



**University of the Incarnate Word School of Osteopathic Medicine
Supplemental Faculty Handbook**

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REVISIONS SINCE 1/3/2017– SUMMARY

Revised 5/1/22 - Revisions include addition of UNITY, Continuous Program Improvement, MBS Curriculum, MPH Curriculum, and MBS Student Progress Committees to Standing Committee list; function, composition, and duties for each committee provided; table of contents updated to reflect corrected page numbers and links - no vote needed; accreditation status update to fully-accredited; administrators list updated for current positions and rank; UIWSOM vision and core values updated to align with those published on website; update on dean reports to UIW associate provost of health professions; revised SOM Leadership Council Powers and Responsibility to delete consideration and recommendation to the dean for initial faculty appointments to reduce level of bureaucracy; SOMCC membership revised to Associate Dean of CASE or designee; UIWSOM promotion & multi-year contracts added; UIWSOM syllabus templates in appendix 1 updated; Appendix on definition of credit hours removed with addition of credit hour definition in the UIW Faculty Handbook; minor revisions for grammar, acronyms, and redundancies.

Revised 11/12/20 - Minor revisions include clarification of committee composition; new name of research committee; updated job titles; grammar updates consistent with stage of development; updated links; revision of SPC workflow to distribute administrative workload to ADCA and ADMIE to support all four classes. UIWSOM Committee voted to sunset the Policy and Procedure Committee. Rationale: policies are now made by the relevant committees and sent to the Leadership Council for review. Thus, there is no need for an additional level of bureaucracy. If a policy is needed and there isn't an appropriate committee to do so, an ad hoc committee will be appointed for that purpose.

Revised 12/13/19 - Revised Policies & Procedures committee composition and added UIWSOM Council - no vote required.

Revised 11/15/19 - Revised Research Committee - name changed, composition and charges updated - no vote required.

Revised 8/2/2019 – Addition of UIWSOM Curriculum Committee description to Bylaws and title change for Associate Dean of Admissions to incorporate Student Affairs. No vote needed.

Revised 2/11/2019 - Table of contents updated to reflect corrected page numbers and links - no vote needed.

Additional revision 2/19/2017 with vote for approval on 2/28/2017

Revised 1/29/2019 to include organization structure changes which affect committee appointments.

Revised 12/09/2018

Corrected 1/3/2017 when it was discovered that “Faculty Assembly” name and description had been inadvertently deleted during last minute work on the Self-Study, and the wrong document was submitted by RPM. No vote needed.

STATUS OF THE SUPPLEMENT

All faculty at the University of the Incarnate Word (UIW) are bound and protected by the UIW *Faculty Handbook* as approved by the UIW Board of Trustees. This supplement includes policies and procedures unique to the School of Osteopathic Medicine (SOM), but compatible with the *Faculty Handbook*. In the event of conflict, the *Faculty Handbook* will take precedence unless otherwise noted in this SOM Supplemental Faculty Handbook.

All changes to the UIW *Faculty Handbook* must be forwarded to the provost for approval. The provost is responsible for posting the official edition on the provost website. These editions with any revisions are posted twice a year, in May and December. The provost oversees a comprehensive review of the *Faculty Handbook* every five years (2017, 2022, 2027, 2032, etc.)

Amendments to this supplement shall be presented in writing to each member of the faculty at least ten working days prior to a duly called SOM Leadership Council meeting at which such amendments shall be voted on. Amendments to the supplement shall require a two-thirds majority of the eligible voting members of the faculty to be adopted. The dean is responsible for maintaining the supplement and authorizing the comprehensive review of the SOM *Faculty Handbook* annually.

SOM Leadership Council recommendations shall become effective immediately upon approval of the dean and the provost. Any amendment(s) to this supplement shall be in accordance with the UIW *Faculty Handbook*.

The [Employee Handbook](#) – Organization – Human Resources includes the following for faculty information and application:

Chapter 5 - Benefits

Chapter 7- Rules and Conduct

Chapter 8 - Life Threatening Illness Policy

Chapter 9 - Harassment-Free Work and Learning Environment Policy Chapter 13 – Policy on the Acceptable Use of Information Resources

Chapter 14 - Intellectual Property

CHAPTER 1: INTRODUCTION

UNIVERSITY OF THE INCARNATE WORD MISSION STATEMENT

(Endorsed by the Board, 12/5/14; approved by the Congregation, 2/5/15)

The first Sisters of Charity of the Incarnate Word, three young French women motivated by the love of God and their recognition of God's presence in each person, came to San Antonio in 1869 to minister to the sick and the poor. Their spirit of Christian service is perpetuated in the University of the Incarnate Word primarily through teaching and scholarship, encompassing research and artistic expression. Inspired by Judeo-Christian values, the Catholic Intellectual Tradition, and Catholic Social Teaching,¹ the University of the Incarnate Word aims to educate men and women who will become concerned and enlightened citizens within the global community.

The University of the Incarnate Word is committed to educational excellence in a context of faith in Jesus Christ, the Incarnate Word of God. Thus, through a liberal education² 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.³

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

UNIVERSITY OF THE INCARNATE WORD SCHOOL OF OSTEOPATHIC MEDICINE MISSION STATEMENT

Preamble: The mission of the University of the Incarnate Word School of Osteopathic Medicine (UIWSOM) 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.

PREAMBLE

The University of the Incarnate Word (UIW) School of Osteopathic Medicine (SOM) achieved full accreditation status in May 2021 for seven years. It has attracted a faculty with a wide range of teaching, research, and clinical care experience. The well-being of the SOM depends on utilization of faculty expertise through a free exchange of ideas between faculty and administration in an atmosphere of open communication and mutual understanding, including civility, consideration, and mutual respect; in effect, SOM supports the shared governance philosophy described in the **UIW Faculty Handbook**. To achieve this end, the **Faculty Handbook** and this SOM Supplement will guide faculty and administration.

In addition to the ethical standards expected of UIW faculty outlined in the UIW Faculty Handbook, the SOM has adopted the American Osteopathic Code of Conduct as required by the Commission on Osteopathic College Accreditation Standards. This code pertains to all SOM physician faculty. The AOA Code of Ethics is listed in the UIWSOM Bylaws, and accessible at:
<https://osteopathic.org/about/leadership/aoa-governance-documents/code-of-ethics/>.

CHAPTER 2: STRUCTURE AND FUNCTION OF THE SCHOOL OF OSTEOPATHIC MEDICINE

Dean

Reporting to the Associate Provost of Health Professions, the dean is the chief administrative officer responsible for all SOM faculty, staff, students and academic, administrative and clinical issues related to the mission of the SOM. In conjunction with the faculty of the SOM, the dean is responsible for maintaining consistency with the mission of UIW and the SOM, and for meeting accreditation standards. The role is further described in the dean's job description.

Administrators

Those appointed to administer specific responsibilities delegated to them by the dean shall assist the dean. Such additional officers may include: (1) the associate dean of medical and interprofessional education, (2) associate dean of admissions and student affairs, (3) associate dean for graduate medical education, (4) associate dean for clinical affairs, (5) associate dean of clinical and applied science education, (6) associate dean of faculty affairs, and (7) other program directors. Administrators are appointed by and serve at the discretion of the dean. The dean may delegate some aspects of the evaluation or supervision of these administrators, the faculty, and staff to her/his designee. These roles are further described by the job descriptions for each administrative position.

Faculty

The primary function of the faculty at the SOM is to educate students in the Doctor of Osteopathic Medicine program. SOM faculty may also be assigned duties in the Master of Biomedical Science and Master of Public Health programs. The faculty of the SOM shall have an opportunity to participate in the ongoing development, implementation, and assessment of the curriculum, and regular review of student policies and faculty status. To achieve this goal, all SOM faculty may engage in a range of teaching, university, and community service and scholarship activities.

- a) Individuals with a 0.2 FTE and above faculty appointment are members of the SOM Faculty Assembly and are eligible to participate in committee work at the SOM.
- b) If the majority of the assigned FTE is administrative, the individual does not have faculty voting rights.
- c) Faculty who hold less than a 0.75 FTE are ineligible to participate in the University Faculty Senate or Faculty Senate standing committees.

Academic Departments

The faculty of SOM may be organized into academic departments, which may be created to meet future needs of the school and its programs. Any such departments shall be formed and governed in accordance with this supplement. The organization or creation of academic departments is determined by the dean in consultation with the president, provost, faculty and other administrators.

UIWSOM departments include:

Clinical and Applied Science Education

Clinical Affairs

The UIWSOM Bylaws contained in Chapter 3, list the standing committees and administrative councils, their authority and responsibility, function, composition, and general provisions. In addition, the AOA Code of Ethics, which the SOM has also adopted, is presented.

CHAPTER 3: UNIVERSITY OF THE INCARNATE WORD SCHOOL OF OSTEOPATHIC MEDICINE COUNCIL BYLAWS

ARTICLE I: PURPOSE

The purpose of the Bylaws of the University of the Incarnate Word- School of Osteopathic Medicine (UIWSOM) is to provide policies and operating procedures within the policies of the University of the Incarnate Word, while recognizing the uniqueness of the UIWSOM. These policies and procedures provide processes while ensuring a forum for faculty, staff, and administrative participation in the leadership of the UIWSOM.

The employees of the UIWSOM fully acknowledge that authority for operation of the University is vested in the President by the policies approved and enacted by the Board of Trustees. The UIWSOM agrees that there will be alignment with shared governance policies described in the UIW Bylaws, UIW Faculty Handbook, and Employee Handbook as the UIWSOM is developed.

The goals of these Bylaws and shared governance are the maintenance of respect and communication among faculty, staff and administration in order that the University and UIWSOM function smoothly. The faculty, staff and administration commit to working together to foster collegiality among all members of the UIWSOM learning community, and create a robust, innovative, supportive, and positive educational environment.

ARTICLE II: VISION, MISSION AND VALUES

UIWSOM Vision

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

UIWSOM Mission Statement

Preamble: The mission of the University of the Incarnate Word School of Osteopathic Medicine flows from the university mission 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.

Core Values of the UIWSOM Mission

- Integrity
- Stewardship
- Respect
- Social Accountability
- Compassion
- Transformation

ARTICLE III: THE UIWSOM DEAN

Powers and Responsibility:

- The dean is the senior administrative officer of the University of the Incarnate Word School of Osteopathic Medicine.
- The dean reports to the UIW associate provost of Health Professions.
- The dean works full-time for the UIWSOM and will not engage in other gainful employment outside of the institution.
- The dean is AOA board certified.
- The dean is the Chief Academic Officer of the UIWSOM.
- The dean is responsible for and has the authority for fiscal management of the UIWSOM and ensuring compliance with Commission on Osteopathic College Accreditation (COCA) Standards.
- The dean chairs the UIWSOM Council, which convenes at least once a year or as major issues warrant; chairs the Leadership Council and serves as an ex-officio member of all other standing committees of the UIWSOM Council.
- The dean is responsible for the review, analysis, and implementation of existing educational, research, and administrative programs of the School of Osteopathic Medicine.
- The dean shall appoint or approve members of all School of Osteopathic Medicine committees. The dean shall nominate to the provost of the University all chairs of the departments after considering advice from appropriate search committees.
- The dean shall appoint all vice, associate, and assistant deans, with the approval of the provost, after considering advice from appropriate search committees.
- The dean shall approve, in advance of their submission, all applications for grant monies for the support of teaching, training, and research sponsored by the School of Osteopathic Medicine.

ARTICLE IV: COMMITTEES

General Provisions of the Standing Committees:

The following general conditions shall apply to all standing committees except where otherwise specified in these Bylaws.

Rights and Responsibilities:

Standing committees have the responsibility for recommending policy to the Leadership Council in their areas of concern; for receiving instructions from this Council; for establishing procedures for the conduct of committee business consistent with these Bylaws; and for implementing such policies and instructions. The establishment of new standing committees or abolition of existing standing committees requires amendment to these Bylaws.

Each standing committee will:

- Specifically define its policies, procedures, objectives, and scope of activity and transmit same annually in writing to the Faculty Assembly and Leadership Council for their approval; and
- File an annual report on the work of the standing committee with the dean. These reports will be kept on file by the Dean's Office and shall be made readily available to members of the faculty, administration, and staff.

Membership:

Each standing committee shall have representation from various constituents of UIWSOM, and may, where appropriate, include faculty and administrators from other schools of the university, as well as representative(s) from the community.

Voting Privileges:

Each member of each committee shall have one vote and must be present, either in person or by contemporaneous electronic participation, to cast that vote, unless otherwise specified.

Conduct:

The chair shall preside at meetings of each committee or, if absent, the chair may delegate this responsibility to another member of the committee. Each committee may establish subcommittees as needed. The meetings of standing committees shall be open to university-affiliated persons, such as students, administrators, and faculty, except those where confidential or sensitive matters are being discussed, or when designated as executive sessions by majority vote of the members present. Absence from three consecutive meetings of the committee may constitute grounds for removal of a member from a committee.

Admissions Committee

Function:

The UIWSOM currently offers three programs: The Doctor of Osteopathic Medicine, the Master in Biomedical Sciences (MBS) and the Master in Public Health (MPH) programs. Each program has an Admissions Committee which is responsible for making recommendations to the dean regarding acceptance or rejection of candidates for the UIWSOM. The Admissions Committee, in collaboration with the dean, establishes the criteria and threshold for acceptance to the UIWSOM. The Admissions Committee examines and evaluates each applicant's credentials and determines the progression of each applicant through the admissions process. The Admissions Committee annually reviews and evaluates its processes and procedures and makes recommendations to the dean with respect to the overall admissions process and the criteria used to make decisions about applicants.

Composition:

- a) Chair: Appointed by the Dean
 - b) UIWSOM Faculty
- Non-voting members:*
- c) Associate Dean of Admissions and Student Affairs
 - d) UIWSOM Dean

Meetings:

The Admissions Committee meets regularly during the SOM's DO program interview season (September through May) and as needed otherwise.

Continuous Program Improvement Committee

Function:

The Continuous Program Improvement Committee (CPIC) oversees the establishment and review of measurable outcomes and programmatic goals to improve quality and ensure effective monitoring.

Responsibilities include

- Reviewing the DO Program Evaluation Process,
- Developing CPIC Dashboards in response to faculty needs,
- Monitoring DO Data Collection Instruments,
- Providing support to offices where program improvement recommendations have been identified,
- Monitoring program alignment with national standards [Commission on Osteopathic College Accreditation (COCA), National Board of Osteopathic Medical Examiners (NBOME), American Osteopathic Association (AOA)] and the UIW and UIWSOM missions.

Composition:

- a) Chair: Director of Assessment and Program Evaluation
- b) Co-Directors of Curriculum Integration
- c) Associate Deans of Admissions and Student Affairs, CASE, Clinical Affairs, Faculty Affairs, Graduate Medical Education, Research and Innovation
- d) UIWSOM Dean

Meetings:

CPIC will meet a minimum of twice annually to provide updates and determine the next steps in current action plans. Additionally, the committee should report regularly to the Leadership Council.

Curriculum Committees

The UIWSOM currently offers three programs: The Doctor of Osteopathic Medicine, the Master's in Biomedical Sciences and the Master's in Public Health program. Therefore, the SOM Curriculum Committee has been established, and each program has its own curriculum committee.

SOM Curriculum Committee (SOMCC)

Function:

The SOM Curriculum Committee (SOMCC) governs all curricula that reside in the School of Osteopathic Medicine. This committee is an oversight committee that ensures UIWSOM achieves the school's overall education program objectives, aligns with University requirements for graduate programs, the UIWSOM mission and meets required accreditation standards specific to each program. Each degree or program has its own curriculum committee that has representation on the SOMCC. The chair is appointed by the dean.

Composition:

Chair: Appointed by the dean

Members:

Associate Dean of Admissions and Student Affairs or designee
Associate Dean Clinical Affairs or designee
Associate Dean for Medical and Interprofessional Education or designee
Associate Dean of CASE or designee
Director of MBS
Director of MPH
UIWSOM Faculty who is UIW Graduate Council Representative

Meetings: The SOMCC meets a minimum of twice annually or as needed.

DO Curriculum Committee

The DO Curriculum Committee (DOCC) is the decision-making authority for the UIWSOM undergraduate medical student curriculum. The charge of the DOCC is the design, oversight, and maintenance of the undergraduate medical student curriculum. This is achieved through the DOCC's ongoing review, appraisal, and revision of the UIWSOM competencies, goals, and objectives. The DOCC provides decision-making and leadership in all matters of curriculum and coordinates with departments, teaching committees, students, and faculty members etc., in the design, development, and evaluation of a contemporary and effective undergraduate medical student curriculum.

The DOCC will continuously review the effectiveness of the curriculum and explore innovative medical education concepts, techniques, and scholarship in order to optimize the education of

UIWSOM medical students for purposes of better serving communities and improving patient and community outcomes.

Authority and Responsibility:

The DOCC holds authority and responsibility for creating, overseeing, and managing the undergraduate medical education program, and ensuring compliance with all COCA accreditation standards. This authority is derived from the dean and through these Bylaws. The DOCC, with its various subcommittees:

- Defines the learning objectives, outcomes and competencies for the osteopathic medical student education program;
- Determines curricular content and workload, the order content is presented, and the goals and competencies addressed by each curricular component;
- Determines the types of patients, conditions, and settings for educational experiences and the level of medical student responsibility;
- Determines pedagogy and methods of teaching and assessment appropriate for each curricular component, including community and clinical learning, service learning, scholarly activities, interprofessional education, etc.
- Identifies, develops, implements, and evaluates innovative teaching methods across the curriculum;
- Ensures that methods of curriculum delivery optimize opportunities for instructor collaboration, attainment of competencies, and the integration of content and concepts across disciplines;
- Reviews all feedback and recommendations, and utilizes information to improve the curriculum;
- Creates educational policies that advance the curriculum and meet COCA and compliance standards; and sends all policies to the SOM Leadership Council for approval;
- Reviews, revises if needed, and approves roles and responsibilities for curriculum directors, community and clinical preceptors and all other teaching faculty;
- Sets expectations for and ensures adequate curricular opportunities and experiences for professional training, growth and development for medical students within the medical education program;
- Ensures consistent implementation of a coordinated and coherent curriculum;
- Submits the DO curriculum in a timely manner to the SOMCC, the dean, and then the UIW Graduate Curriculum Committee for its approval per UIW policy.

Composition:

- a) Chair: appointed by the dean. The chair may appoint a vice-chair.
- b) Chairs of subcommittees (and may be included in c) and d) of this section)
- c) 2-3 Clinical and Applied Science Education (CASE) faculty selected and appointed by the dean after consultation with the associate dean of CASE.
- d) 2 Primary care clinical teaching faculty selected and appointed by the dean after consultation with the associate dean for clinical affairs.
- e) 1-2 Community primary care physicians
- f) Osteopathic medical students (1-2/class)
- g) 1-2 GME representatives (DIO, residents, fellows, Program Directors)

Meetings: The committee meets at least monthly, with special meetings called as needed.

MPH Curriculum Committee

Function:

The Master of Public Health Curriculum Committee (MPHCC) is the decision-making authority for the UIWSOM MPH curriculum. The charge of the MPH Curriculum Committee is the design, oversight,

and maintenance of the graduate public health curriculum. This is achieved through the committee's ongoing review, appraisal, and revision of the UIWSOM MPH competencies, goals and objectives. The MPHCC provides decision-making and leadership in all matters of curriculum and coordinates with departments, students, and faculty members etc. in the design, development, and evaluation of an effective, online graduate public health curriculum. The MPHCC will continuously review the effectiveness of the curriculum and explore innovative public health concepts, techniques, and scholarship to optimize the education of UIWSOM MPH learners for purposes of better serving communities and improving community outcomes.

Composition:

- a) Chair: MPH program director
- b) 3-4 faculty members

Meetings: The MPHCC will meet regularly, at least once per semester, or more frequently as needed.

MBS Curriculum Committee

Function:

The Master of Biomedical Sciences Curriculum Committee (MBSCC) is the decision-making authority for the UIWSOM MBS curriculum. The charge of the MBS Curriculum Committee is the design, oversight, and maintenance of the graduate biomedical sciences curriculum. This is achieved through the committee's ongoing review, appraisal, and revision of the UIWSOM MBS competencies, goals and objectives. The MBSCC provides decision-making and leadership in all matters of curriculum and coordinates with departments, students, and faculty members etc. in the design, development, and evaluation of an effective and collaborative graduate biomedical sciences curriculum. The MBSCC will continuously review the effectiveness of the curriculum and explore innovative pedagogies and opportunities for scholarship to optimize the education of UIWSOM MBS learners for purposes of better serving communities and improving community outcomes.

Composition:

- a) Chair: Faculty member who teaches in the MBS program and assigned by Chair of CASE department
- b) 5 faculty members, including the program director, 1 administrative assistant, and 1 educational technology specialist

Meetings: The MBSCC will meet at least once per semester, or more frequently as needed.

Faculty Appointments, Promotions, and Retention Committee

Function:

The Faculty Appointments, Promotions and Retention (APR) Committee reviews new appointments at the Associate Professor level and above. This committee likewise reviews all recommendations for promotion to the Associate Professor level and above. These recommendations are submitted to the dean. The dean then forwards his/her recommendations to the provost.

Composition:

The Faculty APR Committee is composed of faculty members at the level of Associate Professor or Professor and are appointed by the dean.

Meetings:

The Faculty APR Committee meets initially early in the summer continuing through the early fall to evaluate and recommend candidates for promotion for each yearly academic cycle. Meetings may also

be called throughout the academic year to evaluate candidates for new appointments at the level of Associate Professor or Professor.

Faculty Assembly

Function:

The Faculty Assembly is a representative body of faculty who participate in shared governance at the SOM. The Faculty Assembly conveys faculty's perspectives on issues concerning SOM policies to the Dean and Leadership Council. The Assembly deliberates and votes on policies, programs, commencement conferrals, and other matters of concern directed to them by SOM committees and administration.

Composition:

The Faculty Assembly is composed of all SOM faculty. SOM faculty are individuals who carry a teaching workload of 0.2 FTE and above, teach or supervise students for academic credit, and meet the academic qualifications as designated by their rank as described in this supplemental handbook. The Faculty Assembly is chaired by an elected representative of the faculty. The chair shall serve as the elected faculty representative to the UIW Faculty Senate and SOM Leadership Council.

Meetings:

The Faculty Assembly will meet twice annually (or as necessary) to elect its representative and discuss issues pertinent to all SOM faculty.

SOM Leadership Council

Function:

The SOM Leadership Council shall provide the dean with informed and representative faculty, learner, office, and departmental opinion. The SOM Leadership Council will provide informed counsel in the areas of administrative and operational policies that directly impact medical student education. Reports from appropriate committees will be referred to the SOM Leadership Council for discussion and final recommendations will be forwarded to the dean. SOM Leadership Council shall also entertain questions/ issues related to constitutional interpretation and make recommendations to the dean.

Powers and Responsibility:

The SOM Leadership Council, as a standing committee, is responsible for its powers, but shall act as an autonomous body in execution of its major functions, which are to serve as a policy-formulating body and to instruct and assist the dean in the implementation of policy decisions. In addition, the SOM Leadership Council shall assist and counsel the dean in her/his duties and responsibilities.

The SOM Leadership Council shall also:

- a) Consider and act upon all matters pertaining to educational affairs that involve or determine School of Osteopathic Medicine policy;
- b) In concert with the dean, prepare the agenda for regular and special meetings of the UIWSOM Council;
- c) Discuss all recommendations and reports referred to it by standing committees of the School of Osteopathic Medicine, and to respond as indicated;
- d) Discuss and act upon, as indicated, all recommendations and reports submitted to it for a vote by *ad hoc* and other committees, and by special panels and subcommittees. Such recommendations shall come before the SOM Leadership Council as seconded motions;
- e) Perform other functions as indicated elsewhere in these bylaws.
- f) The dean serves as the final authority in decision-making for the SOM Leadership Council, and, as such reserves the right to review and implement/not implement any/all recommendations from the faculty and administration.

Composition:

The SOM Leadership Council shall be composed of the dean; all assistant and associate deans; the chair of the UIW Faculty Assembly; and two (2) medical students (ideally one from the pre-clerkship years and one from the clerkship years). Student representatives shall serve for one year. The dean of the School of Osteopathic Medicine shall chair the SOM Leadership Council. In the absence of the dean, the person designated by the dean shall serve as chair.

Meetings:

The SOM Leadership Council shall meet regularly at no less than monthly intervals, August through May (excluding holidays), and at such other times as determined by the dean.

Attendance at meetings of the SOM Leadership Council shall be restricted to its members, recorder (appointed by the dean), and such other persons invited by the dean for specific purposes.

The faculty representative, assistant and associate deans, and the dean shall be voting members of the SOM Leadership Council. When a voting member cannot attend, a substitute designated by the member and approved by the dean shall have voting privileges. In the absence of the dean, the person designated by the dean shall serve as chair and shall have voting privileges. Quorum for action shall be a majority of the voting membership.

The SOM Leadership Council shall act in closed session of the voting members when requested by the dean or by majority vote of its members in attendance or by specified requirement of these bylaws.

SOM Leadership Council meeting minutes shall be recorded by the recorder and shall be distributed in writing electronically to its members. Minutes of open meetings will be made available for the UIWSOM learning community in the Annual Reports folder on the osteopathic medicine SharePoint under Documents>Administration>Committees> Annual Reports.

Matters requiring a vote shall be presented to the SOM Leadership Council as motions with appropriate seconds. A majority vote by voice or by hand is required to pass a motion, except as otherwise specified by these bylaws. Any voting member may demand a closed, written ballot.

An agenda shall be prepared by the dean and distributed electronically to the SOM Leadership Council members in advance of all regular monthly meetings.

Research and Scholarly Activity Committee (RSAC)

Function:

The mission of RSAC is to advise the dean concerning research policies and the allocation of research resources.

Composition:

- a) Chair: Associate Dean for Research and Innovation
- b) Appointed Members:
- c) 1-2 Non-Clinical Faculty
- d) 1-2 Clinical Faculty
- e) 1 Student Representative
- f) 1 Research Staff

Resources Committee

Function:

The mission of the Resources Committee is to advise the dean on recommended resource allocation and needed improvements based on annual surveys of UIWSOM students and employees regarding the learning environment of the Brooks campus. Resource surveys will evaluate facilities, space allocation,

IT, library, support staff adequacy, security and safety.

Duties and Responsibilities of the Resources Committee are as follows:

- To advise the dean, through the SOM Leadership Council, on the implementation of administrative programs and policies instituted for the support of research.
- To receive and disseminate information from the Dean's Office on issues that impact research.
- To serve as a forum for the discussion of improvement and expansion of research activity.
- To communicate needs or problems related to research and the research environment to the Dean's Office.
- To make recommendations for the coordination of programs to enhance research and the research environment prioritizing OMM/OPP research, collaborative research and student research.
- To make recommendations for the coordination of activities with other committees involved with research.
- To promote the dissemination of information regarding research at UIWSOM.
- To promote collaborative research that directly benefits local communities, particularly those that experience health disparities.

Composition:

- a) Anatomical Services Staff
- b) Director of SOM Library or designee
- c) Director of Operations
- d) 1 Member of SOM Facilities Staff
- e) 1 Member of IT Staff
- f) 1 CASE Faculty Member
- g) 1 OCA Faculty Member
- h) 1 OCA CIELO Staff
- i) 1 OMS I Student
- j) 1 OMS II Student
- k) 1 OMS III or IV Student

Meetings:

The Resources committee meets a minimum of twice a year and review surveys of resources, prioritize needs, and advise the dean of its findings. Surveys are sent to all members of the SOM annually at a minimum, or as needed.

Scholarship and Awards Committee

Function:

The Scholarship and Awards Committee is established to recognize and honor current students, faculty, staff and community members who have distinguished themselves by their extraordinary, exemplary and sustained scholarship in areas such as academic, clinical, community service, discovery, application or teaching. The Committee is charged with soliciting nominations, gathering and identifying exemplary candidates to receive the award and submitting recommendations of candidates to the UIWSOM dean.

Duties and Responsibility:

- To recommend policies and procedures to be followed by the UIWSOM in the interpretation, implementation, and operation of all federal, state and other financial aid scholarships and awards.
- To serve as collaborative consultants to the UIW Office of Institutional Advancement in identifying areas of need for scholarships while also maintaining accessible records of

scholarship recipients.

- To establish written criteria for each award or scholarship with recommendations accepted by contributing donors (if any) in collaboration with the dean.
- To examine, discuss and evaluate nominations for both student and faculty awards in a timely manner.
- To include student leaders to serve as consultants for faculty, staff or community leader awards.

Conflicts of Interest:

Committee members are not eligible to vote on a candidate if any conflicts of interest exist. This includes but is not limited to:

- Being a mentor or advisor of the student nominee;
- Submitting a letter of recommendation on the candidate's behalf;
- The committee member is an award candidate

Composition:

- a) Chair: The Associate Dean of Admissions and Student Affairs or designee chairs the committee. The chair assists the committee in making selections of scholarships and awards for the UIWSOM or resolves disputes/questions between or among the committee members.
- b) 1-2 UIWSOM Nonclinical faculty
- c) 1-2 UIWSOM Clinical faculty
- d) 1 Non-faculty Staff member
- e) Student member (when awards not involving students)
Ex-Officio Nonvoting Members
- f) UIWSOM Director of Enrollment Services
- g) Associate Dean of Admissions and Student Affairs

Meetings: The Scholarship and Awards Committee meets monthly or as needed

Student Progress Committees

DO Student Progress Committee

Function:

The DO Student Progress Committee (SPC), as the representative body of the faculty, reviews the academic and professional development of all students enrolled in the osteopathic medical student curriculum. The SPC reviews the cumulative record of the learner and, based upon an overall consideration of the learner's demonstrated knowledge, clinical performance, and suitability to practice medicine, determines whether a learner should be promoted, continue with remedial work assigned, or be dismissed. Based on its review, the SPC determines the action to be taken. This includes, but is not limited to, promotion, dismissal, repetition of course work, and/or other special action(s) for individual medical students that must be successfully completed before that student matriculates to the subsequent Phase of the osteopathic medical student curriculum and/or is able to graduate from the UIWSOM.

A student may appeal to the dean regarding the decision per policies outlined in the DO Student Handbook. The decision of the dean regarding the appeal is final.

The Student Progress Committee also makes recommendations to the dean and the DO Curriculum Committee with respect to policies and procedures for grading, evaluation, promotion, and other areas that relate to the academic and professional progress of students.

Composition:

- a) Chair: appointed by the dean. The chair may appoint a vice chair.
- b) Three to five UIWSOM DO Program Faculty, including a minimum of two physicians
- c) One representative from the Office of Graduate Medical Education
- d) Associate Dean of Clinical Affairs (ex officio, voting only on Phase I learners) or designee
Ex-Officio Nonvoting Members
- e) Director of Student Affairs

Meetings:

The DO SPC meets a minimum of twice per month, or more frequently as needed.

MBS Student Progress Committee

Function:

The UIWSOM MBS faculty is responsible for identifying learners who are not meeting academic standards, evaluating whether deficiencies can be remediated and determining when a learner should be dismissed. This responsibility is administered through the Student Progress Committee (MBS-SPC) as the representative body of the faculty-at-large. The MBS-SPC is responsible for reviewing matters related to grades, academic performance, and professionalism. To carry out this charge, the MBS-SPC may consider a learner's cumulative record and based upon an overall consideration of the learner's grades, demonstrated knowledge, professional behavior and other pertinent factors, may decide whether a learner should continue in the program, continue with remedial work assigned, be dismissed, or considered for other sanctions as circumstances warrant.

The MBS-SPC is charged with reviewing violations of academic standards and professional conduct and enforcing applicable policies. Decisions made by the MBS-SPC are forwarded to the appropriate Associate Dean(s) and to the Dean of the Graduate School.

Composition:

- a) Chair: appointed by the Dean of the School of Osteopathic Medicine
- b) Voting Members:
- c) Five MBS Program Faculty
Ex-Officio Nonvoting Members
- d) Director of Student Affairs
- e) Director of MBS Program (ex officio).

Meetings:

The MBS SPC meets regularly, at least once per semester, or more frequently as needed.

UIWSOM Council

Function:

This council acts as a "committee on committees," providing guidance to the standing committees, and ensuring greater operational efficiency and continuity which will better serve the interests and needs of the UIWSOM learning community. The UIWSOM Council meets at least annually to review annual committee reports, review each committee's composition, policies and charge, and add and delete committees.

Composition:

- a) Chair: Dean
- b) Associate Dean of Clinical and Applied Science Education (or designee)
- c) SGA President or executive committee officer
- d) Associate Dean for Clinical Affairs

- e) Associate Dean of Admissions and Student Affairs
- f) Associate Dean of Medical and Interprofessional Education

Meetings: The UIWSOM Council meets at least annually

UNITY Committee

Function:

The mission of UNITY (Understanding, Uniqueness, Negotiation, Non-uniformity, Incarnation, Togetherness, Transformation and You) is to take action to help create the conditions necessary for the incarnation of the following aspect of UIW's and the SOM's Mission to:

- Recognize the presence of God in each person, regardless of race, color, sex, gender, sexual orientation, citizenship status, ethnicity, national origin, age, marital status, disability, genetic information, gender identity or expression, veteran status, pregnancy, or religion;
- Create a school ethos based on values such as honor and respect, especially of the human dignity and human rights of all; and
- Welcome people from diverse background and ways of life to promote respectful interactions, to learn from each other and understand one another through open and honest dialogue.

Duties and Responsibility:

UNITY reviews:

- Policies and practices of the Admissions Committees for the DO, MBS, and MPH programs;
- Policies and practices of the Curriculum & Academic Support teams (DOCC, MBSCC and MPHCC);
- Policies and practices of the Community Engagement Partnership Curriculum Integration Team (CEP CIT), OCA, and Mobile Osteopathic Medicine unit (MOM);
- Health & Wellness related aspects of the learning environment.

These duties are accomplished through engagement once or twice annually with the Admissions and Curriculum Committees, and the CEP CIT, to include development of guidelines to ensure that the Diversity, Equity, and Inclusion (DEI) perspective is incorporated into policies and practices.

The UNITY committee meets once or twice annually (or as needed) with the Student Government Association (SGA) Mentality Initiative to Nurture Doctors (MIND), and Diversity in Medical Education (DIME) student group presidents, two SOM counselors, one faculty representative, one staff representative, and one OSA member to ensure that the DEI perspective is addressed in the Health & Wellness related aspects of the SOM's learning environment.

Composition:

- a) Chair elected by members of this committee
- b) One to two Phase I faculty
- c) One to two Phase II faculty
- d) MBS faculty representative
- e) Two students (one each from Phase I and Phase II)
- f) At least one MBS student representative
- g) GME representative
- h) Administrative support staff representative
- i) SOM Behavioral Health counselor
- j) Representative from the Office of Admissions and Student Affairs
- k) Dean
- l) UIW Associate Vice President for Diversity, Equity, and Inclusion

Meetings: UNITY meets at least two times per year; UNITY sub-committees may meet as often as two

times per month.

ARTICLE V: ADDITIONAL POLICIES

Confidentiality and Conflict of Interest Statements

All UIWSOM professional and non-professional full-time employees and all credentialed instructional staff must sign a Confidentiality and Conflict of Interest Disclosure statement annually. Records are maintained by the Dean's Office in employee records.

UIWSOM Adoption of the AOA Code of Ethics

UIWSOM has adopted the AOA Code of Ethics in addition to the ethical standards which govern the faculty and employees of UIW.

The American Osteopathic Association (AOA) Code of Ethics is a document that applies to all physicians who practice osteopathically throughout the continuum of their careers, from enrollment in osteopathic medical college/school through post graduate training and the practice of osteopathic medicine. It embodies principles that serve as a guide to the prudent physician. It seeks to transcend the economic, political, and religious biases, when dealing with patients, fellow physicians, and society. It is flexible in nature in order to permit the AOA to consider all circumstances, both anticipated and unanticipated. The physician/patient relationship and the professionalism of the physician are the basis for this document.

The AOA has formulated this Code to guide its member physicians in their professional lives. The standards presented are designed to address the osteopathic and allopathic physician's ethical and professional responsibilities to patients, to society, to the AOA, to others involved in health care and to self.

Further, the AOA has adopted the position that physicians should play a major role in the development and instruction of medical ethics.

Section 1. The physician shall keep in confidence whatever she/he may learn about a patient in the discharge of professional duties. Information shall be divulged by the physician when required by law or when authorized by the patient.

Section 2. The physician shall give a candid account of the patient's condition to the patient or to those responsible for the patient's care.

Section 3. A physician-patient relationship must be founded on mutual trust, cooperation, and respect. The patient, therefore, must have complete freedom to choose her/his physician. The physician must have complete freedom to choose patients whom she/he will serve. However, the physician should not refuse to accept patients for reasons of discrimination, including, but not limited to, the patient's race, creed, color, sex, national origin, sexual orientation, gender identity, or disability. In emergencies, a physician should make her/his services available. View further interpretation.

Section 4. A physician is never justified in abandoning a patient. The physician shall give due notice to a patient or to those responsible for the patient's care when she/he withdraws from the case so that another physician may be engaged.

Section 5. A physician should make a reasonable effort to partner with patients to promote their health and shall practice in accordance with the body of systematized and scientific knowledge related to the healing arts. A physician shall maintain competence in such systematized and scientific knowledge through study and clinical applications.

Section 6. The osteopathic medical profession has an obligation to society to maintain its high

standards and, therefore, to continuously regulate itself. A substantial part of such regulation is due to the efforts and influence of the recognized local, state and national associations representing the osteopathic medical profession. A physician should maintain membership in and actively support such associations and abide by their rules and regulations.

Section 7. Under the law a physician may advertise, but no physician shall advertise or solicit patients directly or indirectly through the use of matters or activities which are false or misleading.

Section 8. A physician shall not hold forth or indicate possession of any degree recognized as the basis for licensure to practice the healing arts unless she/he is actually licensed on the basis of that degree in the state or other jurisdiction in which she/he practices. A physician shall designate her/his osteopathic or allopathic credentials in all professional uses of her/his name. Indications of specialty practice, membership in professional societies, and related matters shall be governed by rules promulgated by the American Osteopathic Association.

Section 9. A physician should not hesitate to seek consultation whenever she/he believes it is in the best interest of the patient.

Section 10. In any dispute between or among physicians involving ethical or organizational matters, the matter in controversy should first be referred to the appropriate arbitrating bodies of the profession.

Section 11. In any dispute between or among physicians regarding the diagnosis and treatment of a patient, the attending physician has the responsibility for final decisions, consistent with any applicable hospital rules or regulations.

Section 12. Any fee charged by a physician shall compensate the physician for services actually rendered. There shall be no division of professional fees for referrals of patients.

Section 13. A physician shall respect the law. When necessary a physician shall attempt to help to formulate the law by all proper means in order to improve patient care and public health.

Section 14. In addition to adhering to the foregoing ethical standards, a physician shall recognize a responsibility to participate in community activities and services.

Section 15. It is considered sexual misconduct for a physician to have sexual contact with any patient with whom a physician-patient relationship currently exists.

Section 16. Sexual harassment by a physician is considered unethical. Sexual harassment is defined as physical or verbal intimation of a sexual nature involving a colleague or subordinate in the workplace or academic setting, when such conduct creates an unreasonable, intimidating, hostile or offensive workplace or academic setting.

Section 17. From time to time, industry may provide some AOA members with gifts as an inducement to use their products or services. Members who use these products and services as a result of these gifts, rather than simply for the betterment of their patients and the improvement of the care rendered in their practices, shall be considered to have acted in an unethical manner.

Section 18. A physician shall not intentionally misrepresent himself/herself or his/her research work in any way.

Section 19. When participating in research, a physician shall follow the current laws, regulations and standards of the United States or, if the research is conducted outside the United States, the laws, regulations and standards applicable to research in the nation where the research is conducted. This standard shall apply for physician involvement in research at any level and degree of responsibility,

including, but not limited to, research, design, funding, participation either as examining and/or treating provider, supervision of other staff in their research, analysis of data and publication of results in any form for any purpose.

CHAPTER 4: POLICIES AND PROCEDURES GOVERNING FACULTY EMPLOYMENT

Academic Rank and Promotion, Faculty Recruitment, Search, Hiring and Credentialing

The SOM faculty search and hiring policies and procedures follow those outlined in the UIW *Faculty Handbook*. All employed faculty undergo comprehensive credentialing as outlined in the UIW *Faculty and Employee Handbooks*. This includes but is not limited to a criminal background check, primary licensure verification, and verification of education. Transcripts are held in the Office of the Provost. Licensure and certification verification are kept in the Office of the SOM Dean.

All faculty on contract or holding adjunct status, including Phase II faculty, undergo a modified credentialing process, including but not limited to completion of a contract or adjunct faculty application, confidentiality statement, photo/video release, sexual harassment training and acknowledgement.

Faculty Rank and Promotion

The faculty of SOM are not eligible for tenure at UIW. The dean in consultation with the department to which the faculty is being hired, determines the faculty rank at the assistant professor level or below. The SOM Faculty Appointments, Promotions and Retention Committee reviews new appointments at the associate professor level and above. This committee likewise reviews all recommendations for promotion at the assistant professor level and above. These recommendations are submitted to the dean for approval. These recommendations are then forwarded to the provost for approval per UIW policy.

CHAPTER 5: POLICY AND PROCEDURES RELATED TO INSTRUCTION

Preparing the Course Syllabus and Outline

To meet the requirements of the accrediting body for the SOM, the Commission on Osteopathic College Accreditation, the SOM uses the SOM Syllabus and Course Outline for all courses created for medical education as found in [Appendix 1](#). Templates for the DO, MBS, and MPH courses include required elements from the University's accrediting body, the Southern Association of Colleges and Schools Commission on Colleges, University policy, and the Graduate Council.

CHAPTER 6: SCHOOL OF OSTEOPATHIC MEDICINE ADJUNCT CLINICAL FACULTY

Appointment of SOM Adjunct Clinical Faculty

Description:

Adjunct Clinical Faculty (ACF) are those who voluntarily teach and contribute to the education of SOM students and regional medical residents or who participate in graduate or research programs associated with SOM and who are volunteer, fully qualified, and credentialed professionals.

Volunteer Status:

Adjunct Clinical Faculty may also include those professionals who have an ongoing relationship with SOM who are committed to the clinical training programs such as physicians, pharmacists, nurse practitioners, physician assistants, and other healthcare professionals at the master's level of education and above. ACF participation in SOM clinical, academic teaching and research programs is without compensation. Because ACF are not employees of SOM they are not eligible for employee benefits. ACF do not have the responsibility of committee assignment and hold no voting privileges, unless specified by the dean.

Credentialing and ACF Rank:

Credentialing and approval will be performed by the SOM Credentialing Committee. ACF must be credentialed and maintain board certification and state license to provide their designated scope of care, hold appropriate hospital or practice privileges, and have an unrestricted license to practice in the state where clinical training occurs. SOM will review credentials every two years and reappoint the ACF every four years.

Reporting:

ACF report to and meet with the Core Site Directors (CSD). CSD (UIW employed) report to the associate dean of clinical affairs and are supported by a number of both clinical and administrative UIWSOM employees.

Adjunct Clinical Faculty and Standardized Curriculum:

The academic and administrative support provided by SOM coupled with a well-established curriculum including objectives, reading assignments, online cases, and standardized end of rotation exams, ensures that all Adjunct Clinical Faculty who precept medical students are free to focus on patient clinical teaching rather than having to develop an individual curriculum or components at their clinical site.

- a) The Clerkship Directors (CD) will meet at least annually to provide Adjunct Clinical Faculty with student feedback as well as to provide the preceptor the opportunity to make suggestions to improve the curriculum, the rotation experience and the preparedness of students.
- b) Adjunct Clinical Faculty complete student standardized evaluations at the end of each rotation which evaluate students on very specific components in areas of required core competencies. These forms may be completed online.
- c) This standardized curriculum ensures that all students, regardless of the geographic location of their clinical rotations, will have completed the same clinical objectives.

Adjunct Faculty Duties, Assignment of Rank, and Review

Adjunct Clinical Faculty:

- a) The title of Adjunct Clinical Faculty (ACF) is used for appointments, after approval by the Credentialing Committee, for persons in a clinical and /or academic setting where students receive instruction (aka preceptors).
- b) Adjunct Clinical Faculty duties generally fall into three basic categories: teaching, scholarly activity, and professional service. Adjunct Clinical Faculty often provide services to patients or the community; however, the individual's record of teaching effectiveness, scholarly achievement, and professional service most clearly marks advancement through their career.
- c) At the time of initial credentialing and with the dean's approval, the Credentialing Committee will appoint the ACF's rank at one of four levels. Subsequent ACF rank review will be performed by SOM Faculty Appointment, Promotions and Retention Committee (FAPRC) at the time of re-credentialing.

Adjunct Clinical Faculty in Research:

Experts in related health professions fields may volunteer as Adjunct Clinical Faculty- Research. Depending on qualifications, their title may range from Assistant Professor to Professor of Research.

Faculty Rank:

- a) These guidelines are intended to broadly define the minimum performance levels associated with the academic rank for volunteer Adjunct Clinical faculty (ACF). The following sections outline the general criteria for appointment at each academic rank.
- b) Adjunct Clinical Instructor
- c) Adjunct Clinical Assistant Professor
- d) Adjunct Clinical Associate Professor
- e) Adjunct Clinical Professor

Adjunct Clinical Instructor

Instructor normally holds a minimum of a master's degree or equivalent, unless this represents a terminal degree in the health profession, has completed most or all of the requirements for the doctorate or equivalent, and is expected to demonstrate effectiveness primarily as a teacher.

- Residents in positions of advanced training are usually included in this category
- Physician Assistants and Nurse Practitioners are usually included in this category.

Adjunct Clinical Assistant Professor

Adjunct Clinical Assistant Professor has been awarded a doctoral or professional degree or equivalent, exhibits commitment to teaching, scholarly activity, or professional work of high caliber.

Evidence of this potential might include:

- Willingness to voluntarily participate in the education of first through fourth year students and/or residents
- Participation in faculty development courses designed to improve teaching skills and evaluate performance.
- Has received above average teaching evaluations
- Serves as Adjunct Clinical Faculty for UIW-SOM or other medical students or residents with 1-3 or more students/residents per year for a 1-3-year period.

Adjunct Clinical Associate Professor

Candidates for the rank of Adjunct Clinical Associate Professor requires a professional degree and three or more years of experience at the Adjunct Clinical Assistant Professor level. Appointment or promotion to the rank of Adjunct Clinical Associate Professor requires sustained performance at a level above the minimal standards established for Adjunct Clinical Assistant Professor.

Evidence of this may include:

- Meets requirements for Adjunct Clinical Assistant Professor
- Publication of original scholarly work in peer-reviewed professional journals
- Presentation of research/scholarly activity at local, state, or national meetings
- Participation at the local and regional level in professional society affairs
- Professional specialty board certification
- Presentation at local and regional Continuing Medical Education (CME) programs
- Record of service to SOM or other programs, e.g. Demonstrates sustained community service
- Served as Adjunct Clinical Faculty for medical students or residents with four or more students/residents per year for a 4-5-year period
- Has received above average teaching evaluations
- Continued participation in faculty development courses
- Mentors students, and or advises student organizations

Adjunct Clinical Professor

Candidates for the rank of Adjunct Clinical Professor have a professional degree plus a minimum of five years' experience at the Adjunct Clinical Associate Professor level. Appointment or promotion to the rank of Adjunct Clinical Professor requires sustained performance at a level above the minimal standards established for Adjunct Clinical Associate Professor. Appointment or promotion to the rank of Adjunct Clinical Professor also requires sustained academic accomplishment, sustained meritorious scholarly activity, and sustained service, some of which must be at the state or national level.

Evidence of sustained academic accomplishment, sustained meritorious scholarly activity, and sustained service may include

- Meets requirements for Adjunct Clinical Associate Professor.
- Publication of scholarly works, which have made a significant impact in college or school-related professions.
- Regular publication of original scholarly work in peer-reviewed professional journals
- Participation at the state or national level in professional society affairs.
- Participation at the state or national level in research peer-review process.
- Participation at the state or national level in the formulation and administration of governmental health care policy.
- Presentations at local, state, or national society meetings
- A letter(s) of support from one or more outside colleagues attesting to the significance of the scholarly participation at the state or national level in professional association policy formulation or institutional review processes.
- Participation as an invited speaker at national or international symposia, and/or professional contributions made by the candidate.
- Sustained service to medical students and residents.
- Evidence of state, national or international recognition as an excellent clinician or teacher.
- Has received above average teaching evaluations
- Continued participation in faculty development courses
- Has served as a preceptor for medical students or residents with four or more students/residents per year for at least ten years

Promotion in Rank:

In general, promotion in rank represents the progression through increasing levels of academic performance, scholarly achievement, service, faculty development, and leadership. A record of competence in discharging these responsibilities contributes positively to an Adjunct Clinical Faculty member's evaluation for promotion. Adjunct Clinical Faculty, after the initial rank assignment approved by the dean, subsequent reassessment of rank is performed by the SOM FAPRC.

CHAPTER 7: FACULTY DEVELOPMENT

Faculty Continuing Education

It is imperative that as osteopathic medical educators, faculty keep current in their fields of expertise. This requires learning from other professionals beyond the university community to gain insight into innovative research and technological developments within the medical profession and osteopathic medical education.

SOM faculty are provided professional development funds as follows:

- Full-time (1.0 FTE) physician (DO/MD) faculty receive \$5000/year for licensure, dues, board certification, continuing medical education requirements, etc.
- Full-time (1.0 FTE) non-physician faculty receive \$2000/year for licensure, dues, continuing education, etc.
- Faculty employed at 0.5 to 0.9 FTE will receive the appropriate prorated amount for which they qualify.
- Appropriate documentation, required absence requests, requests for funds, and completed documentation for any trips must be submitted prior to the trip, and all receipts must be submitted in a timely fashion (ideally within one week of return) after the event for reimbursement.
- In addition, the faculty is expected to share pertinent and important information with faculty colleagues who did not attend the event in a brown bag lunch session or other informal setting.

CHAPTER 8: SCHOOL OF OSTEOPATHIC MEDICINE PROMOTION & MULTI-YEAR CONTRACTS

Time at UIW

Rank	< 2 years (Years 1 & 2)	< 3 years (Year 3)	> 3 years (Years 4 & 5)	> 5 years (5+ years)
Professor	1yr contract	2-3 yr contract	3 yr contract	3 yr contract
Associate Professor	1yr contract	2 yr contract	2-3 yr contract	3 yr contract
Assistant Professor	1yr contract	1yr contract	1-2 yr contract	2 yr contract

Reappointment and Promotion on the Non-Tenure Track

General Criteria

All SOM faculty are evaluated annually according to the standards and procedures outlined in Chapter 8 of the SOM Supplemental Faculty HB. These standards and procedures align with the UIW faculty evaluation process outlined in the UIW Faculty Handbook Chapter 5, and include additional evaluation areas to account for the unique needs of the SOM.

To qualify for reappointment or promotion, a faculty member must show competence and growth in teaching, scholarship and service to the University, profession, and larger community. Annual evaluations (FSI) reviewed by the Dean (or designee) will be an integral part of this process. Institutional fit is also considered in these decisions. At the discretion of the Dean, Assistant Professors or above may be offered multi-year appointments. The length of these appointments may vary as determined by the Dean.

Academic Preparation and Years in Rank

The following criteria must be met before full-time faculty are eligible to apply for promotion in rank on the non-tenure track.

Instructor to Senior Instructor. Faculty must have completed the equivalent of a minimum of two consecutive academic years of work and successful teaching at UIWSOM at the rank of Instructor to be eligible for promotion to the rank of Senior Instructor. The rank of Senior Instructor requires the master's degree appropriate to the discipline. Faculty at the rank of Senior Instructor have not earned a terminal degree in the area of their teaching and are not eligible for promotion, tenure or a multi-year contract. This rank is for persons on one-year, renewable, full-time contracts. There is no limit to the number of years a person may hold the rank of Senior Instructor.

Assistant Professor to Associate Professor. Faculty must possess the earned terminal degree appropriate to the discipline and have completed a minimum of five years of successful teaching experience as an Assistant Professor or equivalent in order to be eligible to apply for the rank of Associate Professor. At least one year must be completed at UIWSOM. A multi-year letter of appointment may be awarded along with the promotion. There is no limit to the number of years a person may hold the rank of Associate Professor.

Associate Professor to Full Professor. Faculty must possess the earned terminal degree appropriate to the discipline and have completed five years of successful teaching experience as an Associate Professor or equivalent. At least one year must be completed at UIWSOM. A multi-year letter of appointment may be awarded along with the promotion.

The Dean, at the time of the member's appointment to SOM Faculty, may elect to give credit for years of previous academic experience, clinical or alternative practice toward the requirements for promotion. However, the Dean may not give credit for the last year, which must be completed at UIWSOM. This decision should be clearly stated in the letter of offer at the time of initial appointment to UIWSOM.

Procedures for Promotion in Rank for Associate or Full Professors on the Non-Tenure track

During each spring semester, the Dean (or designee) will evaluate the faculty to determine which members will be eligible for promotion. Before the end of the spring semester, the Dean (or designee) will notify the faculty members whether they are eligible to seek promotion in the coming fall semester and will provide the Chair of the Appointments, Promotions and Retention (APR) Committee with the list of eligible faculty. Eligibility for promotion will be based on the standards for promotion in rank as stated below. Faculty who decide to postpone promotion, must notify the Dean (or designee) and the Chair of the APR Committee of this decision by September 1. By September 15, the Chair of the APR committee will make available to members of the committee a list of those who will be reviewed in the coming year.

All persons under consideration will be asked to provide supporting evidence, which, when assembled, will constitute part of the promotion file. These documents will be given to the APR Committee. Letters of recommendation from colleagues will be sent under separate cover to the committee.

Materials must be submitted to the committee chair on or before the second Monday in October. The recommendations of the committee are due to the Dean by the second Friday in January. The recommendations of the Dean are due to the Provost by the second Monday in February. Before a final decision of non-recommendation is reached by the APR Committee, a letter will be sent to the faculty applicant offering the opportunity for a personal interview with the committee. In case of a final decision of non-recommendation, the committee will send a letter of specific explanation to the individual.

Standards for Promotion in Rank on the Non-Tenure Track

Promotion requires consistently high performance in the categories of teaching, scholarship, and service/professional activity as indicated above in the General Criteria (A). To be eligible for promotion to the associate or full professor rank, the faculty must exhibit a consistent pattern of very good to excellent ratings on annual evaluations over the last five years.

- For very good to excellent ratings in teaching effectiveness, see this table for examples or evidence of behaviors that clarify such ratings on an annual basis.
- For very good to excellent ratings in scholarship, see this section for guidelines that clarify such ratings on an annual basis. The minimum scholarship points necessary for eligibility for promotion are as follows:
 - ⊖ Associate Professor: **Total of 16** including activities in each of the 3 Levels (1, 2, 3)
 - Full Professor: **Total of 23** since the previous promotion including activities in each of the 3 Levels
- For very good to excellent ratings in service/professional activity, see this section for examples that clarify such ratings on an annual basis.

TEACHING EFFECTIVENESS on the Annual Evaluation: Examples

<p>A faculty member's teaching may indicate:</p>	<p>1) Needs Improvement: shows evidence or behaviors such as the following in fewer than 2 of the 4 areas of teaching effectiveness. 2) Satisfactory when shows evidence in 2 of the 4 areas of teaching effectiveness. 3) Very Good when shows evidence in 3 of the 4 areas. 4) Excellent will show evidence in all 4 areas.</p>
<p>Content Expertise</p> <p>(Question to be answered: does the course/session content foster learning about the language, theories, and best practices of the discipline? Is the faculty member keeping up with the discipline?)</p>	<ul style="list-style-type: none"> • Updates courses/clinical practice to reflect changes in discipline and best practices • Participates in curriculum development of course assignments • Serves on thesis or dissertation committee in area of expertise • Delivers professional development activities for faculty • Shows evidence of discipline-specific development activity beyond State-mandated education requirements
<p>Instructional Design</p> <p>(Question to be answered: are the course/session materials appropriate for the content?)</p>	<ul style="list-style-type: none"> • Clinical instruction/courses or other materials are designed to adhere to specific learning outcomes, learning theory, or best practices in the discipline • Clearly articulates expectations of the student • Revises assignments, exams, projects, rubrics, checklists, grading schemas or other materials in response to feedback/learning theory/best practices • Serves as a consultant in instructional design/best practices in teaching the discipline • Develops teaching improvement projects
<p>Instructional Delivery</p> <p>(Question to be answered: is instruction delivered in a way that is appropriate to the content; does the faculty member work to develop teaching skills?)</p>	<ul style="list-style-type: none"> • Student evaluations meet or exceed standard • Satisfactory classroom/clinic observations (peer/Associate Dean/ Dean) • Attends/participates/leads workshops on teaching effectiveness/pedagogy in discipline • Uses technology in ways that increase student interaction with peers, the material and/or the instructor • Conducts teaching improvement projects • Adjusts instructional strategies when feedback or discipline changes suggest a need • Verbal skills allow for clear communication
<p>Student Engagement</p> <p>(Question to be answered: does the faculty member develop a learner-centered focus, set high standards, show respect for students?)</p>	<ul style="list-style-type: none"> • Creates an active, challenging and safe intellectual environment • Plans activities that help students develop higher-level thinking • Effectively advises students • Participates/develops enriching educational experiences such as study abroad, service-learning projects or field experiences • Engages in collaborative research projects with students • Displays courteous or respectful behavior towards students

SCHOLARSHIP on the Annual Evaluation:

Instructor: Very Good= 1 point; Excellent = 2 or more points

Senior Instructor: Very Good = 3 points; Excellent = 4 or more points (must include at least one level 2)

Assistant Professor: Very Good = 5 points; Excellent = 6 or more points (must include at least one level 3)

Associate Professor: Very Good = 7 points; Excellent = 8 or more points (must include at least one level 3)

Full Professor: Very Good = 9 points; Excellent = 10 or more (must include at least one level 3)

SCHOLARSHIP ACTIVITY CHECKLIST GUIDELINES

Name _____ Year _____

Senior Instructor: ___ **Total 8** (from any level)

Associate (last 4 yrs): ___ 2 Level-3s(= 6 pts) ___ 1 L-2(=2) ___ 8 L-1s(=8) **Total 16** Adjustments** _____

Full*: ___ 3 Level-3s(= 9 pts) ___ 1 L-2(=2) ___ 12 L-1s(=12) **Total 23** Adjustments** _____

*(at least 5 yrs since promotion to associate)

** (E.g., an extra L-3 could count for 3 L-1s in reaching the needed total # of pts; but L-1s and 2s cannot add up to a substitute for a L-3.)

Category	Level 3 (3 points) <i>(Peer Reviewed)</i>	Level 2 (2 points) <i>(Peer Reviewed)</i>	Level 1 (1 point) <i>(Non-Peer reviewed & Peer Reviewed)</i>
Publications	<ul style="list-style-type: none"> • Monograph, clinical guidelines, critical pathways, book (hard copy or web-based) published or officially accepted; a book/monograph chapter may equal a paper published • Paper published in conf. proceedings • Paper published or accepted • Learning aids published 	<ul style="list-style-type: none"> • In-house publications • Editorial published- • Editor of book or journal (from level 3, same category) 	<ul style="list-style-type: none"> • Any scholarship in level 3, 2 not peer reviewed • Book review published, peer reviewed • Encyclopedia entry published, peer reviewed • Manuscript submitted for publication • In-house publications, not peer reviewed • Column published in a professional journal
Presentations/ Productions	<ul style="list-style-type: none"> • Creative performance in music or theater • Exhibit/production in the arts • Invited lecture at major national/international professional meeting. (e.g. AACOM, IAMSE, EB) 	<ul style="list-style-type: none"> • Podium or poster presentation at state/regional/national/international professional org. meeting • Invited lecture at major state/regional professional meeting (e.g. TOMA) • Corporate sponsored presentations that contain original scholarship 	<ul style="list-style-type: none"> • Any scholarship from Level 3, 2 not peer reviewed • Presentation/poster at local or UIW meeting • Presenting on panel in sessions at professional meeting
Grants	<ul style="list-style-type: none"> • External research/scholarship grant proposal accepted for funding 		<ul style="list-style-type: none"> • Internal research/scholarship grant proposal accepted for funding • Submission of external research/scholarship grant proposal
Application/Prac	<ul style="list-style-type: none"> • External reports related to conducting contract research, policy analysis, compiling 	<ul style="list-style-type: none"> • Initial delivery of workshop/seminar/symposia, 	<ul style="list-style-type: none"> • Author of internal or external consultant report

<p>tice (Beyond the basic level of practice)</p>	<p>and analyzing client or health service outcomes, meta-analysis related to practice problems, clinical demonstration projects, compiling and analyzing student results, etc.</p> <ul style="list-style-type: none"> • Initial delivery of a workshop/seminar/symposia, including web-based, for professionals at an international or national level • Initial patents, license copyrights • Contribution to licensing or certification exams for professionals in the field • Development of professional certification and accreditations • National, or international recognition as a master practitioner • Obtaining an advanced academic degree from an accredited institution. 	<p>including web-based, for professionals at a regional/state/local level</p> <ul style="list-style-type: none"> • National or international recognition of advanced professional competence • Board certification from NCCA (National Commission for Certifying Agencies) accredited organization. 	<ul style="list-style-type: none"> • Written reviews of manuscripts, abstracts or protocols or grants. • Initial delivery of a workshop/seminar/symposia, including web-based, for professionals at a local level • Authorship of reports compiling and analyzing patient or health services outcomes, non-peer reviewed. • Authorship of reports regarding creation and/or evaluation of diagnostic or treatment procedures, devices, instrumentation, and other products of this sort • Authorship of reports regarding development of innovative computer applications that leads to more efficient and effective clinical practices.
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SERVICE AND PROFESSIONAL ACTIVITIES on the Annual Evaluation:

SERVICE

University:

- Active participation in University committees
- Program chair/coordinator/director
- Administration of a grant
- Mentoring colleagues to the institution
- Sponsor of a student organization
- Recruitment, or securing scholarships or funds
- Assisting in University activities such as orientation, Incarnate Word Day, fairs, etc.
- Self-initiated contributions to discipline, College/School growth
- Overloads and non-paid independent studies in time of need
- Promoting the spirit or Mission of the University such as Mission trips, clinical outreach activities, etc....
- Tutoring students
- Conducting peer evaluations, participating in discipline/program group evaluations

Community:

- Participation in a community organization
- Lectures, addresses, publications, or other creative contributions to a general audience on a topic in one's professional area of competency
- Organization of workshops/seminars/symposia for a general audience and related to one's professional interests
- Civic achievements or recognition for one's professional interests
- Other discipline criteria approved by the College/School

PROFESSIONAL ACTIVITIES

Participation in a Professional Organization (note whether local, regional, national, international):

- Membership in a professional organization
- Attendance at meetings
- Election to office or other committee responsibility
- Panelist, chairperson, or commentator for sessions at annual meeting
- Recognition for academic and/or professional achievement

Faculty Development:

- Participation in workshops, seminars, and symposia in areas of professional competence
- Author of faculty development plan (e.g., a proposal for a series of workshops for faculty on teaching, testing, etc.)
- Certification in clinical/practice area
- Continuation of academic studies or postdoctoral work

Other Activities:

- Book review
- Referee for a professional journal
- Professional practice
- Coordinates continuing education for community professionals
- Consultant to community organization
- Other discipline criteria approved by the College/School

APPENDIX 1: UIWSOM SYLLABUS TEMPLATES
APPENDIX 1A : DO PROGRAM – PHASE I
APPENDIX 1B : DO PROGRAM – PHASE II
APPENDIX 1C : MBS/MPH PROGRAMS
(FOLLOWING PAGES)



SCHOOL of
OSTEOPATHIC
MEDICINE

University of the Incarnate Word School of Osteopathic Medicine
OMED XXXX <ENTER UNIT NAME>

1. Contact Information

[Redacted]				
Name	Team	Office	Phone	Email

[Redacted]				
Name	Discipline	Office	Phone	Email

2. Core Competencies

This elective clerkship covers the following UIWSOM Core Competencies:

- Osteopathic Principles and Practice (OPP) and Osteopathic Manipulative Treatment (OMT)
- Osteopathic Patient Care
- Medical Knowledge for Osteopathic Medical Practice
- Practice-Based Learning and Improvement in Osteopathic Medicine
- Interpersonal and Communication Skills in the Practice of Osteopathic Medicine
- Professionalism in the Practice of Osteopathic Medicine
- Science of Health Care Delivery and Systems-Based Practice in Osteopathic Medicine
- Social Accountability in the Practice of Osteopathic Medicine
- Mental Health and Wellness in the Practice of Osteopathic Medicine

3. Description/Rationale/Themes

Description:

Rationale:

References:

[Redacted]		
Week	Date	Theme

4. Unit Outcomes

At the conclusion of this unit, learners are expected to achieve the following outcomes:

5. Unit Format

Large Group Sessions

Large Group Sessions (LGS) represents an integrated and spiral curriculum during the first two years (Phase I) of

the DO curriculum. LGS reflect the theme of the week and utilize higher-order learning activities such as Socratic dialogue and active learning techniques. LGS occur on Mondays, Wednesdays, and Fridays after Small Group Interactive Sessions (SIGS), as well as part of Structures (STRX) and Developing Osteopathic Clinical Skills (DOCS).

Small Interactive Group Sessions (SIGS)

During the first two years (Phase 1), you will meet weekly in small groups of nine (9) or ten (10) along with a faculty process facilitator. On a typical week, each Monday you are given two patient-centered cases related to the theme of the week from which you will collaboratively compose session objectives (SO) related to the learning outcomes (LO) of each case. On Wednesday and Friday, you will report out within your small groups. SIGS is learner-directed with faculty serving to evaluate the fulfillment of the SIGS process.

Structures Lab (STRX)

Structures is an interactive educational experience where you develop an understanding of the anatomical structure and function of the human body. Faculty will guide you in a variety of activities each week ranging from focused dissection, discussions using normal and pathological prosected specimens, small group discussions, and faculty facilitated discussions on diagnostic imaging and histopathology.

Developing Osteopathic Clinical Skills

Developing Osteopathic Clinical Skills (DOCS) Sessions are interactive educational experiences where you will develop the skills necessary to practice osteopathic medicine. The skills developed include Communication, Physical Examination, Osteopathic Manipulative Treatment (OMT) Techniques, Clinical Procedures, Clinical Reasoning/Differential Diagnosis, Biomedical Ethics, Medical Humanities, Medical Informatics/Documentation, Interprofessional Teamwork, and Professionalism.

Self-Directed Learning (Scheduled “Green Time”)

As supported by the UIWSOM guiding Principles, Self-Directed Learning (SDL) is reserved time for learners to independently or collaboratively research new knowledge, practice skills, and consolidate session objectives (SO) and learning outcomes (LO). On weekday afternoons, SDL allows learners to engage in higher-order Socratic dialogue directly with UIWSOM faculty during optional, learner-initiated office meetings. Weekly Review and Reinforcement (R&R sessions) are offered during SDL for direct instruction. R&R questions are submitted in SIGS. “Green Time” is approximately 15 – 20 hours per week.

Community Engagement Partnerships

All graduates of the UIWSOM will be required to participate in community service across all four years of medical school. Engagement with the community will serve as the foundation for the application of social justice and social accountability principles that will culminate in the development of a longitudinal scholarly project based on community needs. Community engagement includes a longitudinal clinical experience that begins the first unit of Phase I (e.g. EMT-B, clinical preceptors). You will then be assigned a community preceptor and will participate in a clinic or health related setting during the unit. Additionally, you will have opportunities for interprofessional engagement, simulated clinical experiences, and a scholarly project. Expected outcomes include advanced knowledge of osteopathic principles of patient care, applied science education to clinical practice, and an increased awareness of systems-based practice.

Kaplan Board Preparation

<XXX> **Kaplan questions must be completed by the end of the unit.** Completion of these questions is reflected on your final grade report. Question topics are determined by you, with a recommendation that the questions are based on the unit’s SOs and weekly themes. The expectation is that you spend enough time with the material to self-assess your understanding of the unit content using a board-style format. In addition, the DO curriculum committee will evaluate your participation.

Refer to *eMedley*, the UIWSOM learning management system, calendar for the location, and time of each Unit learning activity. All other Unit materials, including LOSO documents, are available on *eMedley*. Time spent, and activities performed in each component will vary week to week. Please refer to separate learner guides for additional details regarding each of the following components of the curriculum: SIGS, DOCS, STRX, and CEP.

Faculty Interaction & Response Time

General Help: Any questions related to the units, please direct them to the appropriate faculty team lead listed above in Section 1.

Office Hours: Faculty are pleased to meet with you online by appointment via Zoom or Microsoft Teams.

Email: Faculty will respond to emails within two business days of receipt. If faculty plan to be away from their computer for more than a couple of days, they will let you know in advance.

Technical Questions: Any technical questions related to eMedley please contact Ms. Asma Ali. General questions about technology, please contact the Helpdesk at (210) 829-2721.

Announcements: Announcements related to your sessions or clinical rotations will be posted on your eMedley announcement page and/or sent to your UIW email.

7. Religious Holiday Observance, Accommodations, Academic Integrity, and Title IX

This unit complies with all UIW academic policies and federal guidelines, including but not limited to academic honesty, disability accommodations, pregnancy accommodations, Title IX non-discrimination, and all session absences (including clinical rotations) for religious observances. Please [CLICK HERE](#) to see current policy statements and places where learners can get help.

Accommodations are not provided retroactively. Learners are encouraged to register with the UIW Student Disability Services (SDS) as soon as they begin their program. UIWSOM encourages medical students with disabilities to review all resources available through the SOM Student Affairs and UIW SDS for consistent support and access to their programs. More information can be found online at <https://my.uiw.edu/sds/> or by contacting the office at 210-829-3997. In addition, SOM Student Affairs can be reached at 210-619-7051.

Professionalism

Professional behavior is always expected during this unit. It is important that you discuss topics of a sensitive nature in a caring and professional manner. Use of cell phones for talking or texting during any learning session is prohibited. For further clarification of the professional expectations of an osteopathic medical student, please refer to the SOM Student Handbook.

Academic Honesty Statement

The highest standards of academic honesty are expected. Forms of academic dishonesty include, but are not limited to cheating, plagiarism, counterfeit work, falsification of academic record, unauthorized reuse of work, theft, collusion. Please review the UIW policy on Academic Integrity and the SOM professional expectations of an osteopathic medical student in the SOM Student Handbook.

8. Assessment

Based on the guiding principle that assessment guides learning, learners will be assessed regularly through formative assessments to monitor strengths and weaknesses in the acquisition of knowledge and skills toward the attainment of learning outcomes. Formative assessment will take place in individual, small group, and large group settings. Opportunities for formal assessment will be available via both informal activities, such as faculty office hours and peer-to-peer assessment, and formal activities, such as weekly formative assessments, clinical skills checkoffs, simulated patient encounters, and reflective writing exercises.

Criterion-referenced summative assessments will be used to assess learning at the end of the unit. Summative assessments will consist of a DOCS Performance Evaluation (DOCS-PE), a Structures Practical Examination (STRX-PE), and a Cognitive Examination (CE). Specific requirements for eligibility to participate in the summative assessments may be further specified in the Unit Learner’s Guides. Methods of summative assessment include, but are not limited to, written examinations, direct and simulated performance evaluations, reflective exercises, and oral or other examination methods.

9. Grading Policy

This unit follows the grading guidelines set forth in the UIWSOM DO Program Student Handbook. Grades for the unit are designated as follows: In Progress (IP), Pass (P), Subject to Remediation (SR), Pass with Remediation (PR) or Fail (F). Learners must achieve a “standards met” or “standards met with requirements” for all Unit summative assessments and complete all other unit requirements to receive a grade of Pass (P). Also, learners must resolve all components of professionalism issues within this unit to be eligible to advance in the curriculum.

10. Evaluations

Learners will be required to complete evaluations of self, peer, group, and session facilitators periodically throughout the unit. Learners will perform Unit and faculty evaluations at the end of the unit as determined by the DO Curriculum Committee.

11. Resources

A comprehensive list of resources (books, ebooks, journals, and databases) are available to all learners. The faculty will suggest relevant foundational content to learners before each session. However, learners are encouraged to personalize their learning by exploring other resources as needed. Grounded in the principles of adult learning, this method acknowledges the learner’s ability to engage in acquiring knowledge and skills required for success actively. Below is a list of recommended resources to help guide learners in their research on specific topics discussed in this unit. While these resources are recommended, learners should utilize as many resources as they deem necessary to provide an adequate understanding of the subject matter. Faculty facilitators may include additional support in the weekly documents and presentations addressing specific learning outcomes and session objectives.

Library Source	Reference (alphabetical listing)

12. Disclaimer

This syllabus is based upon the current commitment of the UIWSOM and will be followed as closely as possible. However, UIWSOM reserves the right to modify, supplement and make changes as unit needs arise. Students will be informed of any changes immediately.



University of the Incarnate Word School of Osteopathic Medicine
OMED XXXX <ENTER CLERKSHIP NAME>

1. Contact Information

Name	Office	Phone	Email

2. Core Competencies

This elective clerkship covers the following UIWSOM Core Competencies:

- Osteopathic Principles and Practice (OPP) and Osteopathic Manipulative Treatment (OMT)
- Osteopathic Patient Care
- Medical Knowledge for Osteopathic Medical Practice
- Practice-Based Learning and Improvement in Osteopathic Medicine
- Interpersonal and Communication Skills in the Practice of Osteopathic Medicine
- Professionalism in the Practice of Osteopathic Medicine
- Science of Health Care Delivery and Systems-Based Practice in Osteopathic Medicine
- Social Accountability in the Practice of Osteopathic Medicine
- Mental Health and Wellness in the Practice of Osteopathic Medicine

3. Description

4. Rationale

5. Learning Outcomes

At the conclusion of this elective clerkship, students are expected to achieve the following outcomes:

6. Clerkship Format

Each clerkship begins at 7:00 a.m. on Monday of the first week and ends on Friday, 5:00 p.m. of the last week of the elective clerkship.

Medical students should access the internet at clerkship sites where possible to access the electronic medical library and connect to campus e-mail. Students are expected to comply with the rules and regulations set-forth by the clerkship site as well as UIW policies.

7. Learner Roles, Responsibilities, and Activities

Attendance

Each medical student is expected to be present, punctual, and prepared for every day of the elective clerkship. Missed or neglected requirements due to any absence (both Excused and Unexcused, as defined in the Student Handbook) must be made up to the extent possible at the discretion of the preceptor. Failure to be present at an assigned rotation without a proper excused absence may result in failure of the rotation.

It is the responsibility of the medical student to follow the procedures for absences as described in the Clerkship Handbook.

Presentation Skills

Students are expected to verbally communicate research findings and summaries to their mentor(s) and other members of the UIWSOM. Each mentor may request a particular style, length, and level of detail. A critical component of successful research is thorough and rigorous record keeping. A research notebook should be kept using a format agreed to by the learner and mentor.

8. Accommodations, Professionalism, and Academic Honesty

This elective clerkship complies with all UIW academic policies and federal guidelines, including but not limited to academic honesty, disability accommodations, pregnancy accommodations, Title IX non-discrimination, and all session absences (including clinical rotations) for religious observances. Please [CLICK HERE](#) to see current policy statements and places where learners can get help.

Accommodations are not provided retroactively. Learners are encouraged to register with the UIW Student Disability Services (SDS) as soon as they begin their program. UIWSOM encourages medical students with disabilities to review all resources available through the SOM Student Affairs and UIW SDS for consistent support and access to their programs. More information can be found online at <https://my.uiw.edu/sds/> or by contacting the office at 210-829-3997. In addition, SOM Student Affairs can be reached at 210-619-7051.

Professionalism

Professional behavior is always expected during this elective clerkship. It is important that you discuss topics of a sensitive nature in a caring and professional manner. Use of cell phones for talking or texting during any learning session is prohibited. For further clarification of the professional expectations of an osteopathic medical student, please refer to the SOM Student Handbook.

Academic Honesty Statement

The highest standards of academic honesty are expected. Forms of academic dishonesty include, but are not limited to cheating, plagiarism, counterfeit work, falsification of academic record, unauthorized reuse of work, theft, collusion. Please review the UIW policy on Academic Integrity and the SOM professional expectations of an osteopathic medical student in the SOM Student Handbook.

9. Learner Assessment

Based on the guiding principle that *assessment guides learning*, learners may be formatively assessed to guide the achievement of the learning outcomes. Formative assessment can take place in informal individual or small group settings, and through formal academic activities, such as Socratic dialogues, clinical skills development, supervised patient encounters, and peer-evaluation.

10. Grading Policy

Students will receive a grade of Pass or Fail for this course:

Pass

Students who meet the requirements for all of the components for the clerkship will receive a score

of *Pass* (P), for that clerkship. The following are the assessment components for each clerkship: attendance, preceptor evaluation of the student, and any other clerkship requirement as specified below.

Fail

Any student who does not meet the requirements for remediation of a clerkship will receive a score of *Fail* (F) for the elective clerkship. Any student who receives a grade of *Fail* (F) for an elective clerkship must meet with SPC and may be required to repeat the clerkship in its entirety or may be subject to dismissal from the SOM.

11. Evaluations

Student Evaluation of Clerkship: Students must submit an evaluation of the clerkship by midnight of the Sunday following the end of the rotation.

Faculty Evaluation of Student: At the end of each clerkship, the designated supervising faculty completes an evaluation on the osteopathic medical student’s performance as it relates to knowledge, skills, and performance.

12. Resources

Title/ISBN	Author/Publisher/Edition

Title/ISBN	Author/Publisher/Edition

13. Disclaimer

This syllabus is based upon the current commitment of the UIWSOM and will be followed as closely as possible. However, UIWSOM reserves the right to modify, supplement and make changes as unit needs arise. Students will be informed of any changes immediately.



UNIVERSITY OF THE INCARNATE WORD
School of Osteopathic Medicine
 [Master of Biomedical Science / Master of Public Health]
 [BMSC / PUHL] ###: Name of Course
 Syllabus

Instructor: (List name)
Email: (List email)
Term:
Office Location and Hours: (List office location and hours)
Office Phone: (List phone number)

Catalog Description:

Context:

Course Overview:

Course Outcomes <i>Upon completion of this course, learners will:</i>	Assessment <i>The objectives will be assessed by:</i>

Required Course Books and Readings:
 (List the required course materials and readings.)

Optional Course Books and Readings:
 (List the optional required course materials and readings.)

Course Outline

Module (Availability)	Topic	Readings	Due (Sundays at midnight)
Module 1 (Start Date to End Date)	Homeostasis and Body Fluids		

Grading Criteria (example)

Quizzes (X.00%), Assignments (X.00%), Discussions (X.00%), Mid Term Exam (25.00%), Final Exam (30.00%)

Assignments (example)

- Total of X assignments will be provided.
- (List guidelines.)

Discussions (example)

The discussion board will give you the opportunity to apply and analyze the course material that was provided during the weekly module. Learners should have read the required readings and course materials provided in the required weekly module before submitting an initial post. In this online class, you will have a total of X discussions that all require an initial post and two responsive posts. Discussions will be available for the duration of the Module (Mondays at 8am and close Sundays at midnight).

- Initial posts: due Wednesdays at midnight and should contain 200 words.
- Responsive posts: after you have read your classmates initial posts, you will pick two peers to pose a substantive comment due Sundays at midnight.

Quizzes & Exams (example)

- Learners will have a total of X quizzes and X exams using the Respondus LockDown Browser.
- These assessments will open for the duration of the Module (Mondays at 8am and close Sundays at midnight).
- Questions will be displayed one at a time.
- Duration: 30 minutes for Quizzes and 2 hours for Exams.
- All grades and results will be available the following week, Tuesdays at noon.

Note: Review the course outline for scheduled due dates for Assignments, Discussions, Quizzes, and Exams.

Academic Policies

This class will hold a grading designation of pass/fail.

- “F” indicates failure in the course or withdrawal without following proper procedures. See Continuation in the master’s program.
- “IP” indicates that the student’s achievement in the course has been satisfactory, but certain prescribed work is incomplete, or the student was unable to take the final examination due to circumstances which do not include academic failure and are acceptable to the Course Director.
- “W” indicates withdrawal within the period specified in the semester calendar.
- “P” indicates satisfactory performance.

A learner requesting an IP grade should inform the Program Director and the respective Course Director about his/her circumstance at least a week prior to the final exam date. Her/she must complete and sign an IP form, obtain signatures of the instructor and the appropriate curricular Dean, and submit the form to the Office of the Registrar. If approved, a plan for completion of the course requirements within a

given time is recorded by the Course Director.

It is the learner's responsibility to complete all requirements for the removal of the IP grade within one year, or sooner as specified by the Course Director. Upon satisfactory completion of requirements specified in the IP Completion Form, the Learner will receive the grade merited by the quality of his or her performance. If the IP grade is not removed within the time specified, the IP will be changed to a grade of "F." A learner's registration will be blocked if there are six (6) or more credit hours of graduate classes with a grade of IP.

General Guidelines

- Treat all faculty staff and administrators with respect:
- Always use your professors' proper title: Dr. or Prof.
- Use clear and concise language
- Use correct spelling and grammar
- Avoid slang terms such as "was sup?"
- Avoid texting abbreviations such as "u" instead of "you"
- Use standard fonts Such as Times New Roman and use a size 12 or 14 pt. font
- Avoid using the caps lock feature IT CAN BE INTERPRETTED AS YELLING
- Limit and possibly avoid the use of emoticons like :) or ☐
- Be cautious when using humor or sarcasm. Tone is sometimes lost in an email or discussion post. Your message might be taken seriously or offensively
- Be careful with personal information (both yours and others')
- Do not send confidential personal via e-mail

Email Netiquette

When you send an email to your Course Director/faculty and classmates, you should:

- Use a descriptive subject line
- Be brief
- Avoid attachments unless you are sure your recipients can open them
- Avoid HTML in favor of plain text
- Sign your message with your name and return e-mail address
- Avoid using, "reply all" unless necessary
- Foul language, insults and harassment are not tolerated just as it would not be tolerated in a face to face classroom.

Policy on Academic Integrity

The University of the Incarnate Word is strongly committed to the nurturing of academic excellence. The university expects its students 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. See the Graduate Bulletin for definitions and procedures for investigation of claims of academic dishonesty under this policy, please visit <https://my.uiw.edu/registrar/catalogs.html>

Class Absences for Religious Observances

The University of the Incarnate Word welcomes persons of diverse backgrounds and is therefore committed to providing reasonable accommodations for students wanting to attend religious observances and who will miss class. For more information, go to <https://www.uiw.edu/academics/academicpolicies.html>

Attendance Policy and Procedure (not sure if have something written)

This is a fully online class ...

Policy on Make-up Activities and Assessments (not sure if we have something written)

Professionalism

The UIWSOM is committed to ensuring the professional conduct of all its members. Learners must demonstrate that they can become safe 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 includes but is not limited to honesty, respect for colleagues, faculty, staff and peers and behavior in public that is not disrespectful or embarrassing. Continual self-reflection about one's attitudes and behaviors must occur as one strives to be a better learner.

Unprofessional behavior is detrimental to the UIWSOM community, colleagues and individuals themselves, and does damage to the practice of medicine and the medical community. UIWSOM learners are expected to follow the components of professional behavior as outlined below. Unresolved incidents of a learner's unprofessional behavior will prevent the learner from academic advancement. That is, a learner may not be allowed to continue the program without documented resolution of any professionalism issue.

Disability Accommodations:

The University of the Incarnate Word is committed to providing a supportive, challenging, diverse and integrated environment for all students. In accordance with Section 504 of the Rehabilitation Act – Subpart E, Title III of the Americans with Disabilities Act (ADA), and Title III of the ADA Amendments Act of 2008 (ADAAA), the University ensures accessibility to its programs, services and activities for qualified students with documented disabilities. To qualify for services, the student must provide Student Disability Services with the appropriate documentation of his or her disability at the time services and/or accommodations are requested.

Pregnancy Accommodations:

Under the Department of Education's (DOE) regulations implementing Title IX of the Education Amendments of 1972, the University does not discriminate against any student based on pregnancy or pregnancy related conditions.

To request reasonable accommodations for disability, temporary disability (e.g., injury, surgery) or pregnancy, please contact:

Student Disability Services
4301 Broadway CPO 295
Administration Building – Suite 51
San Antonio, TX 78209
(210) 829-3997
(210) 283-6329
www.uiw.edu/sds

Title IX Information:

Unlawful discrimination has no place at the University of the Incarnate Word. It violates the University's core values, including its commitment to equal opportunity and inclusion, and will not be tolerated. The University of the Incarnate Word prohibits sexual misconduct, that can include: (1) sex and gender based discrimination; (2) sexual and sex and gender based harassment (including a hostile environment based on sex or gender); (3) sexual assault; (4) sexual exploitation; (5) stalking; and (6) relationship violence (including dating and domestic violence). For more information, or to report an incident, please visit <http://www.uiw.edu/titleix>.

Note: At the discretion of the Faculty, changes may be made to the course outline or grading criteria. This includes required readings, assignments, exams, and additional quizzes deemed necessary.

APPENDIX 2 : STANDING COMMITTEES

