Dean’s Welcome

The faculty, administrators and staff of the University of the Incarnate Word School of Osteopathic Medicine (UIWSOM) and I are blessed to have you as a learner in the inaugural class of 2021. 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 learner policies and procedures specific to the School of Osteopathic Medicine. Become familiar with the content 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 of faculty, and administration.

With best wishes for your success here at UIWSOM,

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

The UIWSOM 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 are bound by the core values and behavioral expectations of all University of the Incarnate Word students as outlined in the UIW Student Code of Conduct. The UIWSOM 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 each learner note that it is their responsibility to keep apprised of current graduation requirements by regular consultation with their faculty advisor.

This Handbook may be modified by the University of the Incarnate Word School of Osteopathic Medicine at any time during the academic year. All modifications will be written with approval from the Dean of UIWSOM, the Office of Student Affairs, the Office of Medical and Interprofessional Education, and the UIWSOM Doctor of Osteopathic Medicine Curriculum Committee.

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

Accreditation Status

The University of the Incarnate Word is accredited by the Southern Association of Colleges and Schools Commission on Colleges, 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 has received provisional accreditation from the Commission on Osteopathic College Accreditation (COCA).

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
- 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 Team Secretary of the COCA at the address or email below.

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| Division of Predoctoral Education | Phone: (312) 202-8097 | Fax: (312) 202-8397 | website: predoc@osteopathic.org |

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 University of the Incarnate Word primarily through teaching and scholarship, encompassing research and artistic expression. Inspired by Judeo-Christian values, the Catholic Intellectual Tradition, and Catholic Social Teaching, the University of the Incarnate Word aims to educate men and women who will become concerned and enlightened citizens within the global community.

The University of the Incarnate Word 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 University of the Incarnate Word 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

The mission of the University of the Incarnate Word School of Osteopathic Medicine (UIWSOM) is anchored by 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 medical education (UME/GME/CME). 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
The UIWSOM vision is to transform learning communities in order to impact civic engagement, education, health and health care in the global community.

UIWSOM Values Statements
INTEGRITY UIWSOM aspires to meet 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 Faculty and learners safeguard human and economic resources entrusted to us and to use them in a responsible manner. RESPECT Faculty and learners embrace diversity, treating all people, cultures, and communities with dignity and fairness. SOCIAL ACCOUNTABILITY UIWSOM is 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 Faculty and learners demonstrate empathy and sensitivity in all our interactions with others; respond with genuine concern and desire to alleviate suffering and promote social justice. TRANSFORMATION UIWSOM seeks to transform our learners through community engagement initiatives that provide opportunities for meaningful interactions and dialogue that advances their perspective of social justice in health and illness.

Operating Principles
UIWSOM promotes interprofessional and interdisciplinary work in an educational environment. UIWSOM believes in the transformative power of education as a vehicle to prepare learners to be conscientious global citizens, in service for the common good.

Non-Discrimination Policy
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 University of the Incarnate Word School of Osteopathic Medicine does not engage in discrimination on the basis of sex or gender identity.

Diversity Statement

The University of the Incarnate Word is a Hispanic-Serving Institution under federal guidelines, the largest Catholic university in Texas and the fourth-largest private university in the state. The enrollment reflects the diversity of South Texas, as more than 60 percent of the students are from racial or ethnic minority groups. UIW is ranked No. 1 nationally among faith-based universities in the conferring of bachelor’s degrees to Hispanics by the Hispanic Outlook in Higher Education Magazine, and No. 6 nationally among all private, not-for-profit universities. International students comprise 14% of the student body, and they represent over 70 countries. Seventy-five percent of the students depend upon financial aid. A majority of the students are first-generation college attendees.

UIW School of Osteopathic Medicine Facilities

General Description

The UIW School of Osteopathic Medicine includes four buildings on the UIW Medical Campus at Brooks. These buildings formerly comprised the US Air Force School of Aerospace Medicine. Building 1 includes the UIWSOM administration and faculty offices, two lactation rooms, eight conference rooms, a large multi-purpose classroom, and a Catholic Chapel. An interactive learning studio that seats 170 learners, clinical exam rooms, simulation rooms, instructional and research labs, the osteopathic clinical skills learning room, indoor and outdoor dining space, Interfaith Room and the Office of Student Affairs are located in Building 2. Located in Building 3 are the library learning resources, formal and informal reading rooms, eleven group study rooms, the Student Government office, plus IT Help Desk and Security Office. Building 4 is a 25,000 square foot space that includes the anatomy/structures lab, interactive learning studios, twenty break-out/group study rooms and lockers for the 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.
Use of 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 will facilitate billing for printing. Learners are to provide their own pens, pencils, paper and laptops for taking notes and exams.

Use and Maintenance of Equipment

All learners are required to properly use and maintain equipment in the classrooms, halls, laboratories, lounges, and other spaces within the UIWSOM. Learners are responsible to report any equipment that needs repair to the Office of Student Affairs as soon as possible.

Learning Space/Classroom Recording

All classrooms and breakout rooms in Building 4 are equipped with video cameras which may be used for recording all learning and assessment activities. Regularly scheduled learning activities may be video recorded and/or observed at any time by authorized UIW faculty, staff or guests. Learners are not permitted to audio or video record any learning activities. Recordings may be released to learners at the discretion of the Dean. Videos are strictly prohibited from being duplicated, disseminated or posted unless written permission from the dean has been granted and may only be disseminated for use by UIWSOM learners.

Admissions and Enrollment Requirements

Information for admission to the UIWSOM and application process can be found on the 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 written explanation of any felony offense or disciplinary action taken against them prior to matriculation in 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 Student Affairs as to the nature of the conviction. Failure to disclose prior or new offenses can lead to rescinding the offer of admission, disciplinary action, or dismissal.

All osteopathic medical students are required to meet the essential functions and requirements throughout enrollment as described in the Technical Standards section of this Student Handbook. Learners who have or develop a health condition that affect their ability to meet the technical standards will be expected to seek and continue treatment under the care of a physician in order to meet the technical standards. The DO Student Progress Committee reviews each of these to determine status of their continued enrollment.

Should the learner have or develop a condition or disability that would pose any health or safety risk to patients, self, or others and cannot be easily managed with a reasonable accommodation,
the learner may be placed on a mandated leave of absence or be dismissed from the UIWSOM at the discretion of the Dean.

Essential Functions of Osteopathic Medical Students

Successful participation in and completion of the UIWSOM Doctor of Osteopathic Medicine program includes the ability to perform essential cognitive, affective, communication, and psychomotor functions critical to the delivery of high-quality, ethical healthcare services. These functions are expected to be continuously demonstrated continuously by all learners, with reasonable accommodation as necessary. Prior to matriculating in the DO program, learners are required to confirm their ability to meet all of these essential functions. Learners are responsible for providing a written accommodation of any disability, along with the evidence for the need of accommodation. Requests for accommodations will be considered by the Associate Dean for Student Affairs in collaboration with the UIW Office of Student Disability Services.

Essential Requirements for Osteopathic Medical Education

UIWSOM recognizes that the DO degree necessitates the attainment of the required level of knowledge, skills, and attitudes in all fields of medicine needed to care for patients. Osteopathic medical students must assimilate knowledge, gain skills, and develop judgment through experiential learning in order to prepare for independent and appropriate practice decision-making. In addition, the practice of medicine requires collaboration among and cooperation with patients and their families, physicians, and other health care professionals.

UIWSOM selects learners based on identified requirements and essential functions for admission, retention, promotion and graduation. With the goal of graduating competent and caring people who can practice patient-centered, safe and effective medical care, the following technical standards have been developed to reflect the crucial association of medical education to the practice of medicine.

Technical Standards

The Technical Standards encompass a spectrum of physical and mental activities and skills (cognitive, behavioral and physical abilities) that all candidates and learners must possess with or without reasonable accommodation for performing on practice partners such as standardized patients or classmates as well as patients in a clinical setting. These essential abilities cannot be compromised without fundamentally threatening a patient’s safety and well-being, UIWSOM educational mission and the osteopathic professional social contract. Candidates and learners must also be able to perform these abilities and skills in a reasonably independent manner. Activities and skills include the following categories: 1) sensory (visual, hearing, tactile, olfactory); 2) motor; 3) intellectual; 4) communication; 5) behavioral and social.

Sensory

Visual: Candidates and learners must have sufficient visual capabilities for the purposes of observation. Observation includes the ability to visualize educational demonstrations and laboratory activities related to applied biomedical science and clinical activities. This includes
but is not limited to the ability to observe a peer partner and patient at varying distances, being able to interpret diagnostic reports such as electrocardiograms and diagnostic imaging, and perform tasks in a setting which may have visual distractions, such as crowds. Observation includes non-verbal communication and is enhanced by the functional use of the sense of smell.

**Hearing:** Candidates and learners must have sufficient auditory ability to monitor and assess peer partners and patients for the purposes of acquiring necessary health information and working as a team in educational and health care settings. This includes skills such as auscultation, listening to monitors, and responding to verbal calls for assistance in urgent health care situations. Candidates are expected to be able to perform skills where there is background noise.

**Tactile:** Candidates and learners must have sufficient tactile sensory and proprioceptive abilities for the purposes of both gathering data in physical examinations and for practicing and performing medical procedures safely. This includes clinical skills such as palpation and percussion.

**Motor Skills**
Candidates and learners should have motor function to coordinate both gross and fine motor movements, maintain equilibrium, and have functional use of the senses of touch, hearing and vision in an educational and clinical setting. This includes sufficient postural control and eye-hand coordination to perform clinical skills and tasks. Candidates and learners should be able to execute motor movements reasonably required to provide general and emergency care to patients. This includes being able to safely and independently lift 20 pounds and work with a health care team in lifting or positioning patients. Other activities which require sufficient motor activities include, but are not limited to: cardiopulmonary resuscitation, administration of intravenous medication, the application of pressure to stop bleeding, the opening of obstructed airways, the suturing of wounds, the performance of obstetrical maneuvers and performance of osteopathic manipulative techniques. Such actions require coordination of both gross and fine muscular movements, equilibrium and functional use of the senses of touch and vision.

**Intellectual**
Candidates and learners must be able to conceptualize, integrate and qualitatively analyze information derived empirically and rationally. This includes abilities to reason, calculate, analyze, measure and synthesize information in a variety of settings, including those which may be urgent with increased transient stress and distractions. Candidates and learners must demonstrate ability to comprehend three-dimensional relationships, and to understand spatial relationships, including anatomical structures.

**Communication**
Candidates and learners should be able to communicate effectively, efficiently and in a sensitive manner both verbally and non-verbally in order to interact with all members in both educational and clinical settings. Verbal communication includes speaking, reading and writing. English is the primary language used for all educational activities, including educational and clinical settings and candidates and learners must be able to communicate verbally, in writing, and by reading in English. Non-verbal communication includes those perceived behaviors, movements, postures and other physical characteristics which are interpreted as well as performed by the candidate and learner.
In addition, written, dictated, or electronic medical record entries of patient assessments, treatment plans, and prescriptions, must be timely, complete and accurate. Ability to interact with, utilize and navigate an electronic medical record is an essential means of communicating. Proper communication also depends upon learners recognizing that they may lack the necessary knowledge or skills needed to manage a particular patient situation, and making the correct judgment to seek out help and supervision in a timely and ethical manner.

**Behavioral and Social**
Candidates and learners must possess the emotional health required for full utilization of their intellectual abilities which include the exercise of good judgment, prompt completion of all educational and clinical responsibilities, and the development of mature, sensitive and effective professional relationships with patients. Candidates and learners must be able to tolerate mentally and physically taxing workloads and adapt to changing environments, display flexibility and learn to function in the face of uncertainties inherent in the clinical problems of many patients. The learner must possess particular qualities including compassion, empathy, altruism, integrity, responsibility, sensitivity to diversity and inclusion, tolerance, interest and motivation; and understand and apply appropriate standards of medical ethics. The learner must uphold proper professional boundaries within all settings, including where the learner is interacting with patients and their families; interdisciplinary teams, faculty, staff, residents, peers, and other healthcare professionals. The learner must also have the ability to function as a member of the interprofessional healthcare team, regardless of the specialty, and to participate in various community based learning and service activities. All candidates and learners must be law abiding citizens and without felony convictions.

All candidates must meet health and technical standards to be admitted to, participate in and graduate from the medical education programs of UIWSOM. Because the DO degree signifies that the holder is a physician prepared for entry into diverse postgraduate training programs, UIWSOM graduates must have the knowledge and skills required to function in a broad variety of clinical situations and must be prepared to provide a wide spectrum of patient care. A candidate for the DO degree must have abilities and skills in the areas described above and meet the standards described as an obligation to patients and society. Reasonable accommodations will be made as required by law; however, the candidate/learner must be able to meet all technical standards with or without reasonable accommodation. Please refer to the [Student Disability Services](#) website for more information on requesting an accommodation. The use of a trained intermediary or using someone else’s power for selection, judgement or observation is not a permissible accommodation for the UIWSOM. Enrolled learners who are unable to meet these standards may be asked to appear before the DO Student Progress Committee and may be subject to dismissal.

**UIWSOM Curriculum Overview**

**UIWSOM Guiding Principles for Curricular Design**
The UIWSOM Doctor of Osteopathic Medicine curriculum reflects the mission and vision of the UIW learning community. It is designed to educate physicians who are technically proficient, caring, compassionate and functional within the health care delivery systems of the 21st century.
The curriculum is a learner-centered, competency-based, community engagement model of education that is designed to identify and serve the health care needs of the local and regional communities. Biomedical, social, behavioral and clinical content are integrated with osteopathic principles and practices and delivered in phases over four years, with each phase building upon the previous. Community engagement, scholarly activity and teaching requirements for osteopathic medical students provide educational opportunities for professional identity formation. Foundational to the curriculum is a longitudinal emphasis on social justice and social accountability that aligns with the UIW mission and values.

Education is not simply a delivery system for knowledge. Education is a transformative process for each individual. The following diagram illustrates the UIWSOM guiding principles for learner-centered curriculum.

**Guiding Principles for Curriculum Design**

- **Reflect**: our 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.
- **Exhibit**: osteopathic principles and practices in patient care and across the spectrum of medical education.

**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 UIW SOM, 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 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 caring 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.
  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, 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 positive, professional, and productive relationships with patients, the patients’ families, and other members of 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 level across all interactions and communications.
  4. Employ shared decision-making techniques when communicating with patients, families and allied healthcare providers.
5. Effectively 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, etc. 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.
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 them their art.
8. Recognize signs and symptoms of physician impairment, 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.
7. Apply principles of evidence-based, cost-conscious and cost-effective health care to optimize patient outcomes.
8. Delineate those components of the health care system that create barriers to access and lead to disparities in health care provision.
9. Describe the role of medical jurisprudence (with a focus on industry relationships) as it relates to conflicts of interest in the health care system.
10. 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.
5. Identify, explain and integrate determinants of health (social, political, cultural, environmental, biology, etc.) in the practice of osteopathic medicine at the levels of the individual patient, family, community and society.
6. Examine and integrate principles of civic engagement, ethical leadership and global social responsibility in the practice of osteopathic medicine in clinical and community settings.
7. Assesses and address the factors influencing the use of health services.
8. Evaluate how the health care system relates to Medicare, Medicaid, insurance, and community health centers and the osteopathic physician’s role as health advocate.
9. Examine and influence health policy-making efforts at the local and national levels.
10. Identify, explain and apply the osteopathic physician’s role as 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 affective 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 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 the healthcare.

UIWSOM Curriculum Oversight

The Doctor of Osteopathic Medicine Curriculum Committee (DOCC) is the decision-making authority for the UIWSOM osteopathic medical curriculum. It provides leadership in all matters of curriculum and coordinates with subcommittees, unit teams, and individual faculty members and learners in the design, development, and evaluation of a contemporary and transformational curriculum. DOCC conducts ongoing review, assessment and revision of the UIWSOM competencies, goals and objectives.

UIWSOM Curriculum Model

Osteopathic medical students are engaged in interactive small and large group case-based learning activities and early clinical experiences during their first two phases of medical school. These early clinical experiences serve to contextualize and reinforce classroom learning and support the early exposure to and development of clinical diagnostic reasoning skills. At the end of each unit, learners have a week long focus on assessment, reflection and remediation if needed. In phases three and four, clinical clerkships occur in urban and rural communities and consist of inpatient and outpatient experiences. In this learner-centered curriculum, osteopathic medical students are expected to take responsibility for their own learning and contribute to the learning of their classmates. As such, there are structured educational opportunities for self-directed learning and peer teaching across the curriculum.

Orientation

Orientation and Week 1 of EMT and Essentials

Orientation and the first week of the DO program begins the process of transforming learners into self-directed and committed life-long learners as osteopathic medical professionals. Professional identity formation as an osteopathic physician starts with the orientation to the UIWSOM mission, curriculum, and resources. The learners are introduced to the system of education they will experience over the course of the first two phases: one that utilizes effective medical education philosophies and methodologies. Using case-based learning and small groups, learners analyze cognitive and metacognitive approaches to curriculum content and professional identity formation. These cases emphasize wellness, awareness, and the act of learning. The analysis of these topics is utilized to assess learner readiness and preparedness for the integrated, case-based curriculum model.

Phase I

EMT and Essentials

This nine-week unit introduces the learner to the fundamentals of becoming an osteopathic physician by integrating a robust Emergency Medical Technician-Basic (EMT-B) curriculum with the foundations of biomedical sciences, clinical applications, and professional identity formation. Crisis Intervention Training (CIT) provides learners with stress management strategies and coping skills. Using case-based learning, topics from anatomy, physiology, pharmacology, clinical analysis, metabolism, immunology and osteopathic manipulative medicine are explored in the context of acute and emergent health conditions. Learners develop life-long learning habits by engaging in self-exploration and self-assessment activities. The spiritual, psychosocial, economic, and technical dimensions of patient care, health care teams, and health care delivery are addressed. This unit includes national EMT-B certification.
Musculoskeletal System, Touch and Personhood
This six-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 learners in the art of clinical examination, diagnosis and treatment. Using case-based learning in small groups, learners 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 strategies that are important to a high quality of life. In early patient simulations, learners gather patient histories and conduct physical examinations of these systems.

Molecules, Cells, and Cancer
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. Professional identity formation 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. Trends and ethical issues of biomedical research and integrative medicine will be evaluated for application in clinical practice.

Host, Defense and Communication
This eight-week unit focuses on an understanding of and responses to infectious and immune-mediated syndromes. The professional identity component 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. It is important for learners 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.

Gastrointestinal, Nutrition and Appetite
The intake of nutrients, water, vitamins and minerals through food and the processing of food for assimilation into the body are essential for sustaining life. This six-week 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. 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.
Phase II

Circulation, Respiratory and Regulation
This 12-week unit challenges learners to explore the cardiovascular, pulmonary, and renal systems through the integration and application of biomedical sciences and osteopathic clinical skills. Each learner’s professional identity formation as an osteopathic physician continues with emphasis on awareness of the personal psychosocial, community impact, and roles of the health care team in the prevention, treatment, and management of both these acute and chronic diseases. The osteopathic holistic approach and the recognition of the interdependence of structure and function of the dynamic cardiovascular, pulmonary and renal systems is emphasized as learners engage in the art of developing osteopathic clinical skills such as history gathering, examination, diagnosis, and treatment. Using case-based learning in small groups, learners will analyze the underlying pathophysiologic and microbiologic processes, and the intervention and management of cardiovascular, pulmonary, and renal diseases and disorders. In addition, the unit will focus on health promotion and disease prevention that are important to a high quality of life. In early patient simulations, students gather patient history and conduct physical examinations of these systems.

Endocrinology, Reproduction and Respect
This six-week unit explores the endocrine and reproductive systems through the integration and application of biomedical sciences and osteopathic clinical skills. The unit will utilize the holistic osteopathic approach and the recognition of the interdependence of structure and function to engage students in the art and science of clinical examination, diagnosis, and treatment. Using case-based learning in small and large groups, the learner will 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. This unit will investigate the roles of the endocrine system in regulating anabolic and catabolic processes in health and disease. Moreover, this unit will explore the impact of emotions and the brain on hormone production and function. The dynamic relationship of the endocrine system and reproductive health will be revealed through the study of the life phases of 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 will be examined as will ethical decisions-making regarding reproduction and sexual health issues. Learners will continue to develop their professional identity as compassionate osteopathic physicians through a new focus on 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 will also be integrated into this unit.

Mind. Brain and Behavior
This eight-week unit integrates basic neuroanatomy and neurophysiology with the clinical disciplines of neurology, psychiatry, pathology and pharmacology. The unit provides learners with the conceptual framework necessary to recognize common neurological and mental health conditions and issues.
Capstone
This two-week practicum focuses on Spirituality and Mental Health and Wellness in Health Care Delivery.

Spirituality: This week-long session focuses on the application of tenets of spirituality in partnering with patients, families and communities to optimize their health. Through interactive, focused activities and discussions, learners will explore the different contexts of spirituality, analyze how spirituality intersects with osteopathic values in contributing to the care of whole human beings, and reflect upon the impact spirituality has in contributing to the overall health and well-being of patients and communities.

Mental Health and Wellness: This week-long session builds upon the learners’ foundational Crisis Intervention Training (CIT) through focused applications/activities. These activities/applications combine community-based interprofessional team members (e.g. peace officers, chaplains, and suicide prevention experts) with community resources (e.g. Child and Adult Protective Services, addiction rehabilitation services, and domestic violence centers) into a comprehensive, immersive learning experience that highlights the role of mental health and wellness across the spectrum of care.

Board Preparation- COMLEX-USA Level I
Following the completion of the Phase II Assessment week, learners participate in a one-week COMLEX-USA preparation course that reviews and reinforces the basic science, clinical science, and osteopathic principles assessed on the Level 1 exam. Learners utilize the Osmosis board preparation course which offers a library of open educational resources including images, videos, and OMM practice questions. Learners must pass COMLEX-USA Level 1 at the end of Phase II in order to progress onto Phase III (i.e. begin clinical clerkships). It is highly recommended that learners schedule their exams with this requirement in mind, as learners will not be allowed to graduate until a passing grade on the Level 1 exam has been documented by NBOME.

Transition to Clerkships
Transition to Clerkships is a one-week intensive learning experience occurring immediately before the beginning of Phase III. It is designed to define, rehearse and reinforce the roles and responsibilities that accompany the advanced clinical experiences of Phases III & IV.

Phase III
In Phase III, learners are assigned to a clinical institution for specialty-based education. As they build upon their previous clinical experiences in Phases I and II, learners take a more active role in evaluation and management of patients under the supervision of the institution’s clinical faculty physicians as well as UIWSOM faculty. Please refer to the UIWSOM Clerkship Handbook for further information on clinical rotation specifics.

Clinical Clerkship Assignments
Learners are required to participate in each six-week core rotation (except for Emergency Medicine which is four weeks) in hospitals, private offices, and clinics within Texas where UIWSOM has established formal affiliation agreements. Some of the learners will be assigned to core rotations that may provide a longitudinal experience of all core educational experiences at a
single site and will be assigned through a lottery system. Assignments are made six months prior to the start of the first rotation to provide learners rotating outside of San Antonio the opportunity to arrange housing if necessary. Learners may neither attend nor receive credit for a rotation that has not been approved by the Associate Dean for Clinical Affairs. After learners receive their assignments, the Associate Dean for Clinical Affairs and Associate Dean for Student Affairs will communicate with each clinical site identifying the learners who will rotate through each service and the dates that each learner will be at the site. This communication includes learner and rotation specific information for the preceptors and staff.

Clerkship Schedule/Hours
UIWSOM does not set a specific schedule for its clinical campuses. 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. For guidance purposes only, as per national guidelines, the following may be considered:

- A typical work day should be considered to be 12-hours in duration.
- A typical work week should be considered to be a maximum of 80 hours in duration.
- The maximum duration on-duty should be no longer than 36 hours followed by a minimum of 12-hours off-duty.
- Two out of every 14 days should be provided as a weekend break.

Osteopathic Longitudinal Integrated Clerkship
This experience reinforces skills and concepts related to the practices and philosophy of osteopathic medicine. It reviews, enhances and deepens the learner’s understanding of osteopathic medicine through integration and application in a clinical setting. This clerkship spans all of Phase III as well as the Emergency Medicine clerkship in Phase IV.

Family Medicine
This six-week clerkship 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. Patient care skills, cognitive structures and knowledge necessary for all osteopathic medical students, regardless of their ultimate career choice, are essential in this clerkship. Continuity of care to patients and their families is emphasized. Learners 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. Osteopathic medical students learn to identify and address the impact of patients’ socioeconomic, and biopsychosocial issues to their health. Learners are also encouraged to integrate and apply osteopathic principles and practices to the management of family medicine patients.

General Surgery
This six-week clerkship is designed to provide learners the opportunity to acquire 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. This rotation provides
an overview of the surgical practice of medicine and is not intended to develop learners into surgeons. Learners participate in preoperative evaluation, surgical assistance, and post-operative management and care. Indications for surgical procedures, sterile techniques and operating room protocols, and surgical complications (both intra- and post-operative) are emphasized. Learners gain experience in both general surgery and surgical subspecialties. Learners are also encouraged to integrate and apply osteopathic principles and practices to the management of surgical patients.

**General Internal Medicine**
This six-week clerkship 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 learners to interact with adult patients who have a variety of both acute and chronic conditions. 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 learners to integrate history, physical examination, with real-time monitoring, detection and treatment of diseases. Learners gain experience with diverse patient populations manifesting pathologies in the following major organ systems: cardiovascular, gastrointestinal, pulmonary, endocrine, hematology/oncology, infectious diseases, rheumatology/immunology, neurological and renal. Learners are also encouraged to integrate and apply osteopathic principles and practices to the management of ambulatory medicine patients.

**Pediatrics**
This six-week clerkship is designed to provide experiential learning in the field of pediatric medicine. Through a combination of ambulatory and inpatient experiences, this clerkship provides a broad exposure to many aspects of pediatric care, both well and sick. Learners hone their skills with routine examination and screenings of the newborn through 18 years, and management of illnesses and conditions (both acute and chronic). Special emphasis will be placed on anticipatory guidance, vaccinations, and accident prevention. Learners appreciate the important doctoring skills that are relevant to one of the most vulnerable populations of patients - - those under 18 years of age.

**Psychiatry/Behavioral Medicine**
This six-week clerkship is designed to provide experiential learning in psychiatry and behavioral medicine. This clerkship, situated in both inpatient and ambulatory settings provides a broad connection to child, adolescent, and adult mental illnesses with an emphasis on the role of psychiatry in primary care. Learners gain experience in the indications for major psychopharmacological agents, psychological interventions, DSM-V classifications and substance abuse management - all within abroad biopsychosocial framework. Learners are carefully taught how to care for individuals with mental illness from assessment to treatment with appropriate sensitivity to this vulnerable and often marginalized patient population.

**Women’s Health**
This six-week clerkship provides a broad exposure to the spectrum of women’s health, childbirth and disease. Learners participate in clinical experiences to develop skills needed to conduct gynecological exams, manage normal and high-risk pregnancies, participate in labor/delivery
procedures, and provide postpartum care. Because obstetrics and gynecology are part of both primary and specialty care, learners begin to discriminate which elements of care are delegated to the primary care or specialty care physicians. This clerkship provides a format for learning many of the techniques and procedures inherent to the care of women and familiarity with the diagnosis and management of common problems and complications of female patients. Gynecologic surgery, outpatient management of sexually-transmitted diseases and the legal aspects of the discipline are also important concepts and skills in OB/GYN rotations.

**Medically Underserved**
This six-week clerkship 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, will be developed during this rotation. Exposure to the needs of communities served by urban and rural underserved clinical practices help learners better understand the needs of marginalized populations as a whole. Through this understanding, learners can better identify the social, economic, cultural, linguistic aspects related to health, disease, disease prevention and health care. This rotation requirement may also be met by a correctional medicine or military medicine rotation.

**Hospital Medicine**
This six-week rotation is designed to provide learners with immersion of in-patient critical care and/or hospitalist care. 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 the patient care and give responsibility commensurate with their ability. Learners are supervised and taught by faculty attending physicians. At some sites, learners may also work with interns and residents. 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.

**Emergency Medicine**
This four-week experience is designed to provide experiential learning in emergency medicine. Emergency medicine clerkships provide broad exposure to a wide variety of patient care skills, cognitive structures and knowledge because of the scope of care provided. Because emergency medicine is a crucial component of the infrastructure of the US health care delivery system, exposure to it is a vital part of the training of an osteopathic physician. The Osteopathic Longitudinal Integrated Clerkship continues during this rotation.

**Board Preparation- COMLEX-USA Level II**
Similar to the longitudinal board preparation throughout Phases I and II, learners participate in an ongoing board preparation course that entails review and reinforcement of clinical and osteopathic principles germane to COMLEX-USA Level 2 content. Learners must have a registered passing score documented by the NBOME of both COMLEX-USA Level 2-CE and PE in order to graduate from the UIWSOM.
Phase IV
Phase IV consists of ten rotations (four weeks each), continued board preparation, and successful completion of COMLEX-USA Level 2-CE and PE, as well as a Readiness for Residency unit. Refer to UIWSOM Clerkship Handbook for further information on clinical rotation specifics.

Selectives
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 selectives. These can include sub-internships and residency audition rotations. Selectives are required but the location is selected by the learner.

Electives
Five electives (four weeks each) are required. Electives can be chosen in any location from sub-internships and residency auditions, as well as one or more of the following rotations: research/scholarly activity, healthcare administration, health policy, public health, global health, anatomy, and OPP/OMT.

Readiness for Residency
This three-week session, occurring just prior to graduation, 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.

Academic Calendar
The UIWSOM Academic Calendar will be available to learners, staff and faculty by spring each year. The UIWSOM Academic Calendar is available online.

UIWSOM DO Degree Program Policies

Oral and Written Communication

UIWSOM Absences
Learners are expected to attend, be punctual, and participate in educational activities throughout the four-year curriculum. Attendance may be monitored in any learning activity except large group sessions. Attendance and participation are required components of the interactive curriculum and, therefore, are considered professional responsibilities.
Student health and wellness is a priority at UIWSOM, and learners are encouraged whenever possible to schedule routine health-related activities outside of curricular time or during self-directed learning time. However, if a learner must attend to his or her health during a scheduled learning activity, it must be reported to the Associate Dean for Student Affairs.

A learner who fails to report an absence, or has two absences in a single unit, or has three absences in one academic year must meet with the Associate Dean for Student Affairs to discuss expectations of attendance and punctuality.

After four recorded absences in an academic year, the Associate Dean for Student Affairs will conduct a review and may impose consequences or refer the learner to the Student Conduct Review Council or the DO Student Progress Committee for further review. Consequences for unprofessional behavior may include sanctions up to and including expulsion.

Learners are responsible for any content covered in any missed session. Missed learning activities may be rescheduled at the discretion of the unit director. If a missed session cannot be rescheduled or completed, the absence may affect their performance evaluation in the unit.

**Procedure for Learners Reporting Absences in Phases I and II**
Every absence outside of large group sessions must be reported via email to the Associate Dean for Student Affairs in advance of the scheduled learning activity. In the case of an absence due to an emergency, the absence must be reported as soon as possible after the onset of the emergent event.

**Absence from a Formative or Summative Exam**
Learners are responsible for the work they have missed and must contact the Unit Director. Arrangements for a make-up exam will be scheduled through the Office of Student Affairs in conjunction with Unit and Phase Directors. The UIWSOM recognizes that examinations are stressful and generalized anxiety/stress/nervousness does not qualify as a medical excuse to miss an exam. Only a diagnosis according to the Diagnostic and Statistical Manual of Mental Disorders by a licensed physician will be accepted.

**Absence for Religious Observances**
The University of the Incarnate Word welcomes persons of diverse backgrounds and is therefore committed to providing reasonable accommodations for students wanting to attend religious observances even though they may conflict with university class meetings, assignments, or examinations. This policy is intended to ensure that both faculty and students are fully aware of their rights and responsibilities in the accommodation of students' religious observances. Learners must inform the Associate Dean for Student Affairs at least two weeks before the religions holy days or religious activities.

**Leave of Absence**
A requested absence of a week or longer from UIWSOM is considered a leave of absence (LOA) and must be reviewed by the Associate Dean for Student Affairs. A request for an LOA must be submitted in writing including the reasons, date of leave and expected date of return to the
Associate Dean for Student Affairs. Request for reentry following an LOA greater than two weeks will require consideration and approval from the DO Student Progress Committee. An LOA greater than three months may result in a learner becoming inactive and may require application for readmission. Learners who have been granted an extended LOA may not receive financial aid during the official leave depending upon the length.

Withdrawal
Students who find it necessary to leave the University must contact the Office of Student Affairs to obtain required forms and proceed through the formal withdrawal process. The student must obtain the Dean’s signature before the withdrawal is considered official. Students who withdraw from units before the final date for withdrawing (see the academic calendar for deadlines) shall receive a grade of W. Students who withdraw after the University approved published withdrawal date and financial aid deadlines are responsible for repayment of financial aid awards, tuition and fees. Students are advised to meet with officers from the UIW Office of Financial Assistance and Business Office to discuss financial responsibilities. Students who fail to follow the proper withdrawal procedure will receive an F in all units. Informal notice to an instructor does not cancel registration or the student’s financial obligation to the Office of Financial Assistance or Business Office.

Auditing
Auditing a unit or any part of a unit in Phases I or II does not lend itself to the UIWSOM curriculum. Each learner’s request to audit will be reviewed by the DO Student Progress Committee on a case by case basis.

Transcripts
Learners may obtain a transcript of academic records from the UIW Office of the Registrar by completing the online Transcript Request Form http://www.uiw.edu/registrar/transcriptrequest.html. The University reserves the right to withhold transcripts for those learners who have not met all conditions for admission or who have outstanding financial obligations.

The normal turn-around time for responding to transcript requests is three-to-five business days. However, during peak periods, response to transcript requests may take longer. There is no charge for the transcript; however, a same-day-service fee may be applied. Same-day-service is not available during peak periods.

The University will not provide copies of transcripts or test scores received from other institutions. Learners should apply to the original institution for official copies of that work. Official documents submitted to the UIW become the property of the University and cannot be returned.

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 will not be 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.

**Evaluation**

**Program Evaluations**
Continuous improvement of the osteopathic medical education curriculum requires that the SOM learners complete a unit and clerkship curriculum evaluations including faculty evaluations. Failure to complete the evaluations will result in a grade of “Subject to Remediation” until the evaluations are completed. Professional and constructive feedback is expected in order to improve the program.

**Evaluation of Clinical Facility and Community Training Site**
At the end of each educational experience, learners are required to complete a site evaluation. The evaluation will include information about the learning environment, accommodations, and training opportunities at the site. Professional and constructive feedback in a professional manner is requested from the learner for the supervising physician or site facilitator. The information is also available for future learners wishing to rotate at any particular site.

**Learner Evaluations**
At the end of each clinical clerkship, the designated supervising physician completes an evaluation on the osteopathic medical student’s performance as it relates to knowledge, skills, and performance. These assessments cover the UIWSOM core competencies. The final grade of Honors, Pass or Fail is given by the Clerkship Director based on the criteria listed in the Clerkship Handbook.

**Assessment and Promotion**

**Grading Policy**
Grading for Phases I and II is Pass (P), Subject to Remediation (SR), Pass with Remediation (PR), or Fail (F). Grading for Phases III and IV is Honors (H), Pass (P), Subject to Remediation (SR), Pass with Remediation (PR) or Fail (F). The overall grading rubric for each specific unit/ clerkship/elective is outlined in its corresponding syllabus and learners are required to complete all components to pass and be eligible to advance in the curriculum.

In addition, learners are required to complete and pass competency-based examinations and other assessments at the conclusion of Phases I and II. Learners must achieve a passing grade/score for all units and phases in order to be eligible to advance in the curriculum. At the end of Phase II, learners must also successfully complete the requirements of the Capstone experiences and board review preparation activities.

Professionalism is a component of all educational activities in the osteopathic medical student’s curriculum. A learner must resolve all components of professionalism issues within a unit/ clerkship/elective in order to be eligible to advance in the curriculum.

Learners who fail any unit of a phase are required to appear before the DO Student Progress Committee. In the case of remediation, a grade of SR will be recorded for the
unit/clerkship/elective until the learner has successfully completed a remediation plan. If the learner fails the remedial work, a final grade of F will be recorded on the student’s transcript and the learner will again be referred to the DO Student Progress Committee before continuing in the UIWSOM Program. If the learner passes the unit, a grade of PR will be recorded on the transcript.

For Phases III and IV, UIWSOM utilizes passing scores/thresholds for norm-referenced competency-based exams as determined by the national testing centers.

Examination Policy
Learners are required to take scheduled examinations in accordance with the unit syllabi and will not be permitted to take an examination prior to the scheduled date and time. Examinations will be administered to all learners in the same modality. Learners will not be able to take exams via e-mail or any other remote arrangement unless the examination has been delivered to the entire class in that same modality unless otherwise approved by the Dean.

All exams will be administered under the following protocol:
- Books, backpacks and all electronic devices including cell phones and smart watches with ability to connect to external devices will be left at the front of the room or in lockers
- Hats are not permitted
- Learners must be escorted to the bathroom by a proctor
- Learners are required to take exams on the dates published in the syllabus
- Learners may be permitted to take summative exam on a date later than the one published in the academic calendar in the event of an absence; the learner is responsible for scheduling a make-up exam through the Office of Student Affairs and with the Unit and Phase Directors
- In no case will a learner be allowed to take a summative exam before the date published in the unit syllabus.
- Learners who fail to take summative exam for any non-approved reason will receive an SR.

COMAT Subject Exam Failures

Each learner in a required clerkship during Phase III is assessed through the Comprehensive Osteopathic Medical Achievement Test (COMAT) Subject Exam developed by NBOME. A learner who fails a single COMAT Subject Exam will meet with Phase III and IV Director(s) as well as the Clerkship Director to discuss remediation. The learner will then be required to retake the examination at the end of the next rotation. If the learner fails the COMAT three times in the same subject area, the learner will receive a failing grade for that rotation. The learner will not receive an Honors designation even with a high score on the repeated attempt.

Promotion
The DO Student Progress Committee monitors the progress of osteopathic medical students throughout their undergraduate medical education experience. Remediation guidelines are set by
the DOCC. However, the DO Student Progress Committee makes recommendations to the Assistant Dean for Medical and Interprofessional Education for remediation and progression after a thorough review of the entirety of the learner’s academic and professional performance. All SR or F grades must be resolved before a learner may advance to the next phase of the curriculum and/or graduate. All unresolved professionalism issues and/or academic sanctions must also be resolved. Only learners who are in good academic standing will be permitted to participate in commencement activities or graduation exercises.

Learners at academic risk will be referred to the Director of Student Success for academic support.

Assessment and Remediation Policy
Phases I and II
A variety of formative and summative assessments are given to ensure learners are succeeding in the curriculum. Formative assessments are given at any time throughout the unit and include feedback. Summative assessments are given at the end of each unit. Learners will receive either a Pass (P), Subject to Remediation (SR), Pass with Remediation (PR) or Fail (F) for each unit. See unit syllabi for more details.

Phases III and IV
Formative assessments are given at any time throughout each rotation and includes feedback. Summative assessments are given at the end of each rotation and during assessment periods. Learners will receive either a Honors (H), Pass (P), Subject to Remediation (SR), Pass with Remediation (PR), or Fail (F) for each unit. See Clinical Clerkship Handbook for more details.

Repeated Units
A learner may be required to repeat a unit in which a failing grade is received at the recommendation of the DO Student Progress Committee and Assistant Dean for Medical and Interprofessional Education. Learners who are allowed to repeat the unit must do so at its next scheduled offering in the UIWSOM. When a unit is repeated, the minimum passing grade replaces the original failing grade but may have a grade designation of Pass with Remediation on the transcript.

Use of Electronic Devices
Appropriate use of electronic devices can enhance teaching and learning. However, inappropriate use of technology in the classroom can be disruptive to the learning environment. For detailed guidelines, refer to Unit Syllabi and Clinical Clerkship Handbook. Behavior that interrupts either the instructor’s ability to teach or a learner’s ability to learn is prohibited.

COMLEX-USA Exams
The COMLEX-USA program, administered by the National Board of Osteopathic Medical Examiners (NBOME), is an examination sequence with three levels. The progressive nature of the COMLEX-USA examination ensures the consistency and continuity of the measurement objectives of the osteopathic medical licensing examinations.
All osteopathic medical students are required to take and pass COMLEX-USA Level I prior to entering Phase III. Osteopathic medical students must take and pass Level 2- CE and Level 2-PE prior to graduation. Once approved by the Dean to take the examination, 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 the COMLEX-USA exams. UIWSOM does not pay for the COMLEX-USA exams.

Any learner that fails the COMLEX-USA level exam (either 1, 2-CE, or 2-PE) three times will be dismissed from the UIWSOM.

**COMLEX- USA Level 1 Timetable**
Learners must take COMLEX-USA Level 1 before the first rotation of Phase III starts in June. A learner who fails Level 1 is referred to the DO Student Progress Committee. A learner may be required to withdraw from rotations until a passing grade is received. Learners who fail COMLEX-USA Level I a second time will be placed on a leave of absence until they pass the exam.

**COMLEX-USA Level 2-CE and Level 2-PE Timetable**
Learners must pass the COMLEX-USA Level 2-CE and Level 2-PE in order to graduate. Passing scores must be documented no later than May 1 of the graduating year. Initial attempts at Level 2-CE and Level 2-PE exams must be taken by approved UIWSOM dates. Learners who fail to do so will not be allowed to participate further in clinical rotations until these exams are taken. Failure to document a passing score by May 1 preceding graduation will result in a delay in graduation.

**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 application for postgraduate training, the Dean’s office 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.

**Satisfactory Academic Progress Policy**
The Higher Education Amendment of 1965, as amended, mandates institutions of higher education to establish minimum standards of “Satisfactory Academic Progress” for students receiving financial aid. UIW makes its 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 Satisfactory Academic Progress (SAP), students must meet all of the following standards:
Academic Standards
A learner is considered to be making satisfactory academic progress if the grade received for each unit, rotation, elective/selective is a pass grade (P) or honors (H). Grades reflecting subject to remediation (SR) must be resolved prior to progression to the next phase. The overall grading rubric for specific unit/clerkship/selective is outlined in its corresponding syllabus and learners are required to complete all components to pass and be eligible to advance in the curriculum. This policy applies to all learners regardless of whether or not they receive Title IV funding (Federal Direct Loans). Osteopathic medical students who fail to make satisfactory academic progress are considered to be at academic risk and will be required to meet with the DO Student Progress Committee.

Degree Completion
The number of credit hours a learner attempts may not exceed 150% of the number of credit hours required for graduation from the program. Osteopathic medical students must complete their program and graduate within six years of their start date.

Review Policy
At the end of each academic phase, the UIW Office of Financial Assistance will review 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 he or she 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 that they had extenuating circumstances which led to their unsatisfactory progress. The Office of Financial Assistance will notify the learner in writing of the decision.

Appeals for the reinstatement of financial aid eligibility must include:

1. A completed Satisfactory Academic Progress Appeal Form (available in the Office of Financial Assistance or online).
2. 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.
3. A letter from the Associate Dean for Student Affairs delineating the learner’s academic standing and confirming that the learner can meet the minimum SAP requirements upon graduation.

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 phase in order to continue receiving financial assistance.
Graduation Requirements
A UIWSOM learner is a candidate for graduation if the following responsibilities have been met. Learner must:

- Complete and pass all the curricular and clinical requirements
- 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 on file
- 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 Aid and Business Office
- Apply for graduation with the UIW Registrar’s Office and pay all associated fees

Once all of the responsibilities above have been met, the UIWSOM candidate will be reviewed by the DO Student Progress Committee. A recommendation will be made to the UIWSOM Faculty Assembly for review and vote. Final approval of graduation candidates will be made by the UIWSOM Dean and Provost/Chief Academic Officer for the University followed by conferring of the Doctor of Osteopathic Medicine degree by the UIW Board of Trustees.

Professionalism
The UIWSOM is committed to ensuring the professional conduct of all of its members. Students must demonstrate that they are capable of becoming safe and effective 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 are consistently held above self-interest.1,2 Professionalism includes but is not limited to honesty, respect for colleagues, faculty, staff and peers and behavior in public that is not disrespectful or embarrassing to the ideal of a physician. Continual self-reflection about one’s attitudes and behaviors must occur as one strives to be a better physician.

Unprofessional behavior is detrimental to the UIWSOM 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 will 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 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 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. Learners 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 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 pre-conceived 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, 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 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 a 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 at all times be paramount.

Gifts, hospitality or subsidies offered by medical equipment, pharmaceutical or other manufacturers or distributors including companies that write or distribute board review materials must not be accepted.

**Sexual Misconduct:** Learners must not 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 professional, 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.

Under no circumstances will the learner exhibit prejudice in word, action or deed towards a colleague based on ethnicity, race, religion, gender, sex, age, sexual orientation, or physical
disabilities. 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 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.

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

Professionalism also requires adherence to all university and medical school rules, policies and requirements.

Acknowledgements
Helpful source materials used in the preparation of this document were obtained with permission from the American Board of Internal Medicine and the University of Kansas School Of Medicine. This professionalism policy is adapted from the Yale School of Medicine’s Professionalism Policy.

References
3. University of Kansas School of Medicine, Professionalism Initiative 2009.
4. Hofstra Northwell School of Medicine at Hofsta University

Daily Dress Code
Learners are required to present themselves during all learning activities in a neat, clean and well-groomed manner. 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 judgement 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 structures lab, clinics or hospitals for safety reasons.
- Jewelry should be conservative. Gauge earrings are not acceptable. Heavy perfumes and/or aftershave should not 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 (ties optional unless in a clinic setting) with sleeve lengths at the level of the bicep or longer. Facial hair must be clean and well-trimmed. Hats are prohibited in all classrooms, clinics, hospitals, and community assignments.

• White coats should be worn while in the clinic setting at the SOM and community activities.

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 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.

The Student Conduct Review Council

The Student Conduct Review Council (SCRC), is a body of learners responsible for assisting in the interpretation and implementation of the Student Code of Conduct. The UIWSOM pledges to follow not only the policies of the UIWSOM but also the University of the Incarnate Word Student Code of Conduct regarding the core values and behavioral expectations required of all UIW students. The SCRC will be composed of two elected class representatives from first, second and clinical years in the SOM. No complaint will be forwarded to the SCRC 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 complainant’s statement. A complaint wholly unsupported by any information will not be forwarded for hearing by the SCRC. Infractions of the Student Code of Conduct, except for Title IX violations, will be reviewed case by case. There is generally a preference to refer violations of the Student Code of Conduct to the SCRC; however, the Associate Dean for Student Affairs retains ultimate discretion over complaint referrals. Recommendations by the SCRC that may include a citation added to the learner’s record, a probationary event or dismissal from the program will be forwarded to the Associate Dean for Student Affairs for resolution which may also include referral to the DO Student Progress Committee. The Associate Dean for Student Affairs is responsible for ensuring procedural fairness.

Consequences of Violations of Professional Behavior Policy

Alleged unprofessional behavior on the part of an osteopathic medical learner will be brought to the Student Conduct Review Council (SCRC), an ad hoc committee of the UIWSOM. The SCRC makes recommendations to the Associate Dean for Student Affairs for resolution which may also include referral to the DO Student Progress Committee. If the behavior is found to be
unprofessional, action will be taken, with the disciplinary possibilities ranging from a warning to academic probation, suspension and dismissal, depending on the nature of the infraction. Patterns of unprofessional behaviors will be recorded in the learner’s MSPE. This document is not meant to be all inclusive; behaviors deemed unprofessional by members of the UIWSOM community that do not fit exactly into a single category may still be viewed as unprofessional and will require review by the DO Student Progress Committee. The process will follow UIW Student Handbook policies and procedures.

Student Grievance Policies

Academic Grievance Policy
An academic grievance is a complaint filed by a learner regarding an academic decision or action that affects the learner’s academic record and performance at the UIWSOM. Academic grievances include decisions regarding but are not limited to academic dishonesty, ethical misconduct, violating academic integrity policy, altering official records, suspension, probation, dismissal, or other academically related issues. All incidents, complaints or general concerns must be reported through the UIW case management system in order to provide a record of the complaint and resolution process. A record of the learner filing a complaint is NOT included as a part of that learner’s academic record or included in the Medical Student Performance Evaluation letter.

Informal Resolution Process
Learner complaints regarding academic decisions that affect the record or performance in the UIWSOM are most effectively managed by first expressing them to the faculty member who made the decision in dispute or Unit or Phase Director.

The informal resolution should be accomplished within five business days from the time the sanction was given or incident in question.

If this cannot be achieved in a timely and efficient manner to the learner’s satisfaction or the learner is not satisfied with the outcome, then the learner may file a formal academic complaint and submit to the DO Student Progress Committee for review.

Formal Resolution Process
1. To file a formal academic complaint, the osteopathic medical student has five business days following the informal resolution to meet with the Associate Dean for Student Affairs to ensure factual accuracy of the basis to appeal the informal decision (or sanction), review the processes and procedures and anticipate preparation of documentation for the DO Student Progress Committee meeting. In this process, the learner must describe the rationale for the complaint providing relevant names, dates, locations, witnesses, and propose a resolution.

2. The DO Student Progress Committee has 30 business days to conduct an investigation and possible hearing of the learner’s grievance. A recommendation by the DO Student
Progress Committee will be made to the Assistant Dean for Medical and Interprofessional Education, who may accept, reject or modify the decision.

3. The Assistant Dean for Medical and Interprofessional Education will provide the learner a written decision within five business days following the receipt of the recommendation by the DO Student Progress Committee. The outcome of the formal resolution process is final. The complainant will continue in the curriculum until the grievance process is completed unless the learner’s continuance in the program or on the campus poses a safety concern.

**Appeal**

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

The learner will continue in the curriculum until the appeal 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. The Associate Dean for Student Affairs will meet with the learner to inform the learner of the Dean’s decision.

A file of documentation of all formal grievances and appeals will be maintained in the UIW electronic case management system for a period of 5 years.

**Nonacademic Grievance Policy**

Nondiscrimination. The University of the Incarnate Word complies with all applicable federal and state nondiscrimination laws, and does not engage in prohibited discrimination on the basis of race, color, nationality or ethnic origin, gender, age or disability in either employment or the provision of services.

In addition, the University of the Incarnate Word School of Osteopathic Medicine does not engage in discrimination on the basis of sex or gender identity.

A UIWSOM learner who has a nonacademic grievance concerning a perceived violation of their learner rights, such as discrimination based on age, color, disability, family status, gender, national origin, race, religion, veteran status, sex, sexual orientation, gender identity may seek a grievance resolution. A learner may file a nonacademic grievance against another learner, employee, contractor, or visitor to the UIW campus.

Concurrent criminal or civil proceedings that may be filed by the complainant will not delay the procedures of the UIWSOM informal and/or formal resolution process.
Informal Resolution
The UIWSOM learner filing the complaint should first consult with the Associate Dean for Student Affairs immediately following the incident.

1. Within five business days, if possible, the UIWSOM learner is encouraged to solve problems by first identifying the issue(s) with the learner or individual, then discussing possible solutions to achieve mutual goals and break down barriers that will lead to productive working relationships.
2. If necessary and when requested by the learner, the Associate Dean for Student Affairs or designee will work as a liaison with other appropriate authorities to help resolve the conflict. The Dean for Student Affairs or designee will assist the learner in the informal resolution of the grievance, to be completed within 10 business days from the time the grievance was reported. If an informal resolution is not achieved, the learner has an additional five business days to file a formal written grievance.

Formal Resolution
UIWSOM learners are required to meet with the Associate Dean for Student Affairs to ensure factual accuracy and anticipate preparation of documentation for the DO Student Progress Committee meeting. In this process, the complainant must describe the rationale for the complaint providing relevant names, dates, locations, witnesses, and propose a resolution.

1. If the grievance involves/accuses another UIW employee, learner, contractor or visitor, the Associate Dean for Student Affairs will serve as an advocate to support the UIWSOM learner and engage with appropriate institutional authorities during the investigatory and resolution process.
2. The DO Student Progress Committee will have up to 30 business days if necessary to conduct an investigation and hearing of the case.
3. The DO Student Progress Committee will provide the respondent and complainant a written decision within 5 business days following the meeting of the DO Student Progress Committee. The decision of the DO Student Progress Committee is considered final pending an appeal to the Dean of the UIWSOM. The osteopathic medical student will continue in the curriculum until the appeal process is exhausted unless their continuance in the program or on the campus poses a safety concern.

Appeal
Within five business days following the decision of the DO Student Progress Committee, the learner may file an appeal to the UIWSOM Dean along with a justification for the appeal. The Dean of the UIWSOM may elect to:
- take no action, allowing the DO Student Progress Committee decision to stand;
- modify the DO Student Progress Committee decision;
- make an alternate decision;
- impanel an ad hoc committee to re-examine the grievance and make recommendations.
Within 30 business days from receipt of the learner’s appeal, the Dean of the UIWSOM will provide a written decision to the learner and the chair of the DO Student Progress Committee. The decision of the Dean of the UIWSOM is final. The Associate Dean for Student Affairs will meet with the learner to inform the learner of the Dean’s decision. A file of all formal nonacademic complaints and documents will be maintained by the UIWSOM Case Management System for a period of 5 years.

*UIW Nondiscrimination Policy

Sexual Misconduct, Sexual Harassment, Stalking and Relationship Violence Policy
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, go to 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:
Caitlin McCamish, Title IX and Compliance Coordinator
University of the Incarnate Word Main Campus
Agnese Sosa, 7th Floor, Office 101
210-283-6977
mccamish@uiwtx.edu

Policy on Academic Integrity

The University of the Incarnate Word is strongly committed to the nurturing of academic excellence. 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. 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 Writing and Learning Center handout.
- **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 – 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 years constitute academic misconduct - plagiarism and/or cheating.
- Any member of the student body or the staff of the UIWSOM who is concerned that an osteopathic medical student has engaged in some form of academic dishonesty should report the incident to the Associate of Student Affairs. The Associate Dean will then initiate the process of investigation outlined below.
- Behavioral and/or professionalism issues that affect academic performance.
- 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. [http://sja.ucdavis.edu/files/plagiarism.pdf](http://sja.ucdavis.edu/files/plagiarism.pdf)

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 Student Affairs. In addition, all incidents, complaints or general concerns must be reported through the UIW case management system. This will provide a record of the violation, sanction and resolution process.
Violations of Academic Integrity

When cases alleging violations of academic integrity, professionalism, or codes of student conduct are forwarded to the Associate Dean for Student Affairs following due process by the Student Conduct Review Council, the Associate Dean for Student Affairs will meet with the learner to discuss sanctions. The case may also be referred to the DO Student Progress Committee. In cases sent to the DO Student Progress Committee, a notice of the convening of the DO Student Progress Committee to hear a case may be personally delivered to the learner or by placing a letter addressed to the learner in the Campus Mail Box or sent by certified mail to the learner’s home address. Pending the final decision of the Associate Dean for OMIE, the status of the learner shall not be altered, and the learner’s right to be present on campus, to attend classes, and/or to participate in University sponsored activities shall not be affected.

If the DO Student Progress Committee finds that the learner engaged in academic dishonesty, the sanctions may include:

1. Warning, both verbal and written;
2. Withholding of grades, official transcript, and/or degree;
3. Restitution or reimbursement for damage to or misappropriation of university property;
4. Probation and suspension of rights and privileges such as participation in university sponsored or extracurricular activities, learner office, or honors;
5. Failing grade (F) for an examination, evaluation, assignment or unit;
6. Suspension from the UIWSOM for up to 1 academic phase;
7. Dismissal from the UIWSOM with/without barring from readmission;
8. Denial of degree;
9. Formal letter of reprimand in the learner’s academic record;
10. Notation on the learner’s official transcript.

Appeal

If the learner believes there were procedural violations in due process, the learner may file an appeal to the UIWSOM Dean within 5 business along with a justification for the appeal. The Dean of the UIWSOM may elect to:

1. Take no action, allowing the DO Student Progress Committee decision to stand;
2. Modify the DO Student Progress Committee decision;
3. Make an alternate decision;
4. Impanel an ad hoc Academic Integrity Committee to re-examine the grievance and make recommendations.

Within 30 business days from receipt of the learner’s appeal, the Dean of the UIWSOM will provide a written decision to the learner and the chair of the DO Student Progress Committee. The decision of the Dean of the UIWSOM is final. The Associate Dean for Student Affairs will meet with the learner to inform the learner of the Dean’s decision.

A file of all documentation of academic misconduct will be maintained by the UIWSOM case management system for a period of five years.

Addressing UIWSOM Program Complaints
Addressing program complaints excludes complaints for which there is an established University policy or procedure, such as academic and nonacademic complaints.

An individual who has a concern/complaint following an experience/encounter with any learner, faculty or staff member is welcome to communicate their complaint to the appropriate dean. Program complaints are recognized as an opportunity for program improvement and should be expressed with this end in mind. A complainant can choose to communicate a complaint either informally and/or formally.

If the complainant chooses, the complaint or concern can be communicated informally by contacting the party(s) involved (e.g. faculty member, department chair, director of clinical rotations, learner) to discuss the issue. If the complainant prefers, a formally written complaint can be filed with the Dean. The written complaint shall be filed with the Dean within 10 business days of the experience or encounter. Complaints should be addressed to:

The University of the Incarnate Word, School of Osteopathic Medicine
Attention: Dr. Robyn Phillips-Madson, Dean
4301 Broadway, CPO 121
San Antonio, TX 78209

Such a complaint must be communicated in writing and be signed and dated. The complaint should state with specificity the facts giving rise to the complaint, and the relief sought. The person filing the complaint should sign it. Upon receipt of the complaint, the Dean shall evaluate the merits of the complaint and identify a course of action. All parties to the process will seek to maintain the confidentiality of the process; however, it is recognized that circumstances may compel further disclosure to other parties, particularly if the facts implicate possible violations of law, University policy, or foreseeable risk of harm to any person. The resolution action will be communicated to all parties in writing.

Upon receipt of the complaint, the Dean will take the following steps:

- Verbal contact with the complainant to address and ensure the appropriate action will be taken to address the incident.
- Establish a meeting with the complainant and an ad hoc committee of faculty and staff of the UIWSOM designated by the Dean.

Careful assessment of the situation will be made and after a judicious review and assessment of the situation, the Dean will respond in writing to the complainant outlining the corrective action(s) to be taken, as determined by the ad hoc committee.

All documentation of the reported complaint is filed through the UIW case management system. This will provide 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 Medical Student Performance Evaluation letter.
A letter summarizing the Dean’s action shall be filed with the complaint letter in the Program Complaint File. The School of Osteopathic Medicine will maintain a file of all written program complaints in the Dean’s Office for a period of five years.

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. As appropriate, the Dean will forward a written summary of the situation and the Provost shall evaluate the merits of the complaint and identify a course of action. A letter summarizing the Provost’s action and resolution will be filed with the complaint letter in the Program Complaint File in the UIWSOM Dean’s Office.

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 will be 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 a concern regarding a violation(s) of an accreditation standard or procedure that must be based upon direct and responsible information. The complainant must provide a narrative of his/her allegation, as it relates to the accreditation standards or procedures, and include any documentation that could support his/her 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  


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 Responsible Use of Computing Resources Policies 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, Flikr, Blogs, Wikis, MySpace and LinkedIn.

UIW encourages the use of social to enhance UIW’s local, national and global reputation and connection with current and future learners, parents, alumni, donors, and other key constituencies. 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 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 the university’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 of comments 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, or candidate.
• 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, unethical 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 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 the Associate Dean for Student Affairs.

**Consequences of 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.

**Alcohol, Drug and Tobacco Policy**

The UIWSOM subscribes to the [Alcohol and Drug Policy](#). 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 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 will face disciplinary actions that could result in immediate dismissal.

More information about UIW Health Service Programs about responsible drinking can be found at:

- Health Services Program
- STARS Peer Educators

In order 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. The need for 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 will log on to CastleBranch.com 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.

In light of the policies above, the intention of an osteopathic medical learner to practice a narrow part of clinical medicine or to pursue a **nonclinical** career does not alter the requirement that all osteopathic medical learners take and achieve competence in the full curriculum, evaluations of academic and professional conduct, and COMLEX-USA licensure examinations required by the faculty.

**Student Employment**

UIWSOM strongly discourages learners from outside employment throughout their academic career in the UIWSOM. Curricular activities in the SOM, both academic and nonacademic, will require a full-time commitment (minimum 40-60 hours/week). Work related absences will not be accepted. Discontinuation of employment may be required by the DO Student Progress Committee in the event of poor academic progress.
Student Employment within a Clinical Setting

Osteopathic medical students may request approval from the UIWSOM Dean for employment in a clinical setting. If approved by the Dean, learners who seek regular employment in clinical settings as healthcare workers must be aware of the legal ramifications. As such, they must be aware that they:

- Will act as an independent agent, not as a representative of the University of the Incarnate Word or the School of Osteopathic Medicine
- May not wear a UIW name tag as a physician or osteopathic medical student while on the job
- Will not be covered by the UIW liability policy
- Will not act in an official capacity as an osteopathic medical student
- May provide services within their scope of practice only to the extent allowed by state statutes, rules and regulations.

Holiday Breaks

Two weeks for a holiday break are scheduled in December during Phase I and Phase II and 1-2 weeks in Phases III and IV. Vacation may be permitted in phases III and IV. Holiday breaks or scheduled vacations may not be used for clinical clerkship or preceptor experience unless specifically approved by the Director of Clinical Rotations. Holiday breaks or vacation time may be used as a requirement for remediation.

Learner and Academic Services and Policies

UIWSOM utilizes a national background screening and compliance management tracking system, Castle Branch, for maintenance of all required documentations including immunizations, certifications, physical exam records, criminal background and drug testing. Learners will be required to submit immunization records prior to matriculation and provide updated immunization records on a yearly basis. Learners will also be required to undergo annual background screening and drug testing.

Required Immunizations

The cost of immunizations is the responsibility of the learner. All learners are responsible for providing official proof of updated and current immunizations. Incomplete immunization records may delay class attendance.

- Meningococcal Vaccination – All learners under the age of 22 are required to have a record of the meningococcal vaccine on file. Learner must have been immunized within the past 5 years AND submit proof of immunization at least ten days before the first day of class.
- Hepatitis B alone or Hepatitis A/B combo – A standard Hepatitis B (3 injections) or the expedited Hepatitis A&B (TWINRIX) combo vaccine 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.
• Tetanus-Diphtheria-Pertussis (Tdap)/Tetanus-Diphtheria (Td) – All learners must have had one dose of adult Tdap. If the Tdap is more than 10 years old, a Td booster is required. Adults should receive decennial Td boosters, beginning 10 years after receiving Tdap.

• Measles, Mumps and Rubella – Two vaccines of each component or the combo (MMR) following 1st birthday AND lab report of positive antibody titer for all 3 components is required.

• Tuberculosis Screening – Proof of a non-reactive tuberculin skin test, negative IGRA blood test, Quantiferon Gold blood test, OR T spot blood test is required within 1 year of first day of class. Individuals with a history of a reactive tuberculin skin test or blood test must provide a current negative chest x-ray, indicating that the person is free of active tuberculosis within 6 months of first day of class. Annual tuberculosis screening will be required.

• Varicella (Chickenpox) – Two doses following first birthday and at least 30 days apart or documented history of disease AND a lab report of positive antibody titer are required.

• Influenza (Flu) vaccine – This is an annual requirement during flu season (September-March); it is required that learners get the flu vaccine each year while in the program.

• Polio vaccine -- Documentation of at least 3 vaccinations of IPV/OPV

Physical Exams

UIWSOM requires learners to submit a signed medical health history and physical examination form prior to matriculation and Phase III clinical rotations. If there are any changes or updates to the medical history, documentation must be uploaded to Castle Branch.

The information contained in the medical history and physical exam form will be used only by UIWSOM for purposes of determining if a health threat /risk is posed for learners or patients during clinical experiences, rotations or clerkships. This information will remain as part of the secured learner file in Castle Branch and will remain confidential at all times.

Certifications

Basic Life Support and Advanced Cardiac Life Support certifications must be completed prior to the first clinical rotation in Phase III. Learners will receive a certification card which can be provided to the rotation sites. Learners with expired certifications will not be allowed to begin clinical rotations. Certification records must be uploaded to Castle Branch.
Criminal Background Check and Drug Testing

All entering UIWSOM learners will be required to submit to and receive an acceptable criminal background check as a condition of enrollment. Acceptable learner backgrounds for enrollment will be determined by the Associate Dean for Admissions and the 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 investigation.

Acceptable learner backgrounds for experiential education participation or clinical sites will be determined by the Associate Dean for Clinical Affairs. The investigational screenings will include, but may not be 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.

Clinical facilities are increasingly required by the accreditation agency Joint Commission on Accreditation of Healthcare Organizations (JCAHO), 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 in facing challenges associated with substance abuse. Clinical rotations are a critical component in the osteopathic medical education curriculum. Increasingly, these rotations require drug screening for learner participation at their site. Drug testing of osteopathic medical students 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 certain rotations and thus unable to fulfill degree program requirements. Identification of such learners prior to clinical rotations will enable appropriate assessment, indicated treatment and follow-up.

Mentoring and Advising

Upon entering the UIWSOM, learners will be divided into teams named after one of five historical Missions of San Antonio: Mission San Juan, Mission San José, Mission Concepción, Mission Espada and the Alamo. The Collegia of Missions will remain together throughout their medical school experience in the UIWSOM and will consist of 30-33 learners with the purpose of creating an intimate environment for learning and role modeling of professional and personal behavior that is essential for osteopathic medical students and our future healthcare professionals. The Collegia of Missions will include an assigned 2 faculty mentors. Each of the Collegia of Missions can create
an atmosphere for building mentor-peer relationships to accomplish curricular objectives, particularly in the area of professional development and ethics.

**Student Health Insurance**

All UIWSOM learners are required to have medical insurance coverage. Fees for the university’s comprehensive Consolidated Health Plan which is a Preferred Provider Multiplan Network will be included in the learner’s tuition and fee bill if a learner does not provide proof of medical coverage through Castle Branch and submit the required UIW waiver form. The Platinum 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. A summary of coverage can be found at [Consolidated Health Plan’s website](#).

**Student Health and Counseling (Mental Health) Services**

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 8am-5pm to provide confidential basic health services that focus on primary preventative care, health education and counseling, care for acute minor illnesses and injuries, and assistance with the university insurance plan.

UIWSOM has also arranged for a comprehensive Student Assistance Program offered by the UIW Main Campus Health Center for five free face-to-face sessions per year plus as additional six free face-to-face sessions and 24/7 unlimited access to consult with a professional counselor via telephone by Integrated Behavioral Health. All services will remain confidential and will not be recorded or filed in the learner’s academic file. During orientation these counseling services will be fully explained to the learners by the Office of Student Affairs. A list of available facilities are available on the UIWSOM website.

Student Wellness groups will be available for voluntary participation and scheduled to meet regularly. In addition, clinical psychologists will be available regularly on the UIWSOM campus.

**Disability Services and Requesting an ADA Accommodation**

The University is committed to providing a supportive, challenging, diverse, and integrated environment for all learners. In accordance with Section 504 of the Rehabilitation Act—Subpart E and Title III of the Americans with Disabilities Act (ADA), the University ensures accessibility to its programs, services and activities for qualified learners with documented disabilities who are able to meet the minimum UIWSOM technical standards with reasonable accommodations.

Applicants to and learners enrolled in the UIWSOM program must follow the approved process for requesting and receiving appropriate reasonable accommodations to enable them to have the opportunity to meet the school’s expectations of osteopathic medical students for completion of the medical school curriculum and for the practice of medicine. Applicants and enrolled learners are responsible for requesting accommodations and for providing the appropriate, required
documentation of the disability in a timely manner to the UIWSOM Office of Student Affairs. A learner who develops or manifests a disability after matriculation may be identified through a variety of sources, e.g., self-report, a report of accident or illness, or faculty observations of special aspects of poor academic performance. If the degree to which the learner has become disabled raises questions related to meeting the technical standards, the matter will be referred to the Associate Dean for Student Affairs. The Associate Dean for Student Affairs or designee from the OSA will request the learner to submit appropriate documentation in regard to the disability from a qualified health professional and will subsequently work with the learner in assessing if the osteopathic medical student can meet the UIWSOM’s technical standards with a reasonable accommodation. Reasonable accommodations are designed to effectively meet disability related needs of qualified learners, yet will not fundamentally alter essential elements of this program, create an undue burden for the University, or provide new programming for learners with disabilities not available to all osteopathic medical students. The UIWSOM is ultimately responsible for implementation of approved accommodations.

For more information regarding the procedures to request an accommodation go to the Student Disability Services Office (SDS) or contact SDS Coordinator, Michelle Beasley at beasley@uiwtx.edu (Phone: 210-829-3997). Each accepted applicant/learner will sign a document acknowledging review of the technical standards and essential requirements of learners pursuing a DO degree at UIWSOM during orientation.

Information and Learning Resource

The Information Resources Division provides many library and technology services to students to ensure a successful and rewarding academic experience at UIW. The division includes the main campus libraries and libraries located within the professional schools, including the School of Osteopathic Medicine (SOM). On the main campus, the technology departments include Technical Support, Enterprise Applications, Infrastructure, Web Development, Mobile Applications, Instructional Technology and Media Services. On the SOM campus, students receive technical assistance through the Office of Academic Technology and Support.

UIW Libraries
UIW offers five library locations: the main campus library, which maintains nursing, physician assistant, nuclear medicine, kinesiology, athletic training, nutrition and biology resources, the Feik School of Pharmacy, the Rosenberg School of Optometry, the School of Physical Therapy and the School of Osteopathic Medicine Library.

SOM Library
Located in Building 3 on the SOM campus at Brooks, the SOM library houses a print collection, quiet study spaces, informal reading spaces and collaborative group study rooms.

Please visit the SOM website for access to the library home page with current information regarding library hours, contact information for library personnel and service desk, policies, services and access to collections.

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 the 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. The majority of 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.

Student ID Cards
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 good standing with the library—is 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 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 will schedule 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 will 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
There are a total of ten group study rooms 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.

J.E. & L.E. Mabee Library (Main Campus Library)
Phone: (210) 829-6010
Mabee Hours of Operation: Open seven days a week. Please visit the library’s website for specific hours. The library’s website maintains current library information such as regular and holiday hours, contact information for library personnel and service desks, access to collections, policies and services. Any UIW student may use the main campus library.

Technology Help Desk Services
All calls will be 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.

SOM Help Desk
(210) 619-7040
After 7 pm weekdays and on weekends please call (210) 829-2721 or 1 (866) 614-5043 for 24/7/365 assistance.
Located on the lower level of Building 3 at the Brooks City Base campus.

Main Campus Technology Help Desk
(210) 829-2721 or 1 (866) 614-5043
Hours of Operation: Technology Help Desk Call Center is open 24/7/365 days. Desk window is open 6 days a week Mon – Sat. Please visit the UIW helpdesk for specific hours.

The UIW Network
UIW is a fully networked and wireless campus. All buildings at the main and on the SOM campuses are wired for Internet access. If you have problems connecting to Wi-Fi, just contact or stop by the SOM Help Desk.

Managing your University Information
MyWord is the UIW student portal. It provides single sign-on access to most of the electronic academic tools you will use at UIW (e.g. CardinalMail, Blackboard and Banner, etc.) as well as social media sites such as Facebook. The portal also provides easy access to student account and course information.
Keeping in Touch
All UIW students are issued a university email address called CardinalMail. This address is important, because it is the electronic address to which official university correspondence is sent. Students use Webmail or the Outlook client for student email, so students get all the benefits of Microsoft Outlook (calendar, contacts, inbox, task/assignment lists and notes), while being able to send and receive mail from any Internet connected device from anywhere in the world. Incoming students are sent an email and a letter from the university after they have registered for classes to advise them of their UIW email address and how to use that account. If you did not receive this information or have lost your login information, contact the SOM or UIW Help Desk for assistance in recovering your username and password.

Remember: protecting your password is important. Do not give out your password to anyone!

Mobile App
The UIW mobile app for iOS and Android devices provides on-the-go access to many of UIW resources. With the app, you can access:
- UIW Faculty and Staff Directory
- UIW Athletics channel
- UIW’s iTunesU
- Library
- UIW News
- Blackboard, Learning Management System
- MyWord Portal, giving you access to Banner, class schedule, financial aid and more.

Do Not Forget
At the university, we govern ourselves and our actions on the Internet through the use of several acceptable use policies. The policies are available on the Information Resources website.

Meeting Spiritual Needs in the UIWSOM Learning Community
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 (located in Building 1) and the interfaith “Room for Grace” (located in Building 2) 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.

Financial Services
The primary purpose of financial aid is to identify resources for learners who would otherwise be unable to pursue a post-secondary education. The UIW Office of Financial Assistance (OFA)
Reimbursement of Funds
According to federal and state laws and regulations, UIWSOM will calculate a return of financial aid funds for any learner who withdraws. 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. The return of Title IV funds includes Pell Grants, Federal Supplemental Educational Opportunity Grants, PLUS loans, Perkins Loans and Federal Direct Loans. Additional information on the return of Title IV funds may be obtained from the Office of Financial Assistance.

Learners that choose to withdraw from the UIWSOM must obtain the Dean’s signature on the Withdrawal Form before it is considered official. Calculation of the percentage of time completed in the enrollment period 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 consider in calculating the percentage of funds earned and the amounts to be returned (if any). Please contact the Office of Financial Assistance for information prior to withdrawing.

Tuition refunds for any osteopathic medical student will follow the schedule set forth by the University of the Incarnate Word. For more information, contact the Office of Financial Assistance.

Financial Commitment and Responsibility
Proposed Tuition and Fees (Academic Period 2017-2018)

<table>
<thead>
<tr>
<th>Yearly Fees</th>
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<tbody>
<tr>
<td>Tuition 2017/2018 (Subject to change)</td>
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<tr>
<td>Student Fees</td>
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<td>Health Insurance</td>
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<table>
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<tr>
<th>One-Time Fees</th>
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</thead>
<tbody>
<tr>
<td>Acceptance/Matriculation Fee*</td>
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<tr>
<td>ERAS processing fee (OMS IV)</td>
<td>$50</td>
</tr>
<tr>
<td>Graduation Fee (OMS IV)</td>
<td>$200</td>
</tr>
</tbody>
</table>

*The $40 Non–Refundable Acceptance Fee is payable by the learner to hold a seat in the class. It is credited towards tuition. A learner taking 12 or more credits is considered a full-time student.

The learner will be responsible to make payment to the order of the University of the Incarnate Word for the total of all costs incurred for the learner’s education while attending UIW. Interest may accrue at the end of each phase on all outstanding balances, with the exception of balances due from approved third parties. The learner will also be responsible for paying attorney fees (if
applicable) and all other costs of collection in the event the account is placed in the hands of an attorney or an outside collection agency.

The University’s Business Office communicates financial account information by electronic services using online secured portals via myWord and will send all notifications to the learner’s UIW email account. It is the learner’s responsibility to review all account history on MyWord prior to registering for classes and before the tuition payment deadlines.

Graduating learners must pay any outstanding account balance three weeks prior to graduation if paying by personal check. If paying by cashier’s check, cash, money order or credit card, payment can be made up to the date of graduation rehearsal. Accounts must be paid in full before a learner may participate in the graduation ceremony or receive a diploma. For more information, contact the Enrollment Specialist in the Office of Admissions at the UIWSOM.

Privacy and Confidentiality

Student Educational Records
Educational records are those records directly related to a learner for the purpose of recording the educational endeavor of the learner. They do not include law enforcement records, employment records, medical records, alumni records. Educational records may be stored in many mediums and are not limited to an individual file.

Upon matriculation, all learners are charged a one-time records fee to cover administrative costs associated with the creation and maintenance of the learner record.

The University of the Incarnate Word maintains educational records for all current and former learners who are officially enrolled. Learner records at the University are subject to the provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA; 20 U.S.C. § 1232g; 34 CFR Part 99), as amended. Learners have the right to file a complaint with the U.S. Department of Education concerning compliance issues. The name and address of the appropriate office is:

Family Policy Compliance Office
US Department of Education
400 Maryland Avenue SW
Washington, DC 20202-4605

Learners have the right to inspect and review their educational records. All requests must be in writing to the Registrar and must identify the record(s) they wish to inspect. The University official will make arrangements for access and notify the learners of the time and place where the records may be inspected. The response from the University official will be within 30 business days of the receipt of the request for access.

Learners may request an amendment to the educational record if they believe it is inaccurate or misleading. The amendment of the educational record does not pertain to the grade assigned by the faculty. The learner should write to the Registrar to request the amendment. The request must clearly identify the portion of the record to be changed, specifying why it is inaccurate or misleading. If the University does not amend the record as requested, the University will notify the learner of the decision and advise the learner of his or her right to a hearing regarding the
request for amendment. Information regarding the hearing procedures will be provided to the learner when notified of the right to a hearing.

Directory Information and Student Confidentiality

The UIW will not disclose any personally identifiable information about learners without their consent except for directory information listed below.

- Learner's name
- Participation in officially recognized activities and sports
- Address
- Telephone listing
- Weight and height of members of athletic teams
- Electronic mail address
- Photograph
- Degrees, honors, and awards received
- Date and place of birth
- Major field of study
- Dates of attendance
- Grade level (phase of study)
- The most recent educational agency or institution attended

Each learner has the right to restrict the release of any or all of their directory information by submitting a written request to the Registrar’s Office. School officials with legitimate educational interests may have access to educational records, without requiring consent by the learner if the record is needed in order to fulfill his or her professional responsibilities. School officials are identified as individuals that are:

1) Employed by the University in an administrative, supervisory, academic, or research, or support staff position;
2) Contracted by the University;
3) Serving on the Board of Trustees;
4) Serving on an official committee; or
5) Assisting another school official in performing his or her tasks.

Health Insurance Portability and Accountability Act (HIPAA)

Osteopathic medical students at the University of the Incarnate Word have a legal and ethical responsibility to safeguard the privacy of all patients and protect confidentiality and security of all health information. Protecting the confidentiality of patient information means protecting it from unauthorized use or disclosure in any format including: oral/verbal, fax, written, or electronic/computer. Patient confidentiality is a central obligation of patient care. Any breaches in patient confidentiality or privacy may result in disciplinary action, up to and including dismissal from the educational program. Online training will be required for all learners to be successfully completed through the Collaborative Institutional Training Initiative (CITI) Program. Confidentiality will also be maintained with interactions of standardized patients or volunteer patient educators.
UIWSOM Student Government, Clubs and Activities

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 liaison for the osteopathic medical student body; promoting osteopathic medicine; supporting club and classroom activities; and working to improve the quality of life for all osteopathic medical students. Learners serving as SGA officers, club presidents, student ambassadors, UIWSOM representatives at national meetings, or in any similar position must maintain a passing grade in all academic work.

An officer who does not receive a passing grade will be required to resign from holding office in the SGA. Osteopathic medical students are encouraged to develop, organize and participate in student associations and government organizations; however, learners may not hold more than one elected position at the same time. Elections for offices are held each spring for the following academic phase. Class officers will represent their fellow learners regarding issues and concerns and also help plan community service, professional and social events for the class. The advisor for SGA is the Associate Dean for Student Affairs.

Registration of Osteopathic Medical Student Organizations
Learners who wish to form a student organization (e.g. special interest groups, clubs, sport teams) must make a request for approval through the Office of Student Affairs. All student organizations are required to follow university policies which include finances, event planning, faculty advising, etc.

The class president and leaders of student organizations will be asked to participate in regular meetings with the Associate Dean for Student Affairs. For more information on the processes and policies refer to the UIWSOM Student Organization Handbook.

Emergency Procedures
To ensure the safety of the students, faculty and visitors, the University of the Incarnate Word has established an Emergency Response Protocol. A copy of the Emergency Response Guide can be found in each classroom and lab, as well as the offices of staff and faculty. If serious or life-threatening injury or illness occurs while on the Brooks Campus, call 911 to reach San Antonio Emergency Services or 9-911 if using phones on the Brooks Campus. Automated external defibrillators are located in each UIWSOM building.

Bloodborne pathogens and communicable diseases
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 treatment.
Begin by washing the skin with soap and water or flush eyes or other mucus membranes with saline or water. It is recommended by the U.S Centers for Disease Control and Prevention that learners receive evaluation and treatment within two hours of an exposure. Report the incident immediately. For any emergencies, contact the Associate Dean for Student Affairs during office hours at 210-283-6388 or after office hours 210-627-1247.

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 the MyWord portal.

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. Security at Brooks is provided by a privately operated contractor 24 hours a day, seven days a week. Entry into buildings is with swipe card access only. Learners must wear their ID badges at all times for security purposes.

Adverse Weather and Class Cancellation
The safety of UIW faculty, staff and learners is the first 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 Dean of the UIWSOM or designee 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 Student Affairs. The learner is accountable for all learning outcomes for that day.

Additional Resources
UIWSOM faculty and learners are prohibited from accepting personal gifts worth more than ten dollars from Industry Representatives. As representatives of UIWSOM, faculty and learners shall not accept industry-funded meals except those in conjunction with Continuing Medical Education activities that comply with the American Osteopathic Association Council on Continuing Medical Education (AOACME) standards for commercial support.

Industry sales representatives are not permitted to interact with UIWSOM learners except under the direct supervision of UIWSOM Faculty in a structured learning environment. Honorary or guest authorship on a paper written by a pharmaceutical company is not permitted.

UIW Executive Council
The Executive Council (President’s Cabinet) is a decision-making body comprised of the University’s vice presidents, select senior administrators and the president of the Faculty Senate. The following are the administrative officers of the University of the Incarnate Word who currently serve on the Executive Council. Contact information is available on the UIW online.
UIWSOM Administration, Faculty and Staff Directory
A list of all UIWSOM administrators and staff can be found at the UIWSOM Directory.

UIWSOM Administration and Faculty Office Hours
Individual faculty office hours will be posted in unit syllabi and announced to learners in class. All faculty and UIWSOM Administrators will also be available by appointment.

Helpful Phone Numbers and Websites
Information Resources
UIW Helpdesk: 210-829-2721
Campus Mail
Rave Alert: Emergency Notification System
Environmental Health, Safety and Risk Management
Student Health Services: 210-829-6017
UIW Campus Police: 210-829-6030
Brooks Campus Security: Allied Universal Alliedbartonbrooks@uiwtx.edu; 210-232-6195
Fire Emergency: 911
Student Disabilities Services: 210-829-3997

UIWSOM Recognized Abbreviations & Translations
ACF Adjunct Clinical Faculty
AOA American Osteopathic Association
CME Continuing Medical Education
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
GME Graduate Medical Education
<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
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<tbody>
<tr>
<td>Learner</td>
<td>Osteopathic Medical Student or Student</td>
</tr>
<tr>
<td>NBOME</td>
<td>National Board of Osteopathic Medical Examiners</td>
</tr>
<tr>
<td>OMM</td>
<td>Osteopathic Manipulative Medicine</td>
</tr>
<tr>
<td>OMT</td>
<td>Osteopathic Manipulative Treatment</td>
</tr>
<tr>
<td>OPP</td>
<td>Osteopathic Principles and Practices</td>
</tr>
<tr>
<td>OSCE</td>
<td>Objective Structured Clinical Exam (practical exam)</td>
</tr>
<tr>
<td>SGA</td>
<td>Student Government Association</td>
</tr>
<tr>
<td>SP</td>
<td>Standardized Patient</td>
</tr>
<tr>
<td>UIWSOM</td>
<td>University of the Incarnate Word School of Osteopathic Medicine</td>
</tr>
<tr>
<td>UME</td>
<td>Undergraduate Medical Education</td>
</tr>
</tbody>
</table>
APPENDICES
Acknowledgement of Student Handbook

I acknowledge that I have received and read a copy of The University of the Incarnate Word School of Osteopathic Medicine Student Handbook. I take responsibility for abiding by all policies and procedures outlined in this handbook.

___________________________________________________________
Student Signature

___________________________________________________________
Student Name Printed

___________________________________________________________
Date
Acknowledgement of Technical Standards

I acknowledge that I have read the Technical Standards for Admission and Retention, and understand that my full, active participation is required by the School of Osteopathic Medicine in clinical skills learning laboratory and clinical training activities.

___________________________________________________________
Student Signature

___________________________________________________________
Student Name Printed

___________________________________________________________
Date

Appendix B
Academic Integrity Pledge

As a learner in the University of the Incarnate Word School of Osteopathic Medicine Program, I __________________________ (print name) recognize and accept personal responsibility for honesty in all of my interactions, assignments and examinations while a learner in this program. Such honesty is a vital part of my academic career and is the foundation of my work here as a learner and as an aspiring osteopathic physician. I pledge that I will uphold the Academic Integrity Policy of the School of Osteopathic Medicine and the University of the Incarnate Word, and will encourage my peers to respect and observe these policies. I understand that by signing this pledge, I agree to abide by the Academic Integrity Policies throughout all aspects of the School of Osteopathic Medicine.

___________________________________________________________
Student Signature

___________________________________________________________
Student Name Printed

___________________________________________________________
Date

Appendix C
Receipt of Complaint Procedure Guidelines and Form

The University of the Incarnate Word School of Osteopathic Medicine is committed to maintaining a learning environment which promotes academic excellence and personal development. Procedure guidelines ensure learners have the opportunity to register their complaints about what they believe to be unfair treatment involving their academic work and to receive prompt resolution of matters related to the complaint.

1. To register a complaint, a learner must hold an informal meeting with the instructor to resolve the complaint.
2. If the complaint is not resolved, the learner may request a meeting with the Associate Dean for Student Affairs for submission of required documentation to file a formal complaint.
3. If the complaint is still not resolved to the satisfaction of the learner, the learner shall have the right to appeal a decision in writing to the Dean of the SOM by completing the Appeal Form for Student Complaints.

I understand the 3-step complaint and appeal process and that the UIWSOM Dean is the administrator for making all final decision.

___________________________________________________________
Student Signature

___________________________________________________________
Student Name Printed

___________________________________________________________
Date

Appendix D
Appeal Form for Student Complaints

PLEASE NOTE: UIW explicitly prohibits any member of the university community from harassing or retaliating against learners who file complaints and appeal decisions.

Student’s (Complainant’s) Name:

UIW email address:

Best Contact Phone Number:

Required Information

Date & Time of the incident/complaint:

Date of last conversation with such person(s) when you tried to resolve your complaint:

Please attach a letter to this form explaining your complaint and your expected outcome of the appeal process.

What happens next?

Your appeal will be investigated by the UIWSOM Dean as written in the Student Handbook.

Within 30 business days of receipt of this form, a written decision will be provided to the learner. The decision of the Dean of the UIWSOM is final.

A file of all formal academic complaints and documents will be maintained by the UIWSOM Dean’s Office for a period of five years.

___________________________________________________________
Student Signature

___________________________________________________________
Student Name Printed

___________________________________________________________
Date

Appendix E
Accident/Incident Report

Name of Injured Person: __________________ Date of Accident/Incident: ______________

Best contact phone number: ________________ Status: Student/Employee/Other: __________

Name of Person Filing Report: ______________ Date of Report: _______________________

Best Contact Phone Number: _______________________________

Details of Accident/Incident:

Did the injury require a physician/ER visit?   Yes/No

If applicable, name of physician/facility:

_________________________________________ ________________________________________

Signature of injured individual   Signature of Person Filing Report

_________________________________________ ________________________________________

Printed Name of injured individual   Printed Name of Person Filing Report

_________________________________________

Date

Return this form to the instructor present with the original to be taken to the Office of Student Affairs. The report will be kept in the Incident Report File with a copy in the learner’s record.

_________________________________________

Associate Dean for Student Affairs, School of Osteopathic Medicine   Date

Appendix F
Reporting an Absence Form

Student Name:

Phase:

UIW email address:

Best Contact Phone Number:

List the learning activities, name of unit director and date of requested absence:
1.
2.
3.
4.

Please state the reason for your request. Be sure to provide detailed information.

I hereby certify that the information that I have given to support this request is accurate, and I authorize the UIWSOM to verify this information. I recognize that falsifying the basis for a request for absence is a violation of the UIWSOM Code of Conduct.

___________________________________________________________
Student Signature

___________________________________________________________
Student Name Printed

___________________________________________________________
Date

Appendix G
Authorization for Human Subjects in the Class or Laboratory

You have been invited to participate in a class or laboratory experience. The learners and faculty may ask you questions that pertain to your health or condition. Please feel free to ask questions and share information that you feel comfortable with.

Thank you for your support of our learning experiences.

Name of patient/client:

Date:

Class/Laboratory Experience:

________________________________________________________

Signature of Faculty:

________________________________________________________

Date

Note to parent/guardian: Signing this form shall release UIW from liability of any nature that might result from this plan of action. I hereby give permission for my child to participate.

________________________________________________________

Signature of Patient/Client

________________________________________________________

Date

If patient/client is under 21 years old:

________________________________________________________

Signature of Parent/Guardian

________________________________________________________

Date