponderance of Evidence” is the standard of proof that applies to behavioral misconduct proceedings or determinations. It means that the evidence supports a conclusion that it is more likely than not that a policy violation occurred.

D. Core Values and Behavioral Expectations

The basic approach to maintaining a Christian code of conduct is self-discipline; however, the University considers the behavior described in the following sections as inappropriate for the UIW community and in opposition to the core values set forth in this document. These expectations and rules apply to all students. The University encourages community members to report to University officials any incidents which involve the following (or similar) actions or attempts of the following (or similar) actions. Any student found to have committed the following misconduct is subject to the sanctions outlined in the Behavioral Misconduct Procedures.

I. Integrity: UIW students exemplify honesty, honor and a respect for the truth in all of their dealings. Behavior that violates this value includes, but is not limited to:

- a. Acts of academic dishonesty, as outlined in the Code of Academic Integrity;
- b. Knowingly furnishing false, falsified or forged information to any member of the University community such as falsification or misuse of documents, accounts, records, identification or financial instruments;
- c. Tampering with the election of any University-recognized student organization;

- d. Unauthorized possession, duplication or use of means of access to any University building (i.e. keys, cards, etc.);
- e. Violations of positions of trust within the community;
- f. Action or inaction by someone in collusion with a wrongdoer who fails to discourage a known and obvious violation of University policy or the law.

II. Community: UIW students honor and value their community. Behavior that violates this value includes, but is not limited to:

- a. Intentional and unauthorized destruction of, or damage to, University property or to the personal property of a member of the University community;
- b. Intentional and unauthorized taking of University property or the personal property of a member of the University community;
- c. Knowingly taking possession of stolen property;
- d. Misuse of access privileges to University premises or unauthorized entry to or use of buildings, including trespassing;
- e. Misuse or unauthorized use of University or organizational names and images;
- f. Possession of firearms, explosives or other weapons including, but not limited to: BB/pellet guns; slingshots; facsimile weapons; airsoft rifles; sharp-edged instruments, such as hatchets when used as weapons; or dangerous chemicals while on campus without proper authorization;
- g. Violation of the smoking policy (see Section 26);
- h. Violation of the gambling policy (see Section 13);
- i. Violation of local, state, federal or campus fire policies including, but not limited to:
 - Failure to evacuate a University-controlled building during a fire alarm;
 - Improper use of University fire safety equipment;
 - Tampering with or improperly engaging a fire alarm or fire detection/control equipment while on University property;
- j. Unauthorized use of another individual's identification and password;
- k. Violating the UIW Responsible Computing Policy or the UIW Fair Use Policy, found online in its entirety at: <https://my.uiw.edu/ird/policies-procedures/index.html>. Examples of actions which violate these policies include, but are not limited to:
 - Copying or transmitting copyrighted material when not legally authorized to do so;
 - Unauthorized access or transfer to a file or personal or group account;
 - Use of computing facilities to send harassing or abusive messages;
 - Use of computing facilities to interfere with the work of other community members;
 - Use of computing facilities to interfere with normal operation of the University computer system;
 - Anonymous or forged network news articles or email messages;
 - Disk usage over the allotted limit without prior approval.

III. Fairness: UIW students exemplify equitable treatment of all members of the community in their dealings and interactions. Behavior that violates this value includes, but is not limited to:

- a. Abuse or interference of, or failure to comply in, University processes;
- b. Disruption of University operations including obstruction of teaching, research, administration, other University activities, or other authorized non-University activities which occur on campus;
- c. Abuse of the campus conduct system including, but not limited to:
 - Failure to appropriately respond to a letter of notice, or summons letter;
 - Failure to attend meetings scheduled for conduct code administration purposes;
 - Falsification, distortion or misrepresentation of information;
 - Failure to provide, destroying or hiding information during an investigation of an alleged policy violation; Attempting to discourage an individual's proper participation in, or use of, the campus conduct system;
 - Harassment (verbal or physical) and/or intimidation of a member of a campus conduct body prior to, during, and/or following a campus conduct proceeding;
 - Failure to comply with the sanction(s) imposed by the campus conduct system;
 - Influencing, or attempting to influence, another person to commit an abuse of the campus conduct system.

IV. Respect: UIW students show positive regard for each other, for property and for the community. Behavior that violates this value includes, but is not limited to:

- a. Hazing and/or abusive affiliation (See Section 16);
- b. Discrimination, intimidation (i.e. implied threats), or harassment;
- c. Failure to comply with the directives of University officials or law enforcement officers during the performance of their duties and/or failure to identify oneself to these persons when requested to do so;
- d. Bullying, or cyberbullying, which acts to deny, deprive or limit the educational, employment, residential and/or social access, benefits and/or opportunities of any member of the campus community. Such behaviors may include, but are not limited to:
 - creating webpages with a negative focus;
 - posting insults or lewd photos on social networking sites;
 - spreading rumors with malicious intent;
- e. Inappropriate conduct, which is disrespectful, disorderly, disruptive or indecent while on campus or at functions sponsored, or participated in, by the University;
- f. Retaliation against a complainant or witness in a campus conduct complaint;
- g. Sexual misconduct, including but not limited to: sex and/or gender-based discrimination; sex and/or gender-based harassment; sexual assault; discrimination; sexual exploitation; stalking; relationship violence (including domestic and dating violence); and retaliation (see Section 23);
- h. Threatening, or causing, physical harm, verbal abuse or other conduct which threatens or endangers the health or safety of any person;
- i. Unwanted communication including, but not limited to, the violation of a no-contact agreement.

V. Responsibility: UIW students are given, and accept, a high level of accountability as role models. Behavior that violates this value includes, but is not limited to:

- a) Use, possession or distribution of alcoholic beverages except as expressly permitted by law and the University's Alcohol Policy (See Section 9.A.);
- b) Use, possession or distribution of narcotics or other controlled substances or drug paraphernalia, except as expressly permitted by law;
- c) Abuse, misuse, sale, or distribution of prescription or over-the-counter medications;
- d) Intentionally, or recklessly, causing a fire which damages University or personal property or which caused injury to any member of the community;
- e) Intentional failure of any organized group to exercise preventative measures relative to violations of the Student Code of Conduct or other University policies by its members;
- f) Violation of other published University policies or rules;
- g) Violations of local, state or federal laws which affect the interests of the University community whether the violation occurs on or off campus;
- h) Assisting in, inciting or condoning the violation of University policies or local, state or federal laws.

E. Interpretation and Revision

Any question of interpretation of the Student Code of Conduct will be referred to the Director of Student Advocacy and Accountability, whose interpretation is final. The Student Code of Conduct will be reviewed annually under the direction of the Dean of Campus Life.

F. Filing a Complaint

Any member of the University community, visitors or guests may file a complaint against any student for misconduct via the following URL: <https://www.uiw.edu/report>.

Complaints are directed to the Director of Student Advocacy and Accountability (or designee) or to the Director of Title IX, when appropriate. All complaints should be submitted as soon as possible after the behavior occurs; however, the University may pursue a complaint at any point after the behavior occurs, at its discretion.

False Reports

UIW will not tolerate intentional false reporting of incidents. It is a violation of the Student Code of Conduct to make an intentionally false report of any policy violation and it may also violate state criminal statutes and civil defamation laws.

Attempted Violations

In most instances, UIW will treat attempts to commit any of the violations listed in the Student Code of Conduct as if those attempts had been completed.

University as Complainant

UIW reserves the right to initiate a complaint, to serve as Complainant, and to initiate conduct proceedings without a formal complaint by the victim of the alleged misconduct.

Misconduct Online

Students are cautioned that behavior conducted online, such as harassment or bullying via email, can subject them to University action. Students must also be aware that blogs, webpage entries on sites such as Facebook, Instagram, Snapchat, YouTube, Twitter, and other similar online postings are in the public sphere and are not private. These postings can subject a student to allegations of behavioral misconduct violations if evidence of such violations is posted online. The University does not regularly search for this information but may take action if and when such information is brought to the attention of University officials. Please see UIW's social media policy at: www.uiw.edu/technology/policies-procedures/social-mediapolicy/.

Review of Complaints

Once a complaint is received, the Office of Student Advocacy and Accountability may conduct a preliminary investigation into the complaint, which may include contacting relevant parties for additional information. After any preliminary investigation takes place, one of the following options will be selected:

- No Action – The report either does not provide enough information to make a preliminary determination as to a Respondent or provide enough information in order to support an allegation of misconduct. The report may be kept on file for informational purposes.
- Educational Conversation – While the report contains relevant information regarding a potential violation, the Office of Student Advocacy and Accountability may not have jurisdiction to bring formal charges. The Office of Student Advocacy and Accountability will bring in any Respondent to have a discussion about the concerning behavior and what may occur should future reports be brought to the attention of the University.
- Mediation – Based on the information on the report, mediation to resolve the complaint would be preferable to all parties involved instead of the behavioral misconduct process. If this is the case, the complaint will be referred to an appropriate party to begin mediation. All parties must agree to mediation and with any proposed outcome(s). Should mediation fail to come to an agreeable conclusion, the Office of Student Advocacy and Accountability reserves the right to initiate the behavioral misconduct process.
- Initiation of Behavioral Misconduct Process – There is reasonable cause to support an allegation of misconduct under the Student Code of Conduct. Notice will be served to the Respondent as soon as possible to schedule a meeting.

Once a complaint has been received, and a determination has been made to initiate the behavior misconduct process, the applicable allegations will be considered pending until the process is completed and a determination has been made regarding responsibility for those allegations.

G. Behavioral Misconduct Procedures

Should a student be involved in an alleged violation of the Student Code of Conduct, the procedures for the behavioral misconduct process are available on the Student Advocacy and Accountability website, available [here](#).

The Director of Student Advocacy and Accountability may make any necessary modification to procedures that does not materially jeopardize the fairness owed to any party.

H. Acknowledgments

The University of the Incarnate Word Student Code of Conduct is based upon Ed Stoner's Model Code and the Model Code of NCHERM authored by Brett A. Sokolow, Esq. Rights of use have been granted by NCHERM to the University of the Incarnate Word. No other use is permitted without the express permission of NCHERM.

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
DO	Doctor of Osteopathic Medicine
HIPPA	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 Inter-Professional 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
SP	Standardized Patient

Record of Change

For the 2019-2020 Doctor of Osteopathic Medicine Student Handbook

A changelog is used to provide a trail of all approved changes made to the 2019-2020 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
August 2019		Multiple Sections	Office name change from Office of Admissions and Office of Student Affairs to the Office of Admissions and Student Affairs	
January 2020	Student Health	pp. 19-23		January 2020
	Health Professionals Conflict of Interest	p. 24		
	COMAT Subject Exams	pp. 50-51		
	Safe Environment for Patients, Staff, and Students /Safe Osteopathic Clinical Training (new)	pp. 73-78		
	Professionalism Violations (new)	pp. 58-59		
	Learner Attendance	pp. 61-64		
	Children on Campus (new)	p. 77		
	Guest Speakers on Campus (new)	pp. 77-78		
	Classroom Recording (new)	p. 73		
	Program Complaints	pp. 80-81		
July 2020	Merger of DO Student Handbook & Clerkship Handbook			
	Tuition Refunds	p. 18		
	Accident/Injuries/Exposures	p. 23		

	Policy & Guidelines for Evaluation & Promotion (title change)	p. 55		
	Grading	p. 55		
	Student Progress Committee	p. 61		
	Grade Appeal Process	p. 62		
	Comprehensive Examinations – COMSAE Phase I and COMSAE Phase II	p. 63		
	National Board Exams	p. 64		
	COMAT Subject Exams	p. 65		
	Academic Support	p. 66		
	Netiquette Guidelines	p. 97		