UNIVERSITY OF THE INCARNATE WORD.
SCHOOL of OSTEOPATHIC MEDICINE

DOCTOR OF OSTEOPATHIC MEDICINE
2019 – 2020 STUDENT HANDBOOK

Revised January 2020
# Table of Contents

Introduction ......................................................................................................................... 6  
Dean’s Welcome .................................................................................................................. 7  
2019 – 2020 Academic Calendars ................................................................................... 8  
School Overview ............................................................................................................... 11  
  The University of the Incarnate Word Mission ............................................................. 11  
  The University of the Incarnate Word School of Osteopathic Medicine Mission ....... 11  
  UIWSOM Vision Statement ............................................................................................ 11  
  UIWSOM Value Statements ........................................................................................... 11  
  General Description ........................................................................................................ 12  
  Accreditation Status ....................................................................................................... 13  
Admissions .......................................................................................................................... 13  
  Notice of Non-Discrimination .......................................................................................... 13  
  Admissions and Enrollment Requirements ...................................................................... 14  
  Technical Standards for Admissions and Successful Completion of the DO Program ...... 14  
  Self-Identification of Disabilities as an Applicant and Matriculant ............................... 16  
  Transcripts ....................................................................................................................... 17  
Financial Aid ...................................................................................................................... 17  
  Financial Aid Services ................................................................................................. 17  
  Reimbursement of Funds .............................................................................................. 17  
  Satisfactory Academic Progress .................................................................................. 18  
  Academic Standards ........................................................................................................ 18  
  Maximum Time Frames ............................................................................................... 18  
  Enrollment Status .......................................................................................................... 18  
  Review Policy ................................................................................................................ 18  
  Financial Aid Termination ............................................................................................. 18  
  Conditions for Reinstatement ....................................................................................... 18  
Student Health and Program Health Requirements .......................................................... 19  
  Mental Health and Wellness .......................................................................................... 19  
  Spiritual Health ............................................................................................................... 19  
  Program Health Requirements ...................................................................................... 20  
  Certifications ................................................................................................................ 23  
  Environmental and Occupational Exposure and Universal Precautions .................... 23  
  Insurance ....................................................................................................................... 24
Healthcare Professionals Conflict of Interest

Academic Program of Study

UIWSOM Curriculum Overview
UIWSOM Core Competencies and Educational Objectives
UIWSOM Curriculum Oversight
UIWSOM DO Curriculum Model
Phase I
Phase II
Graduation Requirements
Evaluations

Academic Support
Mentoring and Advising
Information and Learning Resources at UIW and UIWSOM
UIW Libraries
UIW Library Collections
The School of Osteopathic Medicine Library
Technology Services
Student Laptop Requirements
Accessibility for Students with Disabilities
Implementing Accommodations

Academic Grading and Promotion
Grading
Academic Standing
Academic Progress
Medical Student Performance Evaluation
Comprehensive Exams: COMSAE Phase I and COMSAE Phase 2
National Board Exams
Timelines and Deadlines
COMAT Subject Exams

Student Professionalism and Ethical Expectations
Professionalism
Components of Professional and Ethical Behavior
Dress Code
Social Media Policy

Page 3
Guidelines for the Responsible Use of Social Media in a Professional Capacity .......................................................... 57
Guidelines for the Responsible Use of Social Media in a Personal Capacity ................................................................. 57
Violations of Professionalism ............................................................................................................................................. 58
UIWSOM DO Program Policies .................................................................................................................................... 59
    Alcohol, Drug, and Tobacco .......................................................................................................................................... 59
    Sexual Misconduct, Sexual Harassment, Stalking and Relationship Violence ................................................................. 60
    Academic Integrity .......................................................................................................................................................... 60
    Attendance ................................................................................................................................................................. 61
    Leave of Absence ......................................................................................................................................................... 62
    Short-Term Absence ..................................................................................................................................................... 62
    Extended Leave of Absence ........................................................................................................................................... 63
    Absence from an assessment ......................................................................................................................................... 64
    Tardiness for an assessment ......................................................................................................................................... 64
    Withdrawal .................................................................................................................................................................... 64
    Dismissal from the UIWSOM ......................................................................................................................................... 64
    Appeal Process Following a Dismissal ............................................................................................................................ 65
    Repeated units ............................................................................................................................................................ 65
    Remediation of a unit ..................................................................................................................................................... 65
    Auditing ........................................................................................................................................................................... 65
    Examination Procedures for Phase I and II ................................................................................................................... 65
    Assessment and Reassessment .................................................................................................................................... 70
    Children on Campus ..................................................................................................................................................... 71
    Guest Speakers on Campus ........................................................................................................................................... 72
    Audio, Video, and Digital Recording(s) .......................................................................................................................... 73
    Classroom Recording Policy .......................................................................................................................................... 73
    Safe Environment for Patients, Staff, and Students ......................................................................................................... 73
    Safe Osteopathic Clinical Training for Learners ............................................................................................................. 75
    Student Employment ..................................................................................................................................................... 78
    Transportation ............................................................................................................................................................... 78
    Student Organizations and Membership ......................................................................................................................... 78
    Registration of Osteopathic Medical Student Organizations .......................................................................................... 78
    UIWSOM Student Government Association .................................................................................................................. 79
    Expressing Concerns, Grievances, and Resolution Procedures ..................................................................................... 79
    Grievance Process ........................................................................................................................................................ 79
Addressing UIWSOM Program Complaints ......................................................... 80
Campus Facilities Policies and Procedures ......................................................... 82
  Safety Mission ...................................................................................................... 82
  Building and Grounds Etiquette .......................................................................... 82
  Campus Safety and Access .................................................................................... 83
  Student Parking ..................................................................................................... 83
  Security ................................................................................................................ 83
  CardinalMail ......................................................................................................... 83
  Adverse Weather and Class Cancellation ............................................................. 84
  Pets ...................................................................................................................... 84
Additional Information .......................................................................................... 84
  UIWSOM Administration, Faculty and Staff Directory ...................................... 84
  UIWSOM Administration and Faculty Office Hours .......................................... 84
  UIWSOM Recognized Abbreviations & Translations ......................................... 84
  Record of Change ............................................................................................... 85
Introduction

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

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

This Handbook may be modified by the UIWSOM at any time during the academic year. All modifications will be written with approval from the Dean and the Doctor of Osteopathic Medicine Curriculum Committee. All learners, faculty, and staff will be notified of changes to any policy and procedure in this handbook by the Office of Admissions and Student Affairs.

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

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

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

This student handbook provides the policies specific to the School of Osteopathic Medicine Doctor of Osteopathic Medicine program. Become familiar with the contents and keep it as a reference. We encourage you to set goals and objectives for yourself to achieve optimal personal, academic and professional growth, and to utilize the many resources for support including mentorship by faculty and administration.

With best wishes for your success here at the UIWSOM,

Robyn Phillips-Madson, DO, MPH, FACOFP
Founding Dean
2019 – 2020 Academic Calendars

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

**OMS I**

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial Aid Disbursement</td>
<td>07/12/2019</td>
</tr>
<tr>
<td>Orientation</td>
<td>07/22/2019-07/26/2019</td>
</tr>
<tr>
<td>White Coat Ceremony</td>
<td>07/27/2019</td>
</tr>
<tr>
<td>Unit 1 Begins</td>
<td>07/29/2019</td>
</tr>
<tr>
<td>Last Day to Withdraw with Refund – Fall</td>
<td>07/29/2019</td>
</tr>
<tr>
<td>Last Day to Add/Drop – Unit 1</td>
<td>07/29/2019</td>
</tr>
<tr>
<td>Labor Day—<strong>Campus Closed</strong></td>
<td>09/02/2019</td>
</tr>
<tr>
<td>Last Day to Withdraw with “W” – Unit 1</td>
<td>09/20/2019</td>
</tr>
<tr>
<td>Unit 1 Assessments</td>
<td>09/23/2019—09/27/2019</td>
</tr>
<tr>
<td>Unit 2 Begins</td>
<td>09/30/2019</td>
</tr>
<tr>
<td>Last Day to Add/Drop – Unit 2</td>
<td>10/04/2019</td>
</tr>
<tr>
<td>Last Day to Withdraw with “W” – Unit 2</td>
<td>11/15/2019</td>
</tr>
<tr>
<td>Unit 2 Assessments</td>
<td>11/18/2019-11/22/2019</td>
</tr>
<tr>
<td>Unit 3 Begins</td>
<td>11/25/2019</td>
</tr>
<tr>
<td>Last Day to Add/Drop – Unit 3</td>
<td>11/27/2019</td>
</tr>
<tr>
<td>Last Day to Withdraw with Refund – Spring &amp; Summer</td>
<td>11/27/2019</td>
</tr>
<tr>
<td>Thanksgiving Break—<strong>Campus Closed</strong></td>
<td>11/27/2019—11/29/2019</td>
</tr>
<tr>
<td>Holiday Break—<strong>Campus Closed</strong></td>
<td>12/23/2019—01/03/2020</td>
</tr>
<tr>
<td>Martin Luther King Holiday—<strong>Campus Closed</strong></td>
<td>01/20/2020</td>
</tr>
<tr>
<td>Last Day to Withdraw with “W” – Unit 3</td>
<td>01/31/2020</td>
</tr>
<tr>
<td>Unit 3 Assessments</td>
<td>02/02/2020—02/06/2020</td>
</tr>
<tr>
<td>Financial Aid Disbursement</td>
<td>02/07/2020</td>
</tr>
<tr>
<td>Unit 4 Begins</td>
<td>02/10/2020</td>
</tr>
<tr>
<td>Last Day to Add/Drop – Unit 4</td>
<td>02/14/2020</td>
</tr>
<tr>
<td>Last Day to Withdraw with “W” – Unit 4</td>
<td>04/03/2020</td>
</tr>
<tr>
<td>Unit 4 Assessments</td>
<td>04/06/2020—04/10/2020</td>
</tr>
<tr>
<td><strong>Good Friday—Campus Closed</strong></td>
<td>04/10/2020</td>
</tr>
<tr>
<td>Unit 5 Begins</td>
<td>04/13/2020</td>
</tr>
<tr>
<td>Last Day to Add/Drop – Unit 5</td>
<td>04/17/2020</td>
</tr>
<tr>
<td>Last Day to Withdraw with “W” – Unit 5</td>
<td>05/22/2020</td>
</tr>
<tr>
<td><strong>Memorial Day – Campus Closed</strong></td>
<td>05/25/2020</td>
</tr>
<tr>
<td>Unit 5 Assessments</td>
<td>05/25/2020—05/29/2020</td>
</tr>
<tr>
<td>Phase 1 – Year 1 Assessments</td>
<td>06/01/2020-06/05/2020</td>
</tr>
<tr>
<td>Reassessment Week (s)</td>
<td>06/22/2020 – 07/06/2020</td>
</tr>
<tr>
<td>Event</td>
<td>Date</td>
</tr>
<tr>
<td>----------------------------------------------</td>
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</tr>
<tr>
<td>Financial Aid Disbursement</td>
<td>07/19/2019</td>
</tr>
<tr>
<td>Unit 6 Begins</td>
<td>07/29/2019</td>
</tr>
<tr>
<td>Last Day to Add/Drop – Unit 6</td>
<td>08/05/2019</td>
</tr>
<tr>
<td>Last Day to Withdraw with Refund – Fall</td>
<td>08/05/2019</td>
</tr>
<tr>
<td>Labor Day—<strong>Campus Closed</strong></td>
<td>09/02/2019</td>
</tr>
<tr>
<td>Unit 6 Mid-Unit Assessments</td>
<td>09/09/2019 &amp; 09/10/2019</td>
</tr>
<tr>
<td>Last Day to Withdraw with “W” – Unit 6</td>
<td>10/18/2019</td>
</tr>
<tr>
<td>Unit 6 Assessments</td>
<td>10/17/2019—10/22/2019</td>
</tr>
<tr>
<td>Unit 7 Begins</td>
<td>10/28/2019</td>
</tr>
<tr>
<td>Last Day to Add/Drop – Unit 7</td>
<td>11/01/2019</td>
</tr>
<tr>
<td>Thanksgiving Break—<strong>Campus Closed</strong></td>
<td>11/27/2019—11/29/2019</td>
</tr>
<tr>
<td>Last Day to Withdraw with “W” – Unit 7</td>
<td>12/13/2019</td>
</tr>
<tr>
<td>Unit 7 Assessments</td>
<td>12/12/2019—12/17/2019</td>
</tr>
<tr>
<td>Financial Aid Disbursement</td>
<td>12/20/2019</td>
</tr>
<tr>
<td>Holiday Break—<strong>Campus Closed</strong></td>
<td>12/23/2019—01/03/2020</td>
</tr>
<tr>
<td>Unit 8 Begins</td>
<td>01/06/2020</td>
</tr>
<tr>
<td>Last Day to Add/Drop – Unit 8</td>
<td>01/10/2020</td>
</tr>
<tr>
<td>Last Day to Withdraw with Refund – Spring</td>
<td>01/10/2020</td>
</tr>
<tr>
<td>MLK – Holiday</td>
<td>01/20/2020</td>
</tr>
<tr>
<td>Last Day to Withdraw with “W” – Unit 8</td>
<td>02/28/2020</td>
</tr>
<tr>
<td>Unit 8 Assessments</td>
<td>02/27/2020—03/03/2020</td>
</tr>
<tr>
<td>Unit 9—Capstone</td>
<td>03/09/2020—03/20/2020</td>
</tr>
<tr>
<td>Last Day to Add/Drop – Unit 9</td>
<td>03/09/2020</td>
</tr>
<tr>
<td>Last Day to Withdraw with “W” – Unit 9</td>
<td>03/20/2020</td>
</tr>
<tr>
<td>Phase 1 – Year 2 - Assessment Week</td>
<td>03/23/2020-03/27/2020</td>
</tr>
<tr>
<td>Unit 10—Board Prep</td>
<td>03/30/2020—05/08/2020</td>
</tr>
<tr>
<td>Last Day to Add/Drop</td>
<td>04/03/2020</td>
</tr>
<tr>
<td>Good Friday—<strong>Campus Closed</strong></td>
<td>04/10/2020</td>
</tr>
<tr>
<td>Reassessment Week (s)</td>
<td>04/13/2020 – 04/24/2020</td>
</tr>
<tr>
<td>Last Day to Withdraw with “W” – Unit 10</td>
<td>05/1/2020</td>
</tr>
<tr>
<td>Memorial Day – <strong>Campus Closed</strong></td>
<td>05/25/2020</td>
</tr>
<tr>
<td>Readiness for Clerkship – Unit 11</td>
<td>05/26/2020—06/26/2020</td>
</tr>
<tr>
<td>OMS III</td>
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<tr>
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</tr>
<tr>
<td><strong>Rotation Period 1</strong></td>
<td><strong>07/01/2019 - 08/09/2019</strong></td>
</tr>
<tr>
<td><strong>Rotation Period 1 Exam Date</strong></td>
<td><strong>08/09/2019</strong></td>
</tr>
<tr>
<td><strong>Rotation Period 2</strong></td>
<td><strong>08/12/2019 – 09/20/2019</strong></td>
</tr>
<tr>
<td><strong>Rotation Period 2 Exam Date</strong></td>
<td><strong>09/20/2019</strong></td>
</tr>
<tr>
<td><strong>Rotation Period 3</strong></td>
<td><strong>09/30/2019 – 11/08/2019</strong></td>
</tr>
<tr>
<td><strong>Rotation Period 3 Exam Date</strong></td>
<td><strong>11/08/2019</strong></td>
</tr>
<tr>
<td><strong>Rotation Period 4</strong></td>
<td><strong>11/11/2019 – 12/20/2019</strong></td>
</tr>
<tr>
<td><strong>Rotation Period 4 Exam Date</strong></td>
<td><strong>12/20/2019</strong></td>
</tr>
<tr>
<td><strong>Holiday Break - Campus Closed</strong></td>
<td><strong>12/23/19 - 01/03/2020</strong></td>
</tr>
<tr>
<td><strong>Rotation Period 5</strong></td>
<td><strong>01/13/2020 – 02/21/2020</strong></td>
</tr>
<tr>
<td><strong>Rotation Period 5 Exam Date</strong></td>
<td><strong>02/21/2020</strong></td>
</tr>
<tr>
<td><strong>Rotation Period 6</strong></td>
<td><strong>02/24/2020 – 04/03/2020</strong></td>
</tr>
<tr>
<td><strong>Rotation Period 6 Exam Date</strong></td>
<td><strong>04/03/2020</strong></td>
</tr>
<tr>
<td><strong>Rotation Period 7</strong></td>
<td><strong>04/13/2020 – 05/22/2020</strong></td>
</tr>
<tr>
<td><strong>Rotation Period 7 Exam Date</strong></td>
<td><strong>05/22/2020</strong></td>
</tr>
<tr>
<td><strong>Rotation Period 8</strong></td>
<td><strong>05/25/2020 – 07/03/2020</strong></td>
</tr>
<tr>
<td><strong>Rotation Period 8 Exam Date</strong></td>
<td><strong>07/03/2020</strong></td>
</tr>
</tbody>
</table>
School Overview

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

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

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

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

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

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

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

Stewardship – we safeguard human and economic resources entrusted to us and to use them in a responsible manner.
Respect – we embrace diversity, treating all people, cultures, and communities with dignity and fairness.

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

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

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

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

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

Building 2 includes an interactive learning studio that seats 220 learners, the Student Government Association office, CIELO (clinical exam rooms, simulation rooms, the osteopathic clinical skills learning room), instructional and research labs, and indoor and outdoor dining space.

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

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

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

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

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

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

The School of Osteopathic Medicine (UIWSOM) has received pre-accreditation from the American Osteopathic Association (AOA) Commission on Osteopathic College Accreditation (COCA). Accreditation guidelines are published on the AOA website.

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

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

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

Secretary of the Commission on Osteopathic College Accreditation
American Osteopathic Association
142 E. Ontario St.
Chicago, IL 60611
Telephone: 312-202-8124 Fax: (312) 202-8209
Email: predoc@osteopathic.org

Admissions

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

In addition, the UIWSOM does not engage in discrimination based on sexual orientation or gender identity.

Admissions and Enrollment Requirements
Information for admission to the UIWSOM and application process can be found on the UIWSOM website. The UIWSOM participates in the American Association of Colleges of Osteopathic Medicine Application Service (AACOMAS). The application instruction guide is provided on the AACOMAS website.

Applicants and learners must meet the legal standards to be licensed to practice medicine in Texas. As such, students for admission must acknowledge and provide a written explanation of any felony offense or disciplinary action taken against them prior to matriculation to the UIWSOM. In addition, should the learner be convicted of any felony offense while in medical school, the learner agrees to immediately notify the Associate Dean for Admissions and Student Affairs. the nature of the conviction is part of the report. Failure to disclose prior or new offenses will lead to rescinding the offer of admission or dismissal.

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

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

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

Any candidate will be considered for admission who demonstrates the ability to acquire the knowledge, attitudes, and skills necessary to complete the core UIWSOM educational requirements, achieve the UIWSOM competencies and be able to graduate as skilled and effective practitioners of osteopathic medicine.
For purposes of this policy and unless otherwise defined, the term "candidate" means candidates for admission to medical school as well as UIWSOM medical students who are candidates for retention, promotion or graduation. Fulfillment of the technical standards for graduation from UIWSOM does not guarantee that a graduate will be able to fulfill the technical requirements of any specific residency program.

1. **OBSERVATION**: Candidates must be able to collect, use, and interpret information from demonstrations, from diagnostic and assessment procedures and tools, and from all other modes of patient assessment in the context of laboratory studies, medication administration, radiologic studies, and all other patient care activities. In addition, candidates must be able to document these observations and maintain accurate records.

3. **COMMUNICATION**: Candidates must be able to comprehend, communicate, and document information in the English language, and to communicate accurately and effectively with patients, family members, healthcare workers, and other professionals in healthcare settings, as well as with instructors, supervisors, classmates, and various health or educational team members in both clinical and classroom settings. This includes the ability to elicit, receive, and accurately interpret information from others; to collect, document, and convey relevant information to others; to understand and use healthcare terminology, and to comprehend and follow directions and instructions. In addition, candidates must be able to accurately document patient records, present information in a professional and logical manner, and appropriately provide patient counseling and instructions to effectively care for patients or clients and their families.

4. **MOTOR FUNCTION**: Candidates must, after a reasonable period of training, possess the capacity to perform physical examinations and diagnostic maneuvers. They must be able to respond to clinical situations in a timely manner and provide general and emergency care. These activities require some physical mobility, coordination of both gross and fine motor neuromuscular function and balance and equilibrium.

4. **INTELLECTUAL-CONCEPTUAL, INTEGRATIVE, AND QUANTITATIVE ABILITIES**: Candidates must be able to assimilate the detailed and complex information presented in the osteopathic curriculum. They must be able to learn through a variety of modalities including, but not limited to, classroom instruction; small group, team and collaborative activities; individual study; preparation and presentation of reports; simulations and use of computer technology. Candidates must be able to memorize, measure, calculate, reason, analyze, synthesize, and transmit information. They must recognize and draw conclusions about three-dimensional spatial relationships and logical sequential relationships among events. They must be able to formulate and test hypotheses that enable effective and timely problem-solving in the diagnosis and treatment of patients in a variety of clinical settings and health care systems.

5. **BEHAVIORAL AND SOCIAL ATTRIBUTES**: Candidates must demonstrate the maturity and emotional stability required for full use of their intellectual abilities. They must accept responsibility for learning, exercising good judgment, and promptly complete all responsibilities attendant to their curriculum and to the diagnosis and care of patients.
Candidates must display characteristics of integrity, honesty, attendance and conscientiousness, empathy, a sense of altruism, and a spirit of cooperation and teamwork. They must understand the legal and ethical aspects of the practice of medicine and function within both the law and ethical standards of the medical profession. Candidates must be able to interact with patients and their families, health care personnel, peers, colleagues, faculty, staff, and all other individuals with whom they come in contact in a courteous, professional, and respectful manner. Candidates must be able to contribute to collaborative, constructive learning environments; accept constructive feedback from others, and take personal responsibility for making appropriate positive changes. Candidates must have the physical and emotional stamina and resilience to tolerate physically taxing workloads and function in a competent and professional manner under highly stressful situations, adapt to changing environments, display flexibility, and manage the uncertainty inherent in the care of patients and the health care system.

6. **LEGAL AND ETHICAL STANDARDS**: Candidates are expected to consistently exhibit professionalism, personal accountability, compassion, integrity, concern for others, and care for all individuals in a respectful and effective manner regardless of gender, gender identity, age, race, sexual orientation, religion, disability, or any other protected status. Candidates must understand and be able to comply with the legal and ethical aspects of the practice of medicine and maintain and display ethical and moral behaviors commensurate with the role of a physician in all interactions with patients, their families, faculty, peers, staff, students, and the public. Individuals whose performance is impaired by abuse of alcohol or other substances are not suitable candidates for admission, promotion, or graduation. Candidates must be able to meet the legal standards to be licensed to practice medicine in the State of Texas. As such, candidates must detail in writing at the time of application any felony offense or disciplinary action to the School. If a conviction occurs after matriculation, students are required to inform the Associate Dean for Admissions and Student Affairs or Director of Student Affairs of any actions which might impair candidates’ ability to obtain a medical license. Failure to notify may result in disciplinary action by the Student Progress Committee.

**Self-Identification of Disabilities as an Applicant and Matriculant**
For UIWSOM to provide reasonable accommodations, candidates must self-identify to the Office of Admissions and Student Affairs, all areas where he or she believes accommodations will be needed in order to fulfill requirements of the complete curriculum.

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

Applicants and matriculants who require controlled substances or other prescriptions that will show positive on the drug screen must notify the Office of Admissions and Student Affairs in advance of the drug screen. must be taking the medications according to the manner prescribed, and must have completed the required paperwork, which includes appropriate documentation as to the need for these drugs for accommodation.
UIWSOM reserves the right to have the student evaluated for a disability if prior evaluations have not been done or were not adequate and require further evaluation and testing. When this is required, it is at the student’s expense.

Learners who must remediate a unit, who is suspended or dismissed for failure in the curriculum, may not claim failure due to a disability that has not been previously identified, documented, or considered by the SDS. Learners must request reasonable accommodations in advance of taking the curriculum.

**Transcripts**

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

**Financial Aid**

**Financial Aid Services**

The primary purpose of financial aid is to identify resources for learners who would otherwise be unable to pursue post-secondary education. The UIW Office of Financial Assistance (OFA) and UIWSOM Enrollment Specialist assists learners in identifying loans, grants, and scholarships that may be available. The OFA offers a resource center for scholarship searches, electronic transmissions of FAFSA information and various lender and service information. The UIWSOM Financial Assistance and Tuition page also include information about applying for aid, scholarships, grants, and additional helpful resources.

**Reimbursement of Funds**

According to federal and state laws and regulations, UIWSOM calculates 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 who choose to withdraw from the UIWSOM must obtain a Withdrawal Form signed by the Dean before the withdrawal 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. (see Withdrawal Policy)

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

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

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

To make SAP, students must meet the following:

Academic Standards
A learner is making satisfactory academic progress if the grade received for each unit, rotation, elective/selective is P, PR, or H. The overall grading rubric for specific unit/clerkship/(s)elective is outlined in its corresponding syllabi and learners are required to complete all components to pass and be eligible to advance in the curriculum. This policy applies to all learners of the UIWSOM regardless of whether or not they receive Title IV funding (Federal Direct Loans).

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

Enrollment Status
Any learner who receives financial aid must successfully complete a cumulative minimum of 75% of all attempted coursework. If the number of cumulative hours drops below 75% of attempted hours, the learner will no longer be eligible for financial aid.

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

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

Conditions for Reinstatement
Learners whose eligibility for financial aid has been terminated may appeal the decision in writing to the Office of Financial Assistance if they believe they had extenuating circumstances that led to their unsatisfactory progress. The Office of Financial Assistance will notify the learner in writing of the decision. Learners requesting an appeal will
complete the SAP Recovery Packet, which must include:

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

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

Student Health and Program Health Requirements

**Mental Health and Wellness**

Behavioral Health care modalities, including face-to-face and telehealth services, are available 24/7 for all learners in the DO program. All services are confidential and are not recorded or filed in the learner’s academic file. During orientation, these counseling services are explained to the learners by the Associate Dean for Health Services. A list of services is available on the UIWSOM website.

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

Learners have access to physicians, clinics, and hospitals 24/7 in San Antonio and at UIWSOM core rotation sites. In addition, the UIW Main Campus Student Health Center is available Monday-Friday 8 am-5 pm to provide confidential primary care and OMM health services focused on primary preventative care, health education and counseling, care for acute illnesses and injuries, and information regarding the UIW insurance Wellfleet.

**Spiritual Health**

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

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

UIWSOM utilizes a national background screening and compliance management tracking system, PreCheck for maintenance and verification of all required documentation including immunizations, certifications, physical exam records, criminal background, and drug testing.

- Incoming first-year learners are required to:
  - Undergo and submit immunization records, physical examination, drug testing and background check by July 1st prior to matriculation and provide updated immunization records or lab titer results on a yearly basis.
  - Undergo a background check annually.

- Second, through fourth-year learners are required to:
  - Undergo an annual influenza vaccine, TB test, physical examination and drug testing with results submitted by September 30th of each academic year.
  - Provide updated immunization records or lab titer results on a yearly basis as needed.
  - Undergo a background check annually.

Immunizations

The cost of immunizations is the responsibility of the learner. All learners are responsible for providing official and complete documentation of having received an immunization. Updated and current immunizations must be submitted to PreCheck by September 30th of each year of matriculation.

Incomplete immunization records may delay matriculation, the ability to begin clinical rotations or continue in the UIW School of Osteopathic Medicine program. Failure to comply with these requirements may result in a professionalism violation or dismissal from the UIW School of Osteopathic Medicine program.

- Meningococcal Vaccination – First-year learners, if younger than the age of 22 years at matriculation are required to have a record of the meningococcal vaccine submitted to the agency by June 10th prior to starting in July. The learner must have been immunized within the past five (5) years prior to starting at the UIWSOM.

- Hepatitis B alone or Hepatitis A/B Combo - A standard Hepatitis B series (3 injections) or the expedited Hepatitis A & B (TWINRIX) combo series (4 injections) and antibody titer results are required.
  - If the Hepatitis B surface antibody titer is negative or nonreactive, the entire series must be repeated as well as antibody titer results.
  - Learners who are non-responders should be considered susceptible to HBV and must be counseled by the Medical Director of UIWSOM Health Services.

- Tetanus-Diphtheria-Pertussis (Tdap)/Tetanus-Diphtheria (Td) - One dose of adult Tdap is required. If the Tdap is more than ten (10) years old, a Td booster is required. Learners should receive decennial Td boosters, beginning ten (10) years after receiving Tdap.
• **Measles, Mumps, and Rubella (MMR)** – Two vaccines of each component or the combo (MMR) following the first birthday AND lab report of positive antibody titer for all three (3) components is required.
  - If the titer result is low or negative, learners will need two (2) doses of the MMR vaccine four (4) weeks apart
  - In cases of pregnancy or suspected pregnancy, **DO NOT** get the MMR vaccine, for low or negative titers. Medical documentation in writing of such instances is required to be submitted to PreCheck and written notification given to the Office of Admissions and Student Affairs.

• **Varicella (Chickenpox)** - One of the following is required:
  - Two (2) vaccines following the first birthday AND a positive titer result.
  - Documented history of chickenpox AND a positive titer result
    - If titer result is negative or equivocal, the learner will be required to submit evidence of a booster vaccine AND a repeat titer result. Repeat titer results must be administered three (3) months after the booster vaccine.

• **Influenza (Flu) Vaccine** – This is an annual requirement during the flu season (September – March). It is required that learners get the flu vaccine each year while in the program by September 30th. Declinations are not acceptable.

• **Polio Vaccine** – Documentation of at least three (3) vaccinations of IPV/OPV - OR polio titer results.
  - If polio titer results are equivocal or low, a booster vaccine of IPV is required.

• **Tuberculosis Screening** – Documentation and submission of a non-reactive tuberculin skin test, negative IGRA blood test, QuantiFERON Gold TB blood test, OR T-spot blood test is required by June 10th for first-year learners.
  - Second and Fourth-year learners are required to have an annual TB test by any of the above methods. Documentation is required by September 30th.
  - Any Learners with a history of BCG vaccine must have a T-spot or QuantiFERON Gold blood TB test annually and submit documentation by the date required above.
  - Any Learners with a reactive tuberculin skin test must have a T-spot or QuantiFERON Gold TB blood test.
    - If POSITIVE – Documentation of a Chest x-ray with NEGATIVE results and a physical examination indicating that the learner is free of active tuberculosis within six (6) months of the first day of class is required.
Learners with a POSITIVE TB test and a NEGATIVE Chest x-ray will be evaluated for latent TB and required to comply with taking recommended medication under Direct Observational Therapy according to CDC guidelines. If at any time while in the program, should the latent TB convert to active TB the learner will be placed on an immediate leave of absence.

Physical Examinations
UIWSOM requires learners to submit a completed and signed medical health history and physical examination form on the approved UIWSOM form prior to matriculation by July 1st AND on yearly basis by July 1st. If there are any changes or updates to the medical history during the learner’s program of study, documentation must be submitted to PreCheck.

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

Criminal Background Check and Drug Testing
All entering UIWSOM learners are required to submit to and receive an acceptable criminal background check as a condition of enrollment. Acceptable learner background checks for enrollment are determined by the Associate Dean for Admissions and Student Affairs and the UIWSOM Admissions Committee. Some clinical facilities may require additional background investigation(s) prior to permitting learners to participate in experiential education activities.

Program enrollment and clinical facility placement are contingent upon completion and receipt of an acceptable criminal background check and negative drug test unless previous documentation for physician-prescribed medications is on record.

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

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

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

Clinical rotations are a critical component in the osteopathic medical education curriculum. These rotations require drug screening for learner participation at their sites. Drug testing of osteopathic medical learners may be performed at any time. The drug testing policy provides for early identification and intervention prior to such abuse adversely affecting a learner’s health, professional growth, and patient care and safety. Learners with a positive drug screen may be barred from rotations and thus unable to fulfill degree program requirements. Identification of such learners before clinical rotations ensures appropriate assessment, indicated treatment and follow-up.

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

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

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

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

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

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

Insurance
All UIWSOM learners are required to have medical insurance coverage. Fees for the university’s comprehensive Wellfleet Health Plan, a Cigna Network, is added to the learner’s tuition and fee bill if a learner does not provide proof of valid medical coverage through PreCheck and submit the required UIW waiver. Valid medical insurance coverage must be a health plan that is comparable or better to the Wellfleet Health Plan.

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

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

Healthcare Professionals Conflict of Interest
Medical students commonly seek care from health professionals affiliated with the UIWSOM (full-time, part-time, or adjunct faculty) due to proximity, convenience, comfort, confidence, and the size of the local medical community. If a student elects to establish a provider relationship with a faculty member, that health care provider is precluded from serving in any evaluation role for that learner.

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

1. Health care professionals providing health services to a learner must recuse themselves from academic assessment or promotion of the student receiving those services.

2. UIW Health Services Clinic
   1. Posted notification at the reception desk requested that all UIWSOM learners identify themselves to assure they are not seen by faculty who may also be at the clinic providing care or acting as a preceptor.
   2. This notification is to avoid any contact between learner and faculty who, for that unit of instruction, together in the classroom or for assessment.
   3. During UIWSOM employee orientation, this policy is reviewed and discussed with new employed full-time, part-time and adjunct faculty.
Academic Program of Study

UIWSOM Curriculum Overview
The Carnegie Foundation for the Advancement of Teaching sponsored the authorship of Educating Physicians: A Call for Reform of Medical School and Residency (2010). Educating Physicians, published 100 years after Flexner’s (1910) seminal work. This research calls for medical schools to adopt key educational practices to produce the next generation of physicians, including an intentional integration of clinically applied biomedical sciences, early exposure to experiential learning, and professional identity formation, with an emphasis on healthcare teams, social accountability, and cultural awareness.

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

UIWSOM Core Competencies and Educational Objectives
The Fundamental Osteopathic Medical Competency Domains of the AOA, the National Board of Osteopathic Medical Examiners, and AACOM have been aligned with UIWSOM’s mission to form the foundation of the UIWSOM Core Competencies and programmatic Educational Objectives.

Osteopathic Principles & Practice (OPP) and Osteopathic Manipulative Treatment (OMT):
Demonstrate knowledge of osteopathic principles and practice, and to demonstrate and apply knowledge of somatic dysfunction diagnosis and Osteopathic Manipulative Treatment in the clinical setting.

Upon graduation from UIWSOM, all learners will be able to:
1. Understand and apply OPP and OMT to all patients, especially those in underserved areas.
2. Understand the principles of OPP and use OMT across clinical settings.
3. Analyze and apply the concepts of body unity and interrelationship of body structure and function in the delivery of whole-person health care.
4. Understand and value the human body’s self-healing and self-regulatory mechanisms affect treatment options.
5. Evaluate the scientific knowledge supporting the use of OPP and OMT, including the basic science of the mechanisms and evidence-based clinical application of OMT in the diagnosis and treatment of somatic dysfunction in the various regions of the body.
6. Name and describe the indirect and direct types of OMT, identifying their indications and contraindications, and articulating their relative value, advantages, and disadvantages.

Osteopathic Patient Care:
Provide patient-centered care that is culturally responsive, compassionate, and appropriate for the effective treatment of illness and promotion of health across the lifespan.
Upon graduation from 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 the principles of pathophysiology to diseases and disorders.
3. Apply pharmacological principles to medical therapeutics.
4. Appraise the role of normal human biological, cognitive, psychological, and behavioral development across the lifespan as determinants of health and illness.
5. Describe etiology and risk factors for disease prevention principle disease surveillance screening and health needs assessment across the lifespan.
6. Identify risk factors, genetic or environmental, associated with disease-related to ethnicity, race, gender, age/cohort, religion, sexual orientation, culture, and health behavior.
7. Interpret the clinical, laboratory, pathologic and radiologic manifestations of health and common diseases.
8. Perform culturally and linguistically sensitive, comprehensive and problem-focused osteopathic physical examinations in all body areas and organ systems.
9. Engage in a systematic approach to clinical reasoning to solve clinical problems in the context of osteopathic principles.
10. Apply the scientific foundations of medicine to the practice of evidence-based medicine.
11. Evaluate indications and contraindications of medical therapeutics, complementary, alternative, integrative medical treatments, and surgery options for medical conditions.
12. Describe the principles of the scientific method and translational research as they apply to care for patients.
Practice-Based Learning and Improvement in Osteopathic Medicine:
Demonstrate the ability to continuously evaluate patient care practices, scientific evidence and personal beliefs and biases as they relate to improving the care of patients and optimizing patient outcomes.

Upon graduation from UIWSOM, all learners will be able to:
1. Utilize fundamental epidemiologic concepts, clinical decision-making skills, evidence-based medicine principles and practices, and biomedical informatics resources to locate and evaluate the relevance, validity and clinical significance of research information.
2. Develop a systematic methodology for integrating practice-based improvements into one's own clinical practice.
3. Critically appraise the effectiveness of diagnostic testing and therapeutic interventions.
4. Employ strategies for seeking out and integrating feedback from patients and colleagues to identify competency in performance, selecting appropriate educational opportunities to correct deficits and improve performance.
5. Utilize informatics to identify informational resources and tools to support research, clinical decision making, and continued professional development.
7. Reflect the osteopathic profession and make valuable contributions as a member of this society.

Interpersonal and Communication Skills in the Practice of Osteopathic Medicine:
Demonstrate the ability to consistently interact respectfully, ethically, empathetically, and professionally with patients, families, allied health care providers, staff, and colleagues, to optimize patient outcomes.

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

Professionalism in the Practice of Osteopathic Medicine: Demonstrate a commitment to the highest standards of professional responsibilities, adherence to ethical principles and cultural responsiveness to diverse beliefs and customs.

Upon graduation from UIWSOM all learners will be able to:
1. Demonstrate knowledge of the behavioral and social science concepts that fortify the professional behaviors and attitudes (e.g. humanistic behaviors; responsiveness to
patients’ needs that supersedes self-interest; accountability to patients, society and the profession, etc.).

2. Demonstrate a commitment to personal excellence and ongoing professional development through lifelong learning.

3. Demonstrate respect for patients, families, allied health care providers, staff and colleagues, through the consistent application of ethical principles in practice and research.

4. Promote the ethical behavior of peers and organizations.

5. Identify personal and professional conflicts of interest and develop plans to resolve the conflict or bias.

6. Demonstrate a spirit of progressive cooperation with colleagues and show respect for their rightful practices.

7. Acknowledge the contribution of those who have taught the learner their art.

8. Recognize the signs and symptoms of physician impairment, develop an action plan, and utilize wellness resources available.

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

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

1. Describe the larger environment in which health care occurs (e.g. payment, regulatory, legal and educational systems).

2. Describe and analyze how health care is currently organized, financed and delivered.

3. Identify the resources of the health care system in order to maximize the health of the individual and the community-at-large, especially in the context of underserved areas.

4. Value the role of advocacy and health care policy in improving patient care and optimizing patient outcomes.

5. Provide assistance to patients and family members in understanding applicable healthcare benefits, coverage limits, and utilization management procedures.

6. Synthesize information concerning the health of patient populations and communities to identify needs and plan appropriate supportive interventions. Apply principles of evidence-based, cost-conscious and cost-effective health care to optimize quality patient outcomes.

7. Delineate those components of the health care system that create barriers to access and lead to disparities in health care provision.

8. Describe the role of medical jurisprudence (with a focus on industry relationships) as it relates to conflicts of interest in the health care system.

9. Employ telehealth applications to ensure patient access to appropriate care and to deliver healthcare.

Social Accountability in the Practice of Osteopathic Medicine: Prioritize and address community health outcomes through civic engagement, ethical leadership, and global social responsibility while delivering equitable and sustainable health care based on the tenets of social accountability.
Upon graduation from UIWSOM, all learners will be able to:

1. Integrate the principle of social accountability in the practice of osteopathic medicine in clinical and community settings.
2. Integrate the principle of social justice to healthcare in the practice of osteopathic medicine in clinical and community settings.
3. Value and apply the osteopathic physician’s commitment to health equity in service to underserved, vulnerable, disenfranchised, and special populations.
4. Integrate basic public health principles, practices, and sciences to the practice of osteopathic medicine in clinical and community settings.
   Identify, explain and integrate determinants of health (social, religious, political, cultural, environmental, biology, etc.) in the practice of osteopathic medicine at the levels of the individual patient, family, community and society.
5. Examine and integrate principles of civic engagement, ethical leadership and global social responsibility in the practice of osteopathic medicine in clinical and community settings.
6. Assess and address the factors influencing the use of health services.
7. Evaluate how the health care system relates to Medicare, Medicaid, insurance, and community health centers and the osteopathic physician’s role as a health advocate.
8. Examine and influence health policy-making efforts at the local and national levels.
9. Identify, explain and apply the osteopathic physician’s role as a health advocate in clinical and community settings.

**Wellness and Mental Health in the Practice of Osteopathic Medicine:**
Partner with healthcare consumers, family members, and behavioral health and primary care providers to integrate the experience and expertise of the team into the provision of mental health and wellness services across the lifespan.

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

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

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

UIWSOM DO Curriculum Model
The UIWSOM DO curriculum was developed from the beginning, as an integrated curriculum designed to spiral content throughout each year of the program and to support osteopathic medical students in their attainment of the knowledge, skills, and abilities expected at each level of training, culminating with entry into graduate medical education programs. All engagements with faculty are designed to utilize assessment to guide learning and evaluation to improve outcomes. All UIWSOM educational programs are built upon and continuously informed by these guiding principles:

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

Phase I
Unit 1 Essentials/EMT
This eight-week unit is designed to orient learners to the DO curriculum and to prepare them for a deeper understanding of osteopathic medicine and the scientific knowledge and skills needed to progress through their medical education. This is accomplished by integrating clinically relevant concepts in the biomedical sciences, professional identity formation, and the National Emergency Medical Technician-Basic (EMT-B) curriculum. Through this unit, administration, faculty, and staff ensure that the learners are sufficiently oriented and academically prepared to succeed in undergraduate medical education.

This foundational unit is designed to introduce case-based presentations as a method of learning fundamental concepts of clinically applied biomedical sciences and professional identity formation. Learners begin to develop critical thinking and clinical reasoning skills as they explore medicine in an integrated format, and in the context of realistic patient-centered health conditions. The EMT-B curriculum is utilized to reinforce and integrate this knowledge by placing the learner in authentic, hands-on, dynamic environments that require the use of real-time critical thinking and problem-solving skills, while simultaneously learning lifesaving emergency skills and the ability to function as part of a health care team. Throughout the unit learners also develop stress management and coping strategies by engaging in self-reflection and self-assessment and begin to
develop life-long learning habits. *Learners must complete all EMT-B requirements to include successfully passing the NREMT by the start of the second year. UIWSOM pays for the first attempt. All other attempts are at the learner’s expense. Learners who do not pass the NREMT after 3 attempts will be placed on academic probation and may be subject to dismissal from the program.

Unit 2 Musculoskeletal, Touch, and Personhood
This seven-week unit challenges learners to explore the care of the peripheral nervous, musculoskeletal (MSK), and integumentary systems through the integration and application of biomedical sciences and osteopathic clinical skills. Development of the learner’s identity as an osteopathic physician continues with this study of structure and function and how alterations of these systems may affect the person’s identity and cause suffering. The unit utilizes the osteopathic, holistic approach of observation and touch to engage students in the art of clinical examination, diagnosis, and treatment. Using case-based learning in small groups, students analyze peripheral nervous, MSK, and integumentary diseases and disorders. The cases emphasize underlying cellular and molecular pathophysiologic processes, inflammatory and infectious causes, and the intervention and management of diseases and disorders of the neuromusculoskeletal and integumentary systems while recognizing the psychosocial impact. The analysis of these systems also focuses on health promotion and disease prevention that are important to a high quality of life. In early patient simulations, learners gather patient histories and conduct physical examinations of these systems.

Unit 3 Molecules, Cells, and Compassion
This eight-week unit explores structure and function in the context of cellular and human lifespans. Aberrations in cellular function, as exemplified by genetic, hematologic and oncologic diseases, are examined holistically to include epidemiological, biomedical, ethical and osteopathic perspectives. 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. Finally, trends and ethical issues of biomedical research and integrative medicine are evaluated for application for clinical practice.

Unit 4 Host Defense and Communication
This eight-week unit focuses on an understanding of and responses to infectious and immune-mediated syndromes. The 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. Learners begin to understand how the human body defends itself from pathogens and how the osteopathic physician, as a member of a medical team, can assist in that endeavor to prevent and treat infections.
Unit 5 Gastrointestinal System, Nutrition and Appetite
This six-week unit focuses on the intake of nutrients, water, vitamins, and minerals through food and the processing of food for assimilation into the body is essential for sustaining life. This unit explores the osteopathic physician’s care of patients with syndromes and diseases that result from abnormal nutritional intake, disruptions in the normal structure and function of the gastrointestinal (GI) system, and abnormal food-associated appetites that are related to behavioral, social, economic and environmental factors. This patient care is examined through participation in case-based group learning and community-engagement activities that are integrated applications of pertinent biomedical, epidemiological, bioethical, and public health principles and osteopathic treatment modalities.

Unit 6 Circulation, Respiration, and Regulation*
This 11-week unit challenges learners to explore how the cardiovascular, pulmonary, and renal systems regulate the body’s homeostatic functions and apply this knowledge to the diagnosis, treatment, and management of both acute and chronic diseases caused by abnormal functions of these systems. This integration of biomedical sciences with osteopathic clinical skills is developed through learner participation in case-based learning, simulation activities, and community engagement projects that emphasize pertinent biomedical, bioethical, and public health principles. Each learner’s professional identity formation as an osteopathic physician continues through an emphasis on how health care teams work in the diagnosis, treatment, and management of diseases that impact regulatory functions. The learners are also challenged to understand how the practice of self-care, awareness, and lifestyle modifications can regulate wellness in the individual and community. *if required, reassessment can occur the week after winter break.

Unit 7 Endocrinology, Reproduction, and Respect
This seven-week unit focuses on the endocrine and reproductive systems through the integration and application of biomedical sciences and osteopathic clinical skills. The unit utilizes the holistic osteopathic approach and the recognition of the interdependence of structure and function to engage learners in the art and science of clinical examination, diagnosis, and treatment. Using case-based learning in small and large groups, the learners examine the underlying normal and abnormal anatomical and physiological processes, and the intervention and management of diseases and disorders associated with the endocrine and reproductive systems.

Learners investigate the roles of the endocrine system in regulating anabolic and catabolic processes in health and disease. Moreover, learners explore the impact of emotions and the brain on hormone production and function. The dynamic relationship of the endocrine system and reproductive health is revealed through the study of the life phases of the embryonic formation of the reproductive system, puberty, mature sexual function, and age-related decline in sexual function. Infertility issues, normal and complicated pregnancy, and labor and delivery are examined as are ethical decision-making regarding reproduction and sexual health issues. Learners continue to develop their professional identity as compassionate osteopathic physicians through a new focus of exhibiting respect when challenged with difficult and sensitive conversations with patients and their families. Recognition of the social, ethical, and public health impact of endocrine function, sexual concerns, and reproductive health are also integrated into this unit.
Unit 8 Mind, Brain, and Behavior
This eight-week unit challenges learners to gain an understanding of neuroanatomy, neurophysiology, and related therapeutics, and to apply this knowledge in the care of the mind, body, and spirit of patients with neurological and psychiatric conditions. Learners study the structure and function of the brain and spinal cord and how alterations of these systems may affect the person’s physical and mental health. Using case-based learning in small and large group sessions, learners analyze central nervous system diseases and disorders and recognize common neurological and mental health issues. Cases include concepts of neurological processes, human development, psychopathology, and substance use. As part of their ongoing professional development as osteopathic physicians, learners examine the physical and behavioral complexities of caring for patients with neurological and psychiatric conditions. The stigma of chronic mental illness, social determinants of health, and relevant bioethical topics are also explored.

Unit 9 Spirituality and Mental Health and Wellness
This two-week unit encourages learners to reflect upon their medical education and examine the ways that they have been and hope to be integrating, practically and conscientiously, the “spirit” dimension of the mind-body-spirit wholeness in the care of themselves and their patients. Learners examine their own spirituality, examine how this spirituality has deepened over the past two years, consider how it might be deepened in the years ahead, and reflect upon the ways it contributes to mental health and wellness and human flourishing.

Unit 10 National Board Preparation- COMLEX-USA Level 1
This six-week unit is designed to provide learners concentrated opportunities to successfully pass COMLEX-USA Level 1. To ensure learners are attaining the medical knowledge competencies required to begin Year 3 and pass COMLEX Level 1, UIWSOM requires learners to complete all aspects of the curriculum and complete comprehensive testing through COMSAE Phase 1 at the end of the Year 2 of the DO curriculum. A learner will receive a final grade when a passing score is earned on the COMSAE.

Unit 11 Readiness for Clerkships
The purpose of this unit is to provide learners an opportunity to complete site-specific requirements to begin Phase II clerkship rotations. In the first three weeks of this five-week experience, learners requiring additional study time to successfully pass COMLEX-USA Level 1 will do so by completing self-directed preparation. In the last two weeks of the Unit, all learners prepare for clinical rotations by completing administrative requirements mandated by clerkship sites. Such requirements may include but are not limited to training in the Health Insurance Portability and Accountability Act (HIPAA), Occupational Safety and Health Administration (OSHA), Basic Life Support (BLS), Pediatric Advanced Life Support (PALS), Advanced Cardiac Life Support (ACLS), Sartori Alternatives to Managing Aggression (SAMA), as well as completion of forms, drug testing, fingerprinting, and other site-specific requirements.

Phase II
In Phase II, learners are assigned to acute and ambulatory clinical facilities for continued transformational education. As they build upon their previous clinical experiences in tandem with gained osteopathic medical and science knowledge, learners take an increasing role in the evaluation and management of patients under the supervision of the institution’s clinical faculty
physicians as well as UIWSOM faculty. Please refer to the UIWSOM Clerkship Handbook for further information on clinical rotations.

**Clinical Clerkship Assignments**
Learners are required to participate in each six-week core rotation (Emergency Medicine in year 4 is four weeks long) in hospitals, private offices, and clinics within Texas where UIWSOM has established formal affiliations. Learners are assigned through a lottery system to core rotations providing a longitudinal experience of all core educational experiences. 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 Admissions and Student Affairs communicate with each clinical site identifying the learners who will rotate and provide required documentation to each site. This communication includes learner and rotation specific information for the preceptors and staff.

**Clerkship Schedule/Hours**
It is the philosophy of UIWSOM that osteopathic medical students are in a period of education that mimics the practice as demonstrated by the supervising physician. For more information, refer to the Clinical Clerkship Handbook.

**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 core rotations during year 3 as well as the Emergency Medicine clerkship.

**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 on their health. Learners are also encouraged and expected 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 the 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. The acquisition of the basic skills essential to the evaluation and management of patients with general medical problems are emphasized. Internal medicine provides an excellent platform for 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 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 is placed on childhood milestones, anticipatory guidance, vaccinations, and accident prevention. Learners appreciate the important patient care of a child, interactions with parents, guardians and 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 health medicine. This clerkship, situated in both inpatient and ambulatory settings provides a broad connection to the child, adolescent, adult, and geriatric 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 a broad biopsychosocial framework. With appropriate sensitivity to this vulnerable and often marginalized patient population, learners are taught how to care for individuals with mental illness from assessment to treatment and work with an interdisciplinary team of colleagues to create and implement patient-centered care.

**Obstetrics and Gynecology**
This six-week clerkship in office and hospital settings provides broad exposure to the spectrum of women’s health through the life span including reproduction, childbirth, and gynecological conditions. Learners participate in clinical experiences to develop skills needed to conduct gynecological exams, manage normal and high-risk pregnancies including maternal and fetal
complications, participate in labor/delivery procedures, provide postpartum care, and participate in both OB and GYN surgical procedures. 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 learned during 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, are developed during this rotation. Exposure to communities in urban and rural underserved areas for clinical practice helps learners better understand the needs of marginalized populations. Through this understanding, learners can better identify the social, economic, cultural, linguistic aspects related to health, disease, disease prevention, access to health care and community resources. This 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 an introduction to the hospital inpatient environment and/or hospitalist. 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. Learning in this rotation occurs during sign-in, morning report, bedside teaching and management rounds, didactic lectures, bedside clinical rounds, and interactive didactics. Learners gain clinical experience in the diagnosis and management of acute medical disorders, teamwork, care of critically ill patients and interactions with their families.

**Emergency Medicine**
This four-week experience in year 4 is designed to provide experiential learning in emergency medicine. Emergency medicine clerkships provide exposure to strong team collaboration and participation in a wide variety of patient care skills. This results in a higher level of cognitive and knowledge integration because of the scope of emergent and urgent care provided to a diverse patient population forcing focus on prioritization, use of evidence-based protocols, and skills. 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.

**National Board Preparation- COMLEX-USA Level 2**
Like the longitudinal board preparation throughout Phase I, 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 National Board of Osteopathic Medical Examiners (NBOME) of both COMLEX-USA Level 2-CE and PE in order to graduate from the UIWSOM.
S/electives
Learners are required to take two rotations (four weeks each) in a medical specialty and one rotation (four weeks) in a surgical specialty for a total of three s/electives. These can include sub-internships and residency audition rotations. S/electives 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, newborn/parenting, 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.

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

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

Once the responsibilities above have been met, the UIWSOM candidate will be reviewed by the 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.

Evaluations
Program Evaluations
Continuous improvement of the osteopathic medical education curriculum is a guiding principle that requires SOM learners to complete unit and clerkship curriculum evaluations including faculty evaluations. Professional and constructive feedback is expected 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 site evaluation. The evaluation includes information about the learning environment and training opportunities at the site. Professional and constructive feedback is also requested from the learner for the supervising physician or site facilitator.

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

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**Academic Support**

**Mentoring and Advising**
Upon entering the UIWSOM, learners are assigned to a collegium named after one of five historical Missions of San Antonio: Mission San Juan, Mission San José, Mission Concepción, Mission Espada and the Alamo. The Missions Collegia remain together throughout the medical school experience and consist of 30-33 learners from each class for the purpose of creating an intimate environment for learning and role modeling of professional and personal behavior. The Missions Collegia include two assigned faculty mentors. Each collegium creates an atmosphere for building mentor-peer relationships to accomplish curricular objectives, particularly in the area of professional development and ethics.

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

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

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

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

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

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

The School of Osteopathic Medicine Library
The SOM Library is a modern health science library, serving students, faculty, and staff. SOM Library includes targeted resources of medical literature consisting of books and journals. It also offers an extensive online collection of over 200 electronic databases (many of which are specific to health sciences), and include peer-reviewed/scholarly journals, current periodicals, eBooks, government documents, and streaming media. Other Services and programs of the SOM Library include reference and research consultation, interlibrary loan, group study rooms, equipment circulation, and use, printing and copying, etc.

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

Hours for SOM physical library are available on the library website available 24 hours a day, seven days a week, from either on-campus or off-campus. The current address is http://libguides.uiwtx.edu/som and has direct access to the UIW Library catalog, library contact information, and relevant databases.

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

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

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

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

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

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

**UIW Main Campus Help Desk**
(210) 829-2721 or 1 (866) 614-5043
Technology Help Desk Call Center is open 24/7/365 days. The UIW help desk window is open 5 days a week Mon-Fri. Specific hours of operation can be found here [helpdesk](#).

The UIW SOM help desk is open from 12p.m.-4p.m. Technician emails are posted in the event they need to be reached before or after the times listed.

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

**Recommended Requirements**:

**Windows Operating System**:
- Processor: 3.0 GHz
- RAM: 8 GB
- **Operating System**: Windows 10
- **Web Browser**: Google Chrome latest version

**MAC OS**:
- Processor: 2.7 GHz
- RAM: 8GB
- **Operating System**: OS X 10.11 El Capitan
- **Web Browser**: Google Chrome latest version

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

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

**Accessibility for Students with Disabilities**

In compliance with the Mission of the University and federal law, the University of the Incarnate Word School of Osteopathic Medicine welcomes students without regard to race, color, ethnicity, disability, sex, gender, marital status or religion. In accordance with Section 504 of the Rehabilitation Act of 1973, Subpart E and Title III of the Americans with Disabilities Act of 1990, the School of Osteopathic Medicine (UIWSOM) is committed to making reasonable accommodations to ensure access for learners with documented disabilities in completing core osteopathic educational requirements and achieving competencies in clinical applied basic sciences.

Admitted medical students with disabilities who wish to request accommodations as defined by the aforementioned federal laws, must follow the University’s procedures for verification of eligibility by submitting supporting documentation to the [University of the Incarnate Word Student Disability Services](#) (SDS). Once SDS verifies an individual’s eligibility, the learner works with UIWSOM’s Director of Academic Support to *coordinate* their accommodation(s) while matriculating. **Accommodations are determined by SDS based on the medical documentation provided.**

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

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

Determining Initial Eligibility
All learners must follow SDS policies and procedures for determining initial eligibility. An SDS professional staff will review the application materials and determine appropriate accommodations specific to the individual’s disabilities.

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

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

Requesting Accommodations
Learners who need accommodations to participate fully in the UIWSOM programs should file a formal request for accommodations with SDS. The best time to do so is immediately after registration for each unit, as this allows SDS to adequately coordinate services and provide the Director of Academic Support with reasonable notice.

• Learners who are already registered with SDS must request letters of accommodation each year.

• Newly admitted medical students should apply for accommodations using the same process as current learners. Determination of eligibility for SDS services and accommodations is not part of the admission process.

• Currently enrolled learners who have developed an impairment due to an illness, accident, or surgery may contact SDS about potential accommodations

Implementing Accommodations
After registering with SDS and receiving approved accommodations, the learner will receive his/her letters of accommodation. It is the learner’s responsibility to provide the signed letter of accommodation to the Director of Academic Support who reviews the recommended accommodation with faculty and unit component directors, as appropriate, to determine suitability for the specific unit component. This is an official notice of the learner’s eligibility and guidelines appropriate for the learner’s needs.
The Director of Academic Support will coordinate logistics for approved accommodations for any sessions, learning experience, or any assessments in which accommodations will be used. SOM must receive letters of accommodations 14 business days prior to any assessment. Letters of accommodation are not retroactive and become effective on the date the DAS signs the letter received from the learner.

Learners have the primary responsibility of advocating for themselves during the accommodation process. They should not rely on their parents, peers, faculty members, or others to do so for them.

The Office of Student Disability Services will support participating students and provide reasonable accommodations to the extent that is permitted by law.

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

The SOM Director of Academic Support maintains a folder containing all letters of accommodation, received from the learner. Such material will be retained separately from the student’s academic file, and access to such material will be limited and appropriate confidentiality will be maintained. The school will not release details related to accommodations that were provided (for example to residency programs, etc.).

**Academic Grading and Promotion**

**Grading**
Learners receive a final grade after each of the eight units and Capstone in Phase I (Essentials/EMT; MSK, Touch and Personhood; Molecules, Cells Compassion; Host Defense and Communication; GI System, Nutrition Appetite; Circulation, Respiration Regulation; Endocrine, Reproduction Respect; Mind, Brain, and Behavior) within 10 business days following the assessment week for the unit. The following assessments contribute to the learner’s grade in each unit (unless otherwise indicated in the unit syllabus):

1. EMT-B completion (as applicable)
2. Cognitive Exam
3. Structures (STRX) – Structure Laboratory Practical Exam (PE)
4. Developing Osteopathic Clinical Skills (DOCS) Performance Exam (PE)
5. Small Interactive Group Sessions (SIGS) - Faculty assessment of learner’s professionalism (see SOM professionalism policy)
6. Community Engagement (CE) Portfolio (as applicable)
7. Documented completion of the assigned number of board preparation questions

<table>
<thead>
<tr>
<th>Grade</th>
<th>Letter</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pass</td>
<td>P</td>
<td>Successfully meet all requirements of a unit/clerkship rotation/elective</td>
</tr>
<tr>
<td>No Grade</td>
<td>NG</td>
<td>Dismissed before the initial assessment</td>
</tr>
<tr>
<td>In Progress*</td>
<td>IP</td>
<td>Required to reassess a unit/clerkship rotation/elective or has not met requirements for EMT-B</td>
</tr>
</tbody>
</table>
### Subject to Remediation

<table>
<thead>
<tr>
<th>Designation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SR</td>
<td>Did not successfully pass reassessment (s)</td>
</tr>
<tr>
<td>W</td>
<td>Administratively withdrawn or self-withdraws after a unit begins and before assessment week</td>
</tr>
<tr>
<td>F</td>
<td>Did not successfully pass remediation or fails to follow the process to withdraw</td>
</tr>
<tr>
<td>PR</td>
<td>Successfully completed remediation</td>
</tr>
<tr>
<td>H</td>
<td>Only awarded during Phase II</td>
</tr>
</tbody>
</table>

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

### Academic Standing

At the UIWSOM, two designations categorize a learner's status within the DO program as either Satisfactory or Unsatisfactory. A learner’s standing is designated as **Satisfactory** if the following requirements are met:

- Satisfactory Academic Progress*
- Up to date with required licensure examinations
- Compliance with program standards for health assessments, immunization status, BLS training, and other requirements as determined by the Offices of Student Affairs and Clinical Affairs
- Compliance with professionalism policies of the program

*Satisfactory Academic Progress – A learner is making satisfactory academic progress if the grade received for each unit, rotation, elective/ selective is P, PR, or H.

A learner’s status is designated as **Unsatisfactory** if any of the requirements listed above are not met or if the learner meets either of the following criteria:

- One or more grade(s) SR or F
- Required to repeat a year of the curriculum

Learners whose standing is designated as **Unsatisfactory** are notified in writing of this determination and are placed on academic probation and are subject to the following:

- Learners on academic probation should maintain scheduled appointments with the Director of Academic Support, Faculty Advisors, and/or the Offices of Student Affairs and Clinical Affairs
- Learners are not eligible to hold any office in an organization, serve as UIWSOM representative, hold any student leadership roles at UIWSOM, participate in extracurricular projects, or travel on behalf of the UIWSOM

If the learner does not comply with the above, they are subject to dismissal from the program.

### Academic Progress

The DO Student Progress Committee (SPC) monitors the progress of osteopathic medical students throughout their undergraduate medical education experience. Remediation guidelines are set by the DOCC. The SPC makes recommendations regarding progression after a thorough review of the learner’s academic and professional performance. All unresolved professionalism issues and/or academic sanctions must be resolved before a learner may advance to the next year of the
curriculum and/or graduate. Only learners who are in satisfactory academic standing are permitted to participate in commencement activities or graduation exercises.

**Medical Student Performance Evaluation**
The Medical Student Performance Evaluation (MSPE) will be prepared for UIWSOM learners following the successful completion of all core clinical clerkships. For the purpose of the application for postgraduate training, the Dean and designees will draft a letter providing a detailed description that includes an assessment of both the academic performance and professional attributes of each learner. These letters will be a component of the learner’s academic record and therefore available for review. Learners will be permitted to correct factual errors in the MSPE but not to revise the evaluative and summative statements.

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

**COMSAE Phase 1**
To ensure learners are attaining the competencies required to begin Phase II in the UIWSOM curriculum and determine readiness to sit for COMLEX-USA Level 1, UIWSOM requires learners to complete COMSAE Phase 1 exams. The COMSAE Phase I exam *serves as the summative assessment for Unit 10*. The exam is generally administered in May/June of the OMS 2 year. The timeliness for the unit and the assessment is announced each year.

UIWSOM pays for the **first attempt** of the first COMSAE Phase I that learners take as the final assessment for Unit 10. All other COMSAE Phase 1 attempts, including those used for remediation and required external remediation programs, are the financial responsibility of the learner. Learners are permitted to purchase COMSAE Phase 1 Forms ASA-101 and ASA-102 to take on their own as a practice exam in preparation for their COMLEX-USA Level 1 exam. Learners should only utilize Forms ASA-101 and ASA-102 as practice exams, as other forms of the exam may be needed for remediation. NBOME logs the COMSAE exams taken, allowing UIWSOM to monitor purchased exams to ensure that no exams are repeated.

<table>
<thead>
<tr>
<th>First Attempt</th>
<th>COMSAE Phase 1 Score 450 or greater</th>
<th>COMSAE Phase 1 a score of less than 450</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The learner receives a <em>P</em> for Unit 10 (provided all other requirements Unit 10 have been met) and can sit for COMLEX-USA Level 1.</td>
<td>The learner receives an <em>IP</em> grade for Unit 10.</td>
</tr>
<tr>
<td>Meet with the COMLEX Readiness Team</td>
<td>Co-create a plan for reassessment and schedule COMSAE second attempt.</td>
<td></td>
</tr>
<tr>
<td>Completion of reassessment/remediation plan</td>
<td>Learners will complete the second attempt of COMSAE Phase 1 to determine eligibility to sit for COMLEX Level 1.</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>Failure to participate or complete reassessment/remediation plan</td>
<td>The learner will receive an F grade for the Unit and be brought before the Student Progress Committee.</td>
<td></td>
</tr>
<tr>
<td>Second Attempt</td>
<td>COMSAE Phase 1 Score 450 or greater</td>
<td>COMSAE Phase 1 score 400 - 449</td>
</tr>
<tr>
<td>Met Requirements</td>
<td>The learner receives a P for Unit 10 (provided all other requirements of the Unit have been met) and can sit for COMLEX-USA Level 1.</td>
<td>The learner receives an IP grade for Unit 10.</td>
</tr>
<tr>
<td>Meet with the COMLEX Readiness Team</td>
<td>Create a remediation plan, which may include an external immersion program and schedule a COMSAE third attempt.</td>
<td>Create a remediation plan, which includes an external immersion program</td>
</tr>
<tr>
<td>Completion of a remediation plan</td>
<td>UIWSOM will evaluate learners’ completion of the prescribed remediation plan and readiness to sit for COMLEX-USA Level 1 prior to authorizing the learner to sit for the exam (including scoring 450 or greater on COMSAE Phase 1).</td>
<td>UIWSOM will evaluate learners’ completion of the prescribed remediation plan and readiness to sit for COMLEX-USA Level 1 prior to authorizing the learner to sit for the exam.</td>
</tr>
<tr>
<td>Failure to participate or complete a remediation plan within the approved timeline</td>
<td>The learner will receive an F grade for the Unit and will be dismissed from the program.</td>
<td>The learner will receive an F grade for the Unit and will be dismissed from the program.</td>
</tr>
<tr>
<td>Third Attempt</td>
<td>COMSAE Phase 1 Score 450 or greater</td>
<td>COMSAE Phase 1 scores less than 450</td>
</tr>
<tr>
<td>Met Requirements</td>
<td>The learner receives a PR for Unit 10 (provided all other requirements of the Unit have been met) and can sit for COMLEX-USA Level 1.</td>
<td>The learner will receive an F grade for Unit 10 and will be required to appear before the Student Progress Committee</td>
</tr>
<tr>
<td>Failure to participate or complete a remediation plan within the approved timeline</td>
<td>The learner will receive an F grade for Unit 10 and will be dismissed from the program.</td>
<td></td>
</tr>
</tbody>
</table>

**COMSAE Phase 2**
To ensure learners are attaining the medical knowledge competencies required to begin Year 4 and to determine their readiness to sit for COMLEX-USA Level 2 CE, UIWSOM requires learners to complete comprehensive testing through COMSAE at the end of the Year 3.
The COMSAE Phase 2 exam serves as the Comprehensive Medical Knowledge Exam to measure cumulative medical knowledge gained in Year 3. Demonstrating competency in comprehensive medical knowledge is required for entering Year 4. COMSAE Phase 2 is generally administered in late May or early June at the conclusion of Year 3. The timeliness for the exam is announced each year. A passing score on COMLEX Level 1 is a prerequisite for taking COMSAE Phase 2.

UIWSOM pays for the first attempt of the first COMSAE Phase 2 that learners take as the Comprehensive Exam. All other COMSAE Phase 2 attempts, including those used for remediation and external remediation programs, are the financial responsibility of the learner. Learners are permitted to purchase COMSAE Phase 2 Forms ASA-101 and ASA-102 to take on their own as a practice exam in preparation for their COMLEX-USA Level 2 CE exam. Learners should only utilize Forms ASA-101 and ASA-102 as practice exams, as other forms of the exam may be needed for remediation. NBOME logs the COMSAE exams taken, allowing UIWSOM to monitor purchased exams to ensure that no exams are repeated.

Learners who are delayed are required to meet with the Associate Dean of Clinical Affairs to determine the appropriate date of their COMSAE Phase 2 exam.

<table>
<thead>
<tr>
<th>First Attempt</th>
<th>COMSAE Phase 2 Score 450 or greater</th>
<th>COMSAE Phase 2 Score 400 - 449</th>
<th>COMSAE Phase 2 a score of less than 400</th>
</tr>
</thead>
<tbody>
<tr>
<td>Met Requirements</td>
<td>The learner receives a P for the Comprehensive Medical Knowledge Exam and can sit for COMLEX-USA Level 2 CE.</td>
<td>The learner receives an IP grade for the Comprehensive Medical Knowledge Exam.</td>
<td>The learner receives an IP grade for the Comprehensive Medical Knowledge Exam.</td>
</tr>
<tr>
<td>Meet with the COMLEX Readiness Team</td>
<td>Create a remediation plan, which may include an external immersion program and schedule a COMSAE third attempt.</td>
<td>Create a remediation plan, which includes an external immersion program.</td>
<td></td>
</tr>
<tr>
<td>Completion of a remediation plan</td>
<td>UIWSOM will evaluate learners’ completion of the prescribed remediation plan and readiness to sit for COMLEX-USA Level 2 CE prior to authorizing the learner to sit for the exam (including scoring 450 or greater on COMSAE Phase 1).</td>
<td>UIWSOM will evaluate learners’ completion of the prescribed remediation plan and readiness to sit for COMLEX-USA Level 2 CE prior to authorizing the learner to sit for the exam.</td>
<td></td>
</tr>
<tr>
<td>Failure to participate or complete a remediation plan within the approved timeline</td>
<td>The learner will receive an F grade for the Unit and will be dismissed from the program</td>
<td>The learner will receive an F grade for the Unit and will be dismissed from the program</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Attempt</th>
<th>COMSAE Phase 2 Score 450 or greater</th>
<th>COMSAE Phase 2 scores less than 450</th>
</tr>
</thead>
<tbody>
<tr>
<td>Met Requirements</td>
<td>The learner receives a P</td>
<td>The learner will receive an</td>
</tr>
</tbody>
</table>
can sit for COMLEX-USA Level 2 CE. | F grade and will be required to appear before the Student Progress Committee

| Failure to participate or complete a remediation plan within the approved timeline | The learner will receive an F grade and will be dismissed from the program

National Board Exams
According to the AOA Commission on Osteopathic College Accreditation (COCA requirements for the school), learners are required to pass the National Board of Osteopathic Medical Examiners’ (NBOME) Comprehensive Osteopathic Medical Licensing Examination exams (COMLEX-USA Level 1, Level 2 CE, and Level 2 PE) in order to graduate.

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

Timelines and Deadlines:

<table>
<thead>
<tr>
<th>Examination dates</th>
<th>COMLEX Level 1</th>
<th>COMLEX Level 2 CE</th>
<th>COMLEX Level 2 PE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learners who do not sit for COMLEX Level 1 by December 31 prior to the start of the second semester of the OMS III year will be dismissed/withdrawn</td>
<td>Learners who do not sit for the exam by December 15th of the OMS IV year will be suspended.</td>
<td>Learners who do not sit for the exam by December 15th of the OMS IV year will be suspended.</td>
<td></td>
</tr>
<tr>
<td>Graduation requirements</td>
<td>Must pass to take COMLEX Level 2</td>
<td>Must pass to graduate</td>
<td>Must pass to graduate</td>
</tr>
<tr>
<td>Inclusion in the graduation program</td>
<td>N/A</td>
<td>Must pass by April 1 of graduation year.</td>
<td>Must pass by April 1 of graduation year.</td>
</tr>
<tr>
<td>Participation in the graduation ceremony</td>
<td>N/A</td>
<td>Must receive a passing score by the day prior to graduation.</td>
<td>Must receive passing a score by the day prior to graduation.</td>
</tr>
</tbody>
</table>

All osteopathic medical students are required to take and pass COMLEX-USA Level 1, Level 2-CE and Level 2-PE prior to graduation. Once approved by the Dean to take the examination(s), learners must schedule with the NBOME and complete the examination by the UIWSOM approved deadlines. Learners are responsible for the fees and related expenses associated with taking the COMLEX-USA exams. **UIWSOM does not pay for the COMLEX-USA exams.**

Learners are allowed three attempts to pass COMLEX-USA level exams. It is important for the learner to be aware that many states limit the number of attempts a learner may take to pass the exam and failure to fall within their guideline on a number of failures allowed, will result in failure to obtain licensure in that state.
<table>
<thead>
<tr>
<th><strong>First or Second Attempt</strong></th>
<th>COMLEX Level 1 Failure</th>
<th>COMLEX Level 2 CE Failure</th>
<th>COMLEX Level 2 PE Failure</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Continuation of clinical rotations</strong></td>
<td>Learners remain on clinical rotations until remediation plan begins</td>
<td>Learners remain on clinical rotations until remediation plan begins</td>
<td>Learners remain on clinical rotations until remediation plan begins</td>
</tr>
<tr>
<td><strong>Meeting to develop a remediation plan</strong></td>
<td>The learner must meet with the Associate Dean for Clinical Affairs and the Phase II Director to develop a remediation plan before rescheduling the exam.</td>
<td>The learner must meet with the Associate Dean for Clinical Affairs and the Phase II Director to develop a prescribed remediation plan before rescheduling the exam.</td>
<td>The learner must meet with the Associate Dean for Clinical Affairs and the Phase II Director to develop a prescribed remediation plan before rescheduling the exam.</td>
</tr>
<tr>
<td><strong>Required remediation plan</strong></td>
<td>An approved immersion program (on or off campus) that will last not less than 4 weeks and will include a tentative date the learner is to reattempt the exam.</td>
<td>An approved immersion program (on or off campus) that will last not less than 4 weeks and will include a tentative date the learner is to reattempt the exam.</td>
<td>An approved external (off-campus) immersion program that will last not less than 4 weeks and will include a tentative date the learner is to reattempt the exam.</td>
</tr>
<tr>
<td><strong>Cancellation of clinical rotations</strong></td>
<td>The prescribed remediation plan will generally require the cancellation of one (or more) rotations in order to complete the immersion program. In the event of rotations being canceled, the learner will be placed on a Revised Degree Plan.</td>
<td>The prescribed remediation plan will generally require the cancellation of one (or more) rotations in order to complete the immersion program. In the event of rotations being canceled, the learner will be placed on a Revised Degree Plan.</td>
<td>The prescribed remediation plan will generally require the cancellation of one (or more) rotations in order to complete the immersion program. In the event of rotations being canceled, the learner will be placed on a Revised Degree Plan.</td>
</tr>
<tr>
<td><strong>Resumption of clinical rotations</strong></td>
<td>Clinical rotations will be resumed following approved completion of the remediation plan; however, the location and schedule for rotations will have changed and the new schedule may include rotations in a different geographical region.</td>
<td>Clinical rotations will be resumed following approved completion of the remediation plan; however, the location and schedule for rotations will have changed and the new schedule may include rotations in a different geographical region.</td>
<td>Clinical rotations will be resumed following approved completion of the remediation plan; however, the location and schedule for rotations will have changed and the new schedule may include rotations in a different geographical region.</td>
</tr>
<tr>
<td><strong>Tuition for an immersion program</strong></td>
<td>Tuition for required immersion programs will be the sole responsibility of the learner.</td>
<td>Tuition for required immersion programs will be the sole responsibility of the learner.</td>
<td>Tuition for required immersion programs will be the sole responsibility of the learner.</td>
</tr>
<tr>
<td><strong>Reporting during remediation</strong></td>
<td>The learner must provide the Phase II Director and the Director of Academic Support with updates regarding the study plan progress/ question bank performance as outlined in the remediation plan and/or as requested. The learner must attend all scheduled academic support meetings.</td>
<td>The learner must provide the Phase II Director and the Director of Academic Support with updates regarding the study plan progress/ question bank performance as outlined in the remediation plan and/or as requested. The learner must attend all scheduled academic support meetings.</td>
<td>The learner must provide the Phase II Director and the Director of Academic Support with updates regarding the study plan progress/ question bank performance as outlined in the remediation plan and/or as requested. The learner must attend all scheduled academic support meetings.</td>
</tr>
<tr>
<td><strong>Successful remediation</strong></td>
<td>Learners must follow and complete the prescribed</td>
<td>Learners must follow and complete the prescribed</td>
<td>Learners must follow and complete the prescribed</td>
</tr>
</tbody>
</table>
## permission to retake the examination

remediation plan as designed in order to be allowed to sit for an additional COMLEX Level 1 attempt. UIWSOM will evaluate learners’ completion of the prescribed remediation plan and readiness to retake the test. UIWSOM may alter the tentative testing date established in the remediation plan.

remediation plan as designed in order to be allowed to sit for an additional COMLEX Level 2 CE attempt. UIWSOM will evaluate learners’ completion of the prescribed remediation plan and readiness to retake the test. UIWSOM may alter the tentative testing date established in the remediation plan.

remediation plan as designed in order to be allowed to sit for an additional COMLEX Level 2 PE attempt. UIWSOM will evaluate learners’ completion of the prescribed remediation plan and readiness to retake the test. UIWSOM may alter the tentative testing date established in the remediation plan.

## Unsuccessful remediation and suspension

Learners who have not successfully completed the prescribed remediation plan will not be released to retake the exam and will be suspended from clinical rotations and assigned a timeframe in which they must pass the exam.

Learners who have not successfully completed the prescribed remediation plan will not be released to retake the exam and will be suspended from clinical rotations and assigned a timeframe in which they must pass the exam.

Learners who have not successfully completed the prescribed remediation plan will not be released to retake the exam and will be suspended from clinical rotations and assigned a timeframe in which they must pass the exam.

## The maximum length of the suspension

Learners must comply with applicable UIWSOM policies and federal statutes regarding the length of leaves within an academic year, including all suspensions and other leaves during that time. If remediation cannot be successfully completed with documentation of a passing COMLEX Level 1 score within that time period, the learner will be dismissed.

Learners must comply with applicable UIWSOM policies and federal statutes regarding the length of leaves within an academic year, including all suspensions and other leaves during that time. If remediation cannot be successfully completed with documentation of a passing COMLEX Level 2 CE score within that time period, the learner will be dismissed.

Learners must comply with applicable UIWSOM policies and federal statutes regarding the length of leaves within an academic year, including all suspensions and other leaves during that time. If remediation cannot be successfully completed with documentation of a passing COMLEX Level 2 PE score within that time period, the learner will be dismissed.

## Dismissal

If the exam is not retaken with a passing score received by the assigned date, the student will be dismissed/withdrawn from the university.

If the exam is not retaken with a passing score received by the assigned date, the student will be dismissed/withdrawn from the university.

If the exam is not retaken with a passing score received by the assigned date, the student will be dismissed/withdrawn from the university.

## Third Attempt

<table>
<thead>
<tr>
<th>COMAT Subject Exam</th>
<th>Dismissal</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMLEX Level 1 Failure</td>
<td>The learner is immediately dismissed/withdrawn from the university with no option to appeal.</td>
</tr>
<tr>
<td>COMLEX Level 2 CE Failure</td>
<td>The learner is immediately dismissed/withdrawn from the university with no option to appeal.</td>
</tr>
<tr>
<td>COMLEX Level 2 PE Failure</td>
<td>The learner is immediately dismissed/withdrawn from the university with no option to appeal.</td>
</tr>
</tbody>
</table>

## COMAT Subject Exams

Each learner in a core clerkship during Phase II is assessed through the Comprehensive Osteopathic Medical Achievement Test (COMAT) Subject Exam developed by the NBOME.
1. UIWSOM faculty directly associated with the curriculum and members of UIWSOM executive leadership The Phase II Standards Committee determines standards based on relevant national statistics for each COMAT subject exam.

2. Learners will receive results from their COMAT subject exam within 15 business days following the assessment.

Any learner who receives a designation of “standards not met” for a COMAT subject exam on the first attempt is eligible to retake the exam. In addition, within 3 business days of notification that standards were not met, the learner must schedule meetings with

1. the Clerkship Director from the relevant specialty
2. the Director of Academic Support
3. the Phase II Director

Any learner who receives a designation of “standards not met” for a COMAT subject exam is ineligible to receive an Honors designation for that clerkship, even with a high score on any repeated attempt.

Any learner who receives a designation of “standards not met” for two or more COMAT subject exams must meet with the DO Student Progress Committee (SPC) to receive approval to reassess COMAT.

Any learner who receives a designation of “standards not met” on the third COMAT subject exam attempt will receive a grade of F (Fail) for that clerkship and must meet with the SPC. See UIWSOM Clerkship Handbook for more details on grading policy.

**Student Professionalism and Ethical Expectations**

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

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

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

The UIWSOM also subscribes to the AOA Rules and Guidelines of Professional Conduct.

Components of Professional and Ethical Behavior

**Nondiscrimination:** It is unethical for a learner to refuse to participate in the care of a person based on race, religion, ethnicity, socioeconomic status, gender, sex, gender identity, age, sexual preference, national origin, ancestry or physical handicap. Learners must show respect for patients and families as well as everyone involved in their care. This includes physicians, nurses, other learners, residents, fellows, and administrative staff.

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

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

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

**Representation of Level of Training and Knowledge:** Learners should accurately represent themselves to patients and others on the medical team as a “student doctor.” Learners should never introduce themselves as “Doctor” at any time as this is clearly a misrepresentation of the learner’s position, knowledge, and authority. Learners should never provide care without supervision and beyond what is appropriate for their level of training.

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

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

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

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

**Conflicts of Interest:** Recognition, avoidance, and management of conflicts of interest represent a core issue of professionalism. As is required of the UIWSOM faculty, any learner with proprietary or other interest in any material he or she is presenting or discussing must properly disclose that conflict of interest. When a conflict of interest arises, the welfare of the patient must always be paramount.

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

In some instances, UIWSOM employees may accept a gift on behalf of UIW with the understanding that the item will become the property of UIW and will be handled or disposed of as best meets the needs of UIW. Failure to comply with this policy may result in disciplinary action. Additionally, the gift may become the property of UIW and the recipient will be required to inform the donor or the recipient may be required to return the gift.

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

Training in sexual harassment and assault takes place twice during medical school, during the first year and again before learners start their clinical rotations. UIW has a strict policy regarding sexual harassment and assault which can be accessed on the UIW Title IX website.

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

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

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

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

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

**Teaching:** The very title “Doctor” – from the Latin docere, “to teach” – implies a responsibility to share knowledge and information with colleagues and patients. It is incumbent upon those entering this profession to teach what they know of the science, art, and ethics of medicine. It includes communicating clearly with and teaching patients, so they are properly prepared to participate in their own care and in the maintenance of their health.
**Disclosure:** Learners must understand the ethics of full disclosure. The patient must be well informed to make health care decisions and work intelligently in partnership with the medical team. Information that the patient needs for decision-making should be presented in terms the patient can understand. If the patient is unable to comprehend for some reason, there should be full disclosure to the patient’s authorized representative. Learners who participate in disclosing information to patients must do so only with the guidance and supervision of the attending physician.

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

**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 these qualities run counter to the demeanor of the professional.

**Attendance:** see Attendance Policy. Refer to the UIWSOM Adjunct Clinical Faculty Handbook for additional requirements on attendance for Phase II.

**Dress Code**
Learners are required to present themselves in a neat, clean and well-groomed manner during all learning activities. A learner’s attire and appearance should not be distracting or call attention to one’s self. Learners are expected to be in proper attire at the beginning of all learning activities. This means changing clothes, if necessary, during breaks between activities. Learners are expected to use professional judgment in selecting their attire for class, avoiding extreme styles.

The UIWSOM dress code is as follows:

- Professional footwear is mandatory; flip-flops are not acceptable in the classroom or laboratory. Open-toed shoes are not acceptable footwear in the structure’s lab, clinics or hospitals for safety reasons.

- Jewelry should be conservative. Gauge earrings are not acceptable. No perfumes and/or aftershave should be worn. Distracting body art such as facial/body piercings or easily visible tattoos may be required to be camouflaged, covered or removed. Nails are to be kept short in order to enable easy cleaning, prevent puncture of gloves, and prevent injury to the patient or colleagues.
Other settings including laboratories and clinics may have additional specific dress codes that learners are expected to follow.

Hairstyles should be clean and well kept. Hair dyed in distracting non-traditional vibrant colors is not appropriate either for learning environments or the workplace.

Attire for women should consist of slacks or capris (no denim, or pants shorter than mid-calf, or leggings), dress or skirts (no shorter than 2 inches above the knee) and either a collared or professional style shirt with appropriate coverage (no midriff skin or cleavage showing).

Attire for men should consist of slacks (no denim) and collared shirts with sleeve lengths at the level of the bicep or longer. Facial hair must be clean and well-trimmed. Ties may be required in a clinical setting. Hats are prohibited in all classrooms, clinics, hospitals, and community assignments.

Clean and pressed white coats with name tags should be worn while in the clinic setting at the SOM and community activities.

When representing UIWSOM at events, such as interview days, information sessions, meetings, conferences, etc., appropriate business dress is required. Consult with the organization advisor of OSA for further details.

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

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

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

The purpose of this policy is to provide guidelines for the responsible use of social media resources. These resources include, but are not limited to, Facebook, YouTube, Twitter, Flikr, Blogs, Wikis, MySpace, and LinkedIn.

UIW encourages the use of social media to enhance UIW’s local, national and global reputation and connection with current and future learners, parents, alumni, donors, and other key constituents. When used responsibly, social media sites provide an effective way to promote the university and to share information and perspective across a broad range of topics.
All UIW-sponsored social media sites must be approved and registered with the university’s Vice President of Information Resources in the Informational Resources Division. All UIW-sponsored social media sites must include the names and contact information of at least two (2) site administrators. Social media sites affiliated with a learner organization should register a site sponsor through the Office of Admissions and Student Affairs. Sites representing UIW may be reviewed and amended for content.

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

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

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

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

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

- Maintain clear lines between professional and personal social media activities.
- Avoid using the university’s name to promote or endorse any product, cause, religious view, political party, candidate, etc.
- Avoid using the university’s name in connection with comments, photos, videos or images that could be interpreted or perceived as slurs, demeaning, inflammatory, illegal, unduly suggestive, sexual innuendo, inappropriate or otherwise contrary to the university’s Mission.
- Remember that libel laws are in effect even when your social media accounts are set to “private.”
- Refrain from posting content such as images or medical records that represent a breach of confidentiality.
• Maintain appropriate boundaries. (For example, health professionals should not “friend” patients on their personal sites.).

• Be advised that personal information can be used to perpetrate identity theft which can compromise the security of learners and the institution.
• When in doubt, don’t post.

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

Violations of Social Media Policy
Any use of social media that threatens the safety of UIW constituencies, exhibits a lack of moral character, and/or is unlawful or a violation of University policy and may result in disciplinary action, up to and including dismissal from the institution. The University investigates and responds to all reported concerns about social media use and content. A learner may be held responsible for any personal legal liability imposed for any published content. Violations of the social media policy are reviewed by the Student Conduct Review Council.

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

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

Violations in professional conduct may include but are not limited to:
• Dress code violations
• Excessive unexcused absences
• Study space issues
• Social media violations
• Improper use of technology

• Personal hygiene issues
• Smoking on campus
• Sexual misconduct
• Unresponsiveness to communication (email, phone calls, etc.) from UIW administration, faculty, & staff
• Dissemination of curricular material without prior approval or faculty knowledge
• Dissemination of examination content/materials (DOCS, OSCE, STRX)

Violations in professional conduct will be addressed as follows:
• First violation – the learner is required to meet with the Director of Student Affairs. A record of the meeting, the violation, and the Notice of Action due to Unprofessional Conduct will be kept in the learner’s file until graduation.
• Second violation – the learner is required to meet with the Associate Dean of Admissions and Student Affairs. A record of the meeting, the violation and the Notice of Action due to Unprofessional Conduct will be kept in the learner’s file until graduation.
• Third violation – the learner is required to meet with the Student Progress Committee (SPC). Record of the SPC meeting, the violation and the Notice of Action due to Unprofessional Conduct will be kept in the learner’s file with possible notation made on the learner’s MSPE. Other disciplinary actions up to and including dismissal from the program, depending on the nature of the violation, may occur.
• If a singular violation is deemed egregious, a learner may be required to meet with the SPC immediately, nullifying the abovementioned actions for a first and second violation. Unresolved incidents of a learner’s unprofessional conduct may prevent the learner from academic advancement. That is, the learner may not progress to the next unit or phase without documented resolution of any professionalism issue.

UIWSOM DO Program Policies

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

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

To ensure the health and safety of learners, staff, patients, and all members of the UIWSOM community, the UIWSOM reserves the right, in its sole and absolute discretion, to require any
learner enrolled to submit to drug and/or alcohol testing. Testing can be requested by a UIWSOM administrator, faculty or medical professional associated with the UIWSOM, a hospital or other medical facility to which UIWSOM sends learners for clinical clerkships. Osteopathic medical students may sign in to PreCheck for tracking and documentation of test results. If a learner refuses to submit to drug and/or alcohol testing or if such drug testing indicates a positive result (not based on prescription drugs written by a physician for a medical reason), the learner will be at risk of being dismissed from the UIWSOM and being administratively withdrawn from any current UIWSOM activities or clinical sites.

**Sexual Misconduct, Sexual Harassment, Stalking and Relationship Violence**

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

For more detailed information, 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:

**Title IX and Compliance Coordinator**  
University of the Incarnate Word Main Campus  
Administration Building, Room 425  
210-283-6977

**Academic Integrity**

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

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

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

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

Any member of the student body or the staff of the UIWSOM who is concerned that a learner has engaged in some form of academic dishonesty should report the incident to the Associate Dean for Admissions and Student Affairs.

**Attendance**

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

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

**Leave of Absence**

**Short-Term Absence** – When an absence is imminent, learners are to submit the online short-term absence form for approval by the Office of Admissions and Student Affairs. This form must be completed at least 10 business days prior to the event. When an absence is the result of an unexpected occurrence, students must complete a short-term absence form as soon as possible, but no later than the first date of return to campus. Only situations involving true emergencies receive retroactive excusal.

A learner may request an excused absence from class for medical issues (self or immediate family), military obligation, civic duties, professional activities (see below), funerals (immediate family), traffic accidents, and other exceptional situations considered on a case-by-case basis. Examples of unexcused absences include weddings, vacations, birthday, and other family non-emergency events. This list is not inclusive of all circumstances. The request is not considered approved until receipt of an affirmative response from the Office of Admissions and Student Affairs. Learners having more than five single day excused absences (per academic year) or any unexcused absences will be referred to the Office of Admissions and Student Affairs and may also be referred to the Student Progress Committee. All unexcused absences will be reviewed on a case-by-case basis to determine the most appropriate course of action.

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

In the event of an acute illness, any absence must be reported via the Absence Reporting Form to the Office of Admissions and Student Affairs as soon as possible. The learner is responsible for notifying the Unit Director (s) and Director of Clinical Rotations. In addition, the learner is responsible for notifying his or her clinical preceptor. UIWSOM may require a doctor’s note from the learner’s primary care provider, for absences in certain situations, such as an absence that results in missing an examination. OMS III and OMS IV learners must abide by additional policies set forth by the UIWSOM Clerkship Handbook.

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

**SOM Holidays** The UIWSOM publishes a calendar of official and major holidays for the year. The list includes holidays recognized by the SOM for the academic year when educational sessions will not be scheduled during Phase I.

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

Religious Observances Please see the policy statements on Religious Observances. In
addition, see Attendance Policy and Leave of Absence Policy

Extended Leave of Absence—An absence of four or more consecutive days is considered an
extended leave of absence. An extended leave of absence may be requested for medical reasons,
finances, family leave, active military deployment and other exceptional situations considered on
a case-by-case basis. A formal request for a leave of absence must be submitted in writing to the
Associate Dean of Admissions and Student Affairs and include the reason for the leave, date of
leave, and expected date of return.

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

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

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

Failure to follow the absence policies may result in a referral to the SPC. Consequences may
include but are not limited to the requirement to make up missed time, inability to sit for an
assessment, repeating the academic year, removal from any leadership position or membership in
student organizations, delay in graduation, and formal filing of a complaint of a breach in
professionalism, with its associated processes and consequences. This includes possible notation
in the Medical Student Performance Evaluation (MSPE). In extreme cases, absenteeism or
tardiness may result in dismissal from the program.
Absence from an assessment
A learner who is unable to be present for an assessment due to either serious health conditions or other extreme extenuating circumstances must contact the Office of Admissions and Student Affairs to report an absence. The Phase Director will determine the appropriate date/time for a rescheduled assessment. The learner may be required to provide a medical note from an appropriate health care provider in the case of illness. Learners who do not follow procedures outlined in the Leave of Absence Policy may not be granted the opportunity to reschedule an assessment and may be referred to the SPC.

Tardiness for an assessment
A learner who is not ready at the start of an assessment may have his/her assessment time shortened or may not be allowed to sit for the assessment at that time. If a learner is not allowed to sit for the assessment, he/she must contact the Office of Admissions and Student Affairs to report an absence and must contact the Phase Director to determine appropriate date/time for their rescheduled assessment. A learner who is late for an assessment may be referred to the SPC.

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

The learner must obtain signed approval from the Dean before the withdrawal is considered official. Learners who withdraw from a unit by the deadline shall receive a W. Learners who withdraw from the university after the approved UIWSOM published dates and financial aid deadlines for the DO Program may be responsible for the repayment of financial aid awards, tuition, and fees. Learners are advised to meet with officers from the UIW Office of Financial Assistance and Business Office to discuss financial responsibilities.

Learners who fail to follow the proper withdrawal procedure will receive a grade of Fail (F) in the current unit and be administratively withdrawn from the UIWSOM. Informal notice to an administrator, faculty member, a staff member does not cancel registration or the learner’s financial obligation to the Office of Financial Assistance or Business Office.

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

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

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

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

Within 30 business days from receipt of the learner’s appeal, the Dean of the UIWSOM will provide a written decision to the learner. The Dean may elect to uphold, modify or make an alternate decision. In addition, the Dean may impanel an ad hoc committee to re-examine the decision of the SPC and make further recommendations to the Dean. The decision of the Dean of the UIWSOM is final.

Repeated units

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

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

Remediation of a unit

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

- Upon successful remediation of a unit, the grade of Subject to Remediate (SR) will be replaced with Pass with Remediation (PR) on the learner’s transcript.

- If the learner does not successfully complete requirements of remediation, the grade of Subject to Remediate (SR) will be replaced with Fail (F) on the learner’s transcript, and the learner will be subject to dismissal.

Auditing

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

Examination Procedures for Phase I and II

At the University of the Incarnate Word School of Osteopathic Medicine (UIWSOM), assessment questions are kept secure to ensure and maintain the integrity of all assessments. Assessment materials are the property of UIWSOM. Learners are not allowed to possess these materials outside of secure conditions, nor are learners to transmit information regarding these materials.
Such behavior is considered a violation of professional and ethical expectations with consequences up to and including dismissal from the program.

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

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

**Permitted items:**
- Items allowed on the desktop
  - Student ID
  - Personal laptop and charger
  - Laptop stand
  - Mouse and mouse pad
- Items allowed on the back of the chair
  - One light jacket, sweater, or sweatshirt with empty pockets.

**Non-Permitted Items**
*If you bring any items below you will not be allowed in the exam environment. You are responsible to keep unallowable items in a secure environment.*
- Beverage bottle
- Laptop cases
- Large/bulky coats
- Backpacks, bags, purses, satchels, luggage, or briefcases
- Reference materials (e.g., books, notes, papers)
- Scrap paper or paper for taking notes (*this includes sticky notes or writing directly ON your computer*)
- Smartwatches, beeping watches, calculator watches
- Electronic devices including but not limited to cellular/smartphones, headphones (includes noise-canceling headphones) earbuds, cameras, video recorders, iPads, iPods, MP3 players, electronic organizers, calculators, fitness tracking devices, or other devices that may record or transmit data.
- Hats, baseball caps, and hoodies (learners are permitted to wear religious or cultural head attire as long as it does not interfere with the assessment process)

**Provided Items**
Pencils, earplugs, tissues, and scrap paper will be available for use during each assessment. Learners must return scrap paper to the proctors after *each* block of the exam.

**Restroom Usage**
Only one male and one female learner *may* be escorted to the restroom at a time. It is expected that learners will not discuss the assessment or attempt to share or obtain information or materials while outside of the assessment environment.
Assessment Start Time
The official start time of assessments at UIWSOM is defined in the unit’s calendar on eMedley and/or an official email communication sent from the Office of Medical and Interprofessional Education. Learners will be allowed into the assessment area 30 minutes prior to the start of each assessment. The assessment will begin with the reading of instructions at the designated start time.

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

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

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

Permitted and Non-Permitted Items for Assessment in CIELO

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

Non-Permitted Items
*If you bring any items below you will not be allowed in the exam environment. You are responsible to keep unallowable items in a secure environment.
- Beverage bottle
- Laptop cases
- Large/bulky coats
- Backpacks, bags, purses, satchels, luggage, or briefcases
- Reference materials (e.g., books, notes, papers)
- Scrap paper or paper for taking notes (this includes sticky notes or writing directly ON your computer)
- Smartwatches, beeping watches, calculator watches
- Scrap paper or paper for taking notes
- Smartwatches, beeping watches, calculator watches
Electronic devices including but not limited to cellular/smartphones, headphones, earbuds, cameras, video recorders, iPads, iPods, MP3 players, electronic organizers, calculators, fitness tracking devices, or other devices that may record or transmit data.

- Hats, baseball caps, and hoods (learners are permitted to wear religious or cultural head attire as long as it does not interfere with the assessment process).

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

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

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

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

Permitted and Non-Permitted Items for Assessments during STRX

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

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

Permitted Items
- One pencil with an eraser

Non-Permitted Items
*If you bring any items below you will not be allowed in the exam environment. You are responsible to keep unallowable items in a secure environment.
- Beverage bottle
- Backpacks, bags, purses, satchels, luggage, or briefcases
Reference materials (e.g., books, notes, papers)
Scrap paper
Smartwatches, beeping watches, calculator watches
Electronic devices including but not limited to cellular/smartphones, headphones, earbuds, cameras, video recorders, iPads, iPods, MP3 players, electronic organizers, calculators, fitness tracking devices, or other devices that may record or transmit data.
Hats, baseball caps, and hoods (learners are permitted to wear religious or cultural head attire as long as it does not interfere with the assessment process).

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

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

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

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

Disruptive Behavior
A learner engaging in disruptive behavior, defined as behavior that interferes with the assessment environment of other examinees, will receive a verbal warning from a proctor. If the disruptive behavior continues, the learner will be removed from the assessment area and escorted to the Office of Admissions and Student Affairs. The Associate Dean for Admissions and Student Affairs, in consultation with the proctor (s), will evaluate and decide the appropriate next steps for a learner who has engaged in disruptive behavior during an assessment, and the learner may be referred to the Student Progress Committee.

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

- Failing to comply with any assessment policy, procedure, rule, and/or instruction of a proctor;
o Obtaining unauthorized information concerning an assessment and/or giving such information to another learner;

  o Communicating or attempting to communicate about the content or format of the assessment with another learner or with any outside source (including the use of a phone, smart device, program, application, electronic eyeglasses, or writing instrument) or by any other means, during an assessment;

  o Impersonating a learner or engaging a proxy to take an assessment;

  o Helping another person to cheat on an assessment;

  o Reading or copying another learner's responses during an assessment;

  o Possessing and/or consulting unauthorized materials or tools during an assessment;

  o Making notes of any kind during the assessment except on permitted materials;

  o Taking photos or recording of assessment materials, this includes scratch paper;

  o Reconstruction of assessment content through memorization;

  o Removing or attempting to remove any scrap paper from the assessment environment;

  o Without proper authorization, beginning an assessment before the prescribed time or continuing to work on the assessment after the prescribed time;

  o Failing to submit all assessment materials at the conclusion of the assessment or removing assessment materials from the room without proper authorization;

  o Submitting work produced with unauthorized collaboration or assistance.

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

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

Assessment and Reassessment
The following assessments contribute to the learner’s grade in each unit (unless otherwise indicated in the unit syllabus):

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

Reassessment
Each learner who has a “standard not met” within a unit must reassess each component in which they received this designation (or complete EMT-B requirements as applicable). A plan and timeline for reassessment must be developed in consultation with the Phase Director.

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

Children on Campus
While the University of the Incarnate Word School of Osteopathic Medicine understands there may be times learners will want to bring children on campus, it also takes the position that minors/children should not be brought into offices, classrooms and other instructional and support areas*. The interactive SOM curriculum can be unintentionally yet easily interrupted, resulting in unintended consequences.
Knowing the long hour's learners are on campus, children and spouses can join medical students for a limited time (one hour) during mealtimes in the building two dining hall, patio, and Chapel only. Children are always to be supervised.

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

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

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

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

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

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

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

In the rare occurrence where a speaker or individual might create a public safety concern, the Office of Medical Education and Interprofessional Education, Office of Admissions and Student Affairs, and the Dean’s Office reserves the right to reschedule, relocate, modify or cancel the event and external guest speaker.
Audio, Video, and Digital Recording(s)
Most classrooms and breakout rooms in Buildings 2 and 4 are equipped with video cameras which may be used for recording all learning and assessment activities. The administration of the SOM has the authority to audio and/or video record educational sessions. Learners, faculty, and staff can expect that any educational session may be audio and/or video recorded. These recordings are managed in accordance with the UIW Technology Policies.

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

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

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

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

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

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

Student Disability Services
Learners seeking accommodations must first contact the UIW Student Disability Services Office. All stated policies on sharing and distribution of session recordings still apply.

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

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

Definitions

- Chaperone: a parent, guardian, other caretakers, or a staff member.
  - A formal chaperone is a UIWSOM staff member, physician, other care providers, staff member or care provider contracted with UIWSOM.
  - An informal chaperone is a parent, guardian, adult significant other, or other caregiver consented to by the patient.
  - UIWSOM learners cannot serve as either a formal or an informal chaperone.

- Informed consent: An explanation of an exam, treatment, or procedure; reasonable alternatives; indications and contraindications; and patient verbalized understanding of the discussion.

- Care Provider: for purposes of this policy, such as DO/MD, DPM, DDS, DMD, DPT, DVM, OD, NP, or PA.

- Sensitive examinations, treatments, or procedures: those that occur with the patient, whether disrobed, partially disrobed or in street clothing, involving the breasts, genitalia, or rectum. Examples include breast exams, procedures of the pelvic floor or urogenital diaphragm, vaginal or rectal exams.

- Universal Precautions: An approach to infection control. All human blood and certain body fluids are treated as if known to be infectious for HIV, HBV, and other bloodborne pathogens.

- Body fluids: semen, vaginal secretions, cerebrospinal, synovial, pleural, pericardial, and amniotic fluid.

Implementation

- Always employ appropriate disrobing and draping practices to respect the patient’s privacy.
- Do not allow medical learners or other parties to observe sensitive examinations, treatment, or procedures without the patient’s informed consent.
- Universal precautions are followed for all examinations, including treatments, or procedures involving the genital, rectal or direct digital contact with oral mucosal areas.
- Notification to patients of the availability of chaperones will be included in a clinic’s ‘welcome letter’ and posted in examination rooms.
- A clear explanation of the nature of any examination or treatment must be given to the patient. This explanation must also be provided to an informal chaperone when appropriate (e.g., pediatric patient or impaired patient who may be unable to understand or comprehend the explanation.)
• Chaperones are required for all sensitive examinations, treatments or procedures
  o For any physical examinations of a minor, the parent, guardian, or approved alternate should always be present and may serve as the chaperone. If they are unavailable or the provider has concerns with their ability to appropriately serve as a chaperone, a formal chaperone is required.
  o Sensitive examinations of patients 11 years of age or older require a formal chaperone.
• A formal chaperone will be made available to any patient upon request. If one is requested and none is available at that time, the patient must be given the opportunity to reschedule their appointment within a reasonable timeframe.
• If a patient declines/refuses a chaperone for an examination where one is required, the provider must document in the record that an offer was made and declined. The provider retains the final decision whether to proceed without a chaperone. If the provider proceeds with the examination, the patient or guardian must first sign a waiver.
• Informed consent will be obtained and documented for sensitive examinations or treatments.
• In the event a patient requires successive visits for the same sensitive examination, treatment or procedure, a single informed consent document may be used, given that the duration of the visits does not exceed six months.
• In the event a provider or clinic medical director believes there exists a compelling reason to waive components of this policy for specific types of patients, approval must be requested and granted by the UIWSOM Associate Dean for Clinical Affairs or designee, before such a waiver may take effect.

If government laws or regulations change, or court decisions alter the requirements in a way that impacts this document, this document will be construed to comply with the most recent government regulations.

This policy does not create legally enforceable protections beyond the protection of the background state and federal laws that frame such policies and codes, generally.

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

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

During osteopathic medical training there exist two separate and distinct types of consent.
  1. The first is the consent of the learner as they participate in peer to peer learning.
     a. Learner consent pertains to what occurs while practicing osteopathic clinical skills during peer to peer educational activities including physical examination and
treatment procedures. Starting in the first year, learners are expected to perform palpatory assessments, manual diagnosis and practice of treatment techniques on each other as well as permitting other learners to practice these skills on them.

b. Permission to allow peers to practice clinical skills is implied by enrollment through the requirement that learners meet the technical standards. However, learners **must** still seek verbal permission from peers prior to practicing.

2. The second is instruction on informed consent specifically as it applies to the utilization and practice of osteopathic manipulative treatment on patients.

**Process of instruction on consent**

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

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

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

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

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

**Application and Interview Process**

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

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

Technical standards
All learners are required to read, understand, and agree to the technical standards

UIWSOM Osteopathic Medical Curricula
1. Developing the Osteopathic Clinical Skills (DOCS) Learner Guide, the UIWSOM Student Handbook or other posted policies
   a. Include language outlining learner consent and the expectation of receiving consent before proceeding with any osteopathic clinical skills on their fellow learners
   b. Provide learners with guidance for opting out of serving the role of a mock patient for specific clinical skill practice
   c. Review Title IX and reporting procedures (UIWSOM Student Handbook Section: Sexual Misconduct, Sexual Harassment, Stalking and Relationship Violence)
   d. Address the presence of guests and visitors as well as the use of video and photography during all educational environments.
2. Lectures and Laboratory Sessions
   a. DOCS Orientation includes a demonstration and discussion of osteopathic diagnosis and treatment including expectations for learner behavior in clinical skills.
   b. DOCS Lecture and Lab Sessions includes discussion and demonstration of empowerment of peer learners, providing and receiving feedback, conflict resolution, faculty modeling of obtaining consent, and acknowledgment of power differentials between faculty and learners and physicians and patients.
   c. DOCS Lecture and Lab Sessions includes discussion and demonstration of obtaining consent for touching sensitive areas.
      i. Common sensitive areas in osteopathic clinical training may include around the breast tissue, the coccyx, the ischial tuberosities or the pubic bone
      ii. Acknowledgment that there may be different sensitive areas for different people due to culture, gender, values, modesty, history of trauma or disease
      iii. Osteopathic medical learners do not palpate intimate areas (including the genitals, anus, and breasts) during osteopathic manipulative medicine (OMM) training lab sessions.
         ▪ There are techniques that address various patient complaints/diagnoses that employ manipulation of these anatomic regions, however, these techniques are beyond the scope of an osteopathic medical school curriculum and maybe learned during post-graduate training.
         ▪ Such techniques necessitate the need for informed consent, recommended written consent, personal protective equipment (such as gloves) and chaperones.
3. Pre-clinical and clinical osteopathic training includes learning and practicing knowledge, skills, and attitudes around informed consent.
   a. As described in the Seven Core Osteopathic Competencies for Medical Learners by AACOM
      i. Osteopathic Principles and Practices, Patient Care and Interpersonal and Communication Skills, Professionalism and Cultural competencies
b. As outlined by the Core Entrustable Professional Activities by AAMC
   i. EPA 11: Obtain informed consent

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

Faculty Development
- UIWSOM faculty development programs implement and support a standardized approach to touch and consent in clinical skills training sessions and clinical settings. Modeling appropriate behavior to learners is essential to communicating the importance of professional touch and consent with learners and patients.
- Faculty development includes:
  - Reporting mechanisms/mandatory reporting/ Title IX
  - Consent for removal of articles of clothing, touch, and disclosure of personal information
  - The steps of informed consent
  - Power differentials/coercion in the education setting
  - Obtaining consent from learner participants in the lab
  - Identification and disclosure of learner health conditions during osteopathic clinical training sessions
  - Creating a culture of safety and respect in the osteopathic clinical training sessions

Addressing peer to peer learner values, cultural diversity, religious diversity, gender diversity, modesty, body image, disease or trauma history, and fear of being harmed

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

Transportation
Learners are required to participate in off-campus learning activities and provide their own transportation. Learners should have personal vehicle insurance to cover any damages or accidents. The UIWSOM is not responsible for accidents or injuries that occur while learners are in transit to or between curricular or extra-curricular activities. There may be occasions where the SOM uses UIW campus buses to transport learners. In this case, learners will be notified in advance.

Student Organizations and Membership

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

UIWSOM Student Government Association
The UIWSOM Student Government Association (SGA) is the official voice for osteopathic medical learners. UIWSOM SGA is open to all osteopathic medical students and welcomes proposals and participation from the entire student body. SGA is responsible for dispersing funds for learner activities, acting as a liaison for the osteopathic medical student body, supporting club and classroom activities and promoting osteopathic medicine. Learners serving as SGA officers, club presidents, student ambassadors, UIWSOM representatives at national meetings, or in any similar position must be making satisfactory academic progress.

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

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

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

Expressing Concerns, Grievances, and Resolution Procedures

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

Informal Resolution Process
Prior to a formal grievance being filed, issues can be most effectively managed by first expressing them to the faculty member, administrator, or peer learner.

If a resolution cannot be achieved in a timely and efficient manner or the learner is not satisfied with the outcome, then the learner may file a formal grievance and submit for review by the Student Progress Committee (SPC).
Formal Resolution Process
When filing a formal grievance, the learners are required to meet with the Director of Academic Support to ensure documentation is objective and accurate and anticipate preparation of documentation for the meeting with the Student Progress Committee (SPC) when reporting a formal grievance.

1. To file a formal grievance, the student has **five business days** following the informal resolution to meet with the Director of Academic Support. After meeting with the Director of Academic Support, the student has **10 business days** to submit the formal complaint to the chair of the SPC.

2. The SPC has 30 business days to conduct an investigation and hearing of the learner’s grievance.

3. The Student Progress Committee (SPC) chair will provide the learner a written response **within five business days** following the assessment by the SPC. The complainant may continue in the curriculum until the grievance process is completed unless the learner’s continuance in the program or on the campus poses a safety concern.

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

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

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

Informal Program Complaint
Prior to a formal complaint being filed, issues may be most effectively managed by first expressing them to an appropriate faculty member or administrator. If a resolution cannot be achieved in a timely and efficient manner or the learner is not satisfied with the outcome, then the learner may file a formal complaint and submit for review.

Formal Program Complaint
A formal program complaint may communicate his/her complaint through the online reporting system.
All parties to the process will seek to maintain confidentiality. However, it is recognized that circumstances may compel further disclosure to other parties, particularly if the facts implicate possible violations of state and federal law, University policy, or foreseeable risk of harm to any person. The resolution action will be communicated to all parties in writing.

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

If a learner is identified as the complainant, documentation is NOT included as a part of that learner’s academic record or included in his/her MSPE letter.

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

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

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

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

Complaints that are received that are not signed by the complainant(s) or are submitted anonymously will not be processed. The complainant will present the concern regarding a violation(s) of an accreditation standard or procedure based upon direct and responsible information. The complainant must provide a narrative of 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.

<table>
<thead>
<tr>
<th>Secretary of the COCA</th>
<th>VP Accreditation</th>
<th>Department of Accreditation</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>American Osteopathic Association</td>
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<tr>
<td></td>
<td></td>
<td>142 E. Ontario St.</td>
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<tr>
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<td></td>
<td>Chicago, IL 60611</td>
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</tbody>
</table>

Division of Predoctoral Phone: (312) 202-8097 website: predoc@osteopathic.org
Campus Facilities Policies and Procedures

Safety Mission
UIWSOM is committed to providing a safe and secure environment for faculty, staff, learners, and visitors where security, freedom of movement, and individual rights are balanced with community needs. UIWSOM enhances safety through the visibility of security personnel, preventive patrols, positive conflict resolution, and crime prevention and awareness programs. UIW police and security personnel enforce UIW policies and established Federal and State Laws, and collaborate with local law enforcement to fulfill its mission with the mutual respect and responsibility of all members if the UIWSOM community.

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

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

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

Impromptu or unplanned use of facilities for sports such as golf, volleyball, baseball, etc. are not permitted as they may have a direct and immediate impact on the safety of others or may cause damage to certain areas. Learners should contact the Office of Admissions and Student Affairs if they have any questions about what sports are permitted and to request to use the grounds for said activities.
Campus Safety and Access
All UIWSOM students, faculty, and staff are responsible for campus safety. The campus is available for learner access during announced times. The use of UIWSOM ID’s is required to access the buildings during approved hours.

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

UIWSOM identification badges must be worn/displayed in plain sight by the students, faculty, and staff at all times when at the UIWSOM and while on clinical rotations. This badge must be used to access the UIWSOM campus/building during approved hours. Badges authorize building access via the student approved entry sites. Every student and employee is required to badge into campus buildings individually. Students, faculty, and staff who cannot display their badge for whatever reason, must acquire a temporary access badge from the Office of Admissions and Student Affairs for use for 24 hrs. After the 24 hours, the temporary badge must be returned and a new badge issued (if the existing badge is lost).

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

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

CardinalMail
UIW students are issued a university email address called CardinalMail. Medical students may register an alternative (personal) email address with the Office of Admissions and Student Affairs with the stipulation this would serve only as a possible backup for the UIWSOM email when on out-of-area rotations. CardinalMail is the main line of communication between campus administrative offices and students both on the Brooks campus and at clinical sites. Students must check the email daily; it is an expectation that students read all notices within 24 hours.
Adverse Weather and Class Cancellation
The safety of UIW faculty, staff and learners is the priority during adverse weather conditions. Adverse weather is defined as any weather condition that would make it necessary to delay or suspend classes and services. When an adverse weather event occurs in San Antonio, the Provost will make the decision to suspend or delay classes.

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

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

Additional Information

UIWSOM Administration, Faculty and Staff Directory
A list of all UIWSOM administrators, faculty and staff may be found at the UIWSOM Directory.

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

UIWSOM Recognized Abbreviations & Translations

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Full Form</th>
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<tbody>
<tr>
<td>ACF</td>
<td>Adjunct Clinical Faculty</td>
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<tr>
<td>AOA</td>
<td>American Osteopathic Association</td>
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<tr>
<td>CME</td>
<td>Continuing Medical Education</td>
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<td>COMAT</td>
<td>Comprehensive Osteopathic Medical Achievement Test</td>
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<tr>
<td>COMLEX-USA</td>
<td>Comprehensive Osteopathic Medical Licensing Examination</td>
</tr>
<tr>
<td>COMSAE</td>
<td>Comprehensive Osteopathic Medical Self-Assessment Examination</td>
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<tr>
<td>DO</td>
<td>Doctor of Osteopathic Medicine</td>
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<tr>
<td>Learner</td>
<td>Osteopathic Medical Student of the UIWSOM</td>
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<tr>
<td>NBOME</td>
<td>National Board of Osteopathic Medical Examiners</td>
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<tr>
<td>OMM/OMT</td>
<td>Osteopathic Manipulative Medicine/Osteopathic Manipulative Treatment</td>
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<tr>
<td>OPP</td>
<td>Osteopathic Principles and Practices</td>
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<tr>
<td>OSCE</td>
<td>Objective Structured Clinical Exam (practice exam)</td>
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<td>OSHA</td>
<td>Occupational Safety and Health Administration</td>
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<td>SAMTA</td>
<td>Sartori Alternatives to Managing Aggression</td>
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<td>SGA</td>
<td>Student Government Association</td>
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<td>SP</td>
<td>Standardized Patient</td>
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Record of Change
For the
2019-2020 Doctor of Osteopathic Medicine
Student Handbook

A changelog is used to provide a trail of all approved changes made to the 2019-2020 Student Handbook. Each change is reviewed by the DO Curriculum Committee and approved by the Leadership Council prior to incorporating it into this document. Updated versions will be communicated to the UIWSOM community of learners, faculty, and staff.

<table>
<thead>
<tr>
<th>Published Date</th>
<th>Policy Edited/New</th>
<th>Page(s) Affected</th>
<th>Reason for Change</th>
<th>Date UIWSOM sent notice of change</th>
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<td>January 06, 2020</td>
<td>Student Health / Health Professionals Conflict of Interest / COMAT Subject Exams / Safe Environment for Patients, Staff, and Students / Safe Osteopathic Clinical Training (new) / Professionalism Violations (new)</td>
<td>pages 19 – 23 / page 24 / pages 50-51 / pages 73-78 / pages 58-59 / pages 61 - 64</td>
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<td>Learner Attendance</td>
<td>page 77</td>
<td></td>
<td></td>
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<td>Children on Campus (new)</td>
<td>pages 77-78</td>
<td></td>
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<tr>
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<td>page 73</td>
<td></td>
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<tr>
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<td>page 80-81</td>
<td></td>
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