College of Osteopathic Medicine of the Pacific

2013/2014 Catalog
Contents
College of Osteopathic Medicine of the Pacific ................................................................. 4

Doctor of Osteopathic Medicine Program ............................................................................. 4

Accreditation ............................................................................................................................... 4

The Osteopathic Philosophy ........................................................................................................ 4

Mission ....................................................................................................................................... 4

Core Competencies Supporting WesternU/COMP’s Mission Statement ............................... 5

Strategic Plan in Support of the Mission and Core Competencies ........................................ 5

Curricular Goals ......................................................................................................................... 5

Personal Competencies for Admission and Matriculation ...................................................... 6

Observation ................................................................................................................................. 6

Communication .......................................................................................................................... 7

Motor .......................................................................................................................................... 7

Intellectual, Conceptual, Integrative, and Quantitative Abilities ................................................ 7

Behavioral and Social Attributes ............................................................................................... 7

Physical Health .......................................................................................................................... 7

Admissions Policies and Procedures ......................................................................................... 7

Minimum Entrance Requirements .............................................................................................. 8

AACOMAS and Secondary Applications .................................................................................... 8

Applicants with Foreign Coursework .......................................................................................... 9

International Students ............................................................................................................... 9

Transfers from Other Schools ...................................................................................................... 10

Deferred Admission .................................................................................................................... 10

Tuition Deposit Policy .................................................................................................................. 10

Registration ................................................................................................................................. 10

Substance Abuse Policy .............................................................................................................. 10

Criminal Background Check/Drug Screening Policy ................................................................. 11

Full-time/Part-Time Status .......................................................................................................... 11

Time Limits .................................................................................................................................. 11

Tuition and Fees .......................................................................................................................... 11

Other Fees and Expenses ............................................................................................................ 12

Clinical Rotations Expenses ....................................................................................................... 12
Shelf Examination Repeat and OSCE Repeat Fees ................................................................. 12
Student Support Services .................................................................................................... 13
  Academic Advisement ....................................................................................................... 13
  Supportive Learning Environment .................................................................................. 13
Academic Requirements ........................................................................................................ 14
  Attendance and Absences from Curricular Activities ...................................................... 14
  Leave of Absence ............................................................................................................. 17
  Examination Policies ......................................................................................................... 17
  COMLEX (National Boards) Requirements .................................................................... 18
Repeated COMLEX Exams (Timelines) .................................................................................. 21
Withdrawal .......................................................................................................................... 21
Professional Accountability, Academic Performance and Promotion .............................. 21
Academic Integrity/Professionalism ..................................................................................... 22
Student Honor Code ........................................................................................................... 22
Student Code of Ethics ....................................................................................................... 22
Student Honor Code Committee ....................................................................................... 23
Student Performance Committee ....................................................................................... 24
Graduation .......................................................................................................................... 24
Post Graduate Medical Education ...................................................................................... 25
Standards of Academic Progress ......................................................................................... 26
Academic Probation ............................................................................................................ 26
Financial Aid Warning Policy (Title IV and Title VII) ......................................................... 27
Tutorial Assistance Program ............................................................................................... 27
Course Repeats and Remediations ...................................................................................... 27
Remediation: Financial Aid Policy ........................................................................................ 28
Suspension .......................................................................................................................... 28
Dismissal .............................................................................................................................. 28
Evaluation and Grading ....................................................................................................... 29
Pre-Clinical Curriculum Grading (OMS I & II) ................................................................. 29
Clinical Curriculum Grading (OMS III & IV) ..................................................................... 29
Cumulative Numeric Scores and Class Rank ....................................................................... 30
Incomplete Grade (I) Courses or Systems ............................................................................ 30
College of Osteopathic Medicine of the Pacific

Doctor of Osteopathic Medicine Program

Accreditation

The academic program of Western University of Health Sciences, College of Osteopathic Medicine of the Pacific (WesternU/COMP) is accredited by the Commission on Osteopathic College Accreditation (COCA) of the American Osteopathic Association, which is recognized by the United States Department of Education (USDE). Together, COMP (Pomona, CA) and COMP-Northwest (Lebanon, OR) comprise the total study body, faculty and staff of the College of Osteopathic Medicine of the Pacific. All references made to WesternU/COMP include COMP and COMP-Northwest, unless otherwise indicated.

COMP-Northwest is a non-profit corporation authorized by the State of Oregon to offer and confer the academic degree described in this section, following a determination that state academic standards will be satisfied under OAR 583-030. Inquiries concerning the standards or school compliance may be directed to the Office of Degree Authorization, 1500 Valley River Drive, Suite 100, Eugene, Oregon 97401.

The Osteopathic Philosophy

Osteopathic medicine is a school of medical thought and practice, founded on the concept that the normal state of a person is health. The philosophy of osteopathic medicine began long before the life of its founder, Dr. Andrew Taylor Still. The philosophy of Dr. Still can be directly related to the concepts and teachings of the Greek physician-philosopher, Hippocrates. This “father of medicine” taught that disease is a natural process and that natural powers are the healers of disease. The physician must assist nature, said Hippocrates, but attention should be focused on the patient rather than on the disease. Dr. Still revived the concept of patient-centered care, making it the cornerstone of osteopathic medicine and giving it new meaning and implementation with a unique system of diagnosis and treatment.

Fundamental tenets of osteopathic medicine include the following:

- The body is a unit; the person is a unit of body, mind, and spirit
- The body is capable of self-regulation, self-healing, and health maintenance
- Structure and function are reciprocally interrelated

Rational treatment is based upon an understanding of the basic principles of body unity, self-regulation, and the interrelationship of structure and function

While employing osteopathic manipulation, the osteopathic physician also utilizes other recognized modalities for diagnosis and treatment, taking into account other factors such as the patient’s preferences, developmental stage, family history, and social environment, as appropriate.

Mission

The mission of Western University of Health Sciences, College of Osteopathic Medicine of the Pacific (WesternU/COMP) is to prepare students to become technically competent, culturally sensitive, professional and compassionate physicians who are life-long learners and will serve society by providing
comprehensive, patient-centered health care with the distinctive osteopathic philosophy. This is accomplished through excellence in curriculum, translational research, service and osteopathic clinical practice.

Core Competencies Supporting WesternU/COMP’s Mission Statement

- Medical Knowledge
- Osteopathic Philosophy and Manipulative Medicine
- Patient-centered Care
- Professionalism
- Interpersonal and Communication Skills
- Practice-based Learning and Improvement
- Systems-based Practice
- Interprofessional Collaboration

Strategic Plan in Support of the Mission and Core Competencies

WesternU/COMP’s strategic plan addresses the vision and direction for the college from 2012-2017. To achieve the mission of the college, WesternU/COMP has identified several strategic themes and priorities whose areas of focus include: Education & Facilitation of Learning; Patient Care; Residency Program Development; Research Boutiques: COMP Employee Engagement; Family Medicine/Primary Care; and Develop a Culture of Academic Entrepreneurship.

Curricular Goals

The goal of WesternU/COMP’s four year curriculum is to prepare each student with the knowledge, attitudes and skills to excel in his or her chosen postdoctoral training program. Specifically, the student will be able to:

- Identify the wide range of variation in normal human anatomy and physiology.
- Recognize, diagnose, and treat the most commonly encountered health conditions in a primary care practice.
- Recognize, diagnose, and treat the acute, life-threatening conditions encountered by the primary care physician.
- Differentiate common health problems from less common diseases.
- Recognize conditions or situations best handled by consultation and/or referral.
- Provide continuity of health care beginning with the initial patient contact.
- Assess and treat chronic health conditions in various stages of progression.
- Demonstrate an understanding, through team-based education, of healthcare delivery systems with a focus on: safety, effectiveness, efficiency, personalized, timely, and equitable models.

- Uphold the Osteopathic Oath in the conduct of societal and individual professional activities.

- Develop appropriate, professionally intimate relationships with patients.

- Understand a patient's individual concerns and incorporate those concerns into patient care.

- Routinely integrate osteopathic philosophy and practices into routine patient care.

- Access medical references to understand current medical knowledge and applications.

- Understand and apply the concepts of community-oriented primary care, epidemiology, health screening and prevention.

- Understand and work with the family unit to improve the health and welfare of the individual patient and his or her family.

**Personal Competencies for Admission and Matriculation**

A candidate for admission to WesternU/COMP's Doctor of Osteopathic Medicine Program must possess, or be able to achieve through reasonable accommodation, certain sensory and motor functions, enabling him or her to carry out the activities described in the sections that follow. Graduation from the program signifies that the individual is prepared for entry into postgraduate medical education. It therefore follows that graduates must have the knowledge and skills needed to function in a broad variety of clinical situations and be able to render a wide spectrum of osteopathic patient care. The osteopathic medical student must be able to consistently, quickly, and accurately integrate all information received by whatever sense(s) employed. Also, he or she must have the intellectual ability to learn, analyze, synthesize, and apply various types of information in the context of patient care.

For candidates who require reasonable accommodation to meet these competencies, please visit the [Harris Family Center for Disability and Health Policy Web site](#). The Doctor of Osteopathic Medicine program, along with all other programs at WesternU, shares a commitment to opening the DO curriculum to competitive, qualified individuals with disabilities. However, in doing so, the DO degree program must also maintain the integrity of its curriculum and preserve those elements deemed essential to educating candidates to become effective osteopathic physicians.

A candidate for the DO degree must exhibit abilities and skills in the six areas identified below. Under all circumstances, a candidate should be able to perform the following in a reasonably independent manner:

**Observation**

Candidates and students must have sufficient vision to be able to observe demonstrations, experiments, and microscopic laboratory exercises. They must be able to observe a patient accurately at a distance and close at hand.
Communication
Candidates and students must be able to communicate with patients and colleagues. They must be able to hear and speak, and be fluent in the English language. Reasonable accommodations may be provided for the hearing and speaking impaired.

Motor
Candidates and students must have sufficient motor functions to enable them to execute movements that are reasonably required to provide general and emergency treatment of patients (i.e. palpation, auscultation, percussion, and other diagnostic and therapeutic modalities). Examples of procedures reasonably required of osteopathic students and physicians include, but are not limited to: physical examination in the acute and non-acute settings, cardiopulmonary resuscitation, insertion of a variety of catheters, administration of intravenous medication, application of pressure to stop bleeding, opening obstructed airways, suturing wounds and surgical incisions, performance of obstetrical maneuvers and performance of osteopathic diagnosis and manipulation. These actions require coordination of both gross and fine muscular movements, equilibrium, and functional use of the senses of touch and vision.

Intellectual, Conceptual, Integrative, and Quantitative Abilities
Candidates and students must demonstrate problem-solving skills, which involve intellectual, conceptual, integrative and quantitative abilities. These abilities include memory, calculation, reasoning, analysis, and synthesis. In addition, candidates and students must be able to comprehend three-dimensional relationships and be able to understand and manipulate the spatial relationships of structures.

Behavioral and Social Attributes
Candidates and students must possess the emotional health required for full utilization of their intellectual abilities. They must show evidence that they can exercise good judgment and promptly complete all responsibilities involved in the education process and attendant to the assessment and care of patients. Candidates and students must also demonstrate that they can develop mature, sensitive, and effective relationships with faculty, staff, colleagues, and patients. Additionally they must be able to tolerate physically and mentally taxing workloads, adapt to changing environments, display flexibility, and function in the face of the uncertainties inherent in patient care. Compassion, integrity, concern for others, interpersonal skills, interest, and motivation are some of the personal qualities that will be assessed during the admissions and educational processes.

Physical Health
To insure compliance with California State Health Department requirements and exhibit exemplary commitment to the rights and integrity of all parties in the education of health care professional students, the College of Osteopathic Medicine of the Pacific has established medical status credentialing requirements that must be completed prior to matriculation. In addition to the skills listed above, candidates for the Doctor of Osteopathic Medicine degree also must be sufficiently free of any serious communicable diseases. Medical status credentialing is designed to ensure that the safety of patients is not compromised while protecting the rights and safety of students as well. For more detailed information, contact stu-emphealth@westernu.edu.

Admissions Policies and Procedures
WesternU/COMP accepts applications from all qualified candidates. However, many more applications are received from qualified candidates than can be admitted. While grades and Medical College Admission Test (MCAT) scores are important in selecting candidates for admission, the
Admissions Committee recognizes that these statistics, by themselves, do not guarantee later success as a physician. Therefore we employ a holistic approach; non-academic criteria are also important in making the selection. WesternU/COMP seeks a diverse and balanced student population and considers factors additional to academic performance, such as a well-rounded background, work experiences, letters of recommendation, interest in and knowledge of osteopathic medicine, and professional promise. To help ascertain these factors, applicants are required to take part in an on-campus traditional panel interview and a hybrid of the Multiple Mini Interview (MMI) with a standardized patient.

WesternU/COMP does not discriminate on the basis of age, gender, race, color, national origin, religion, creed, handicap (disability), or sexual orientation in any of its policies, procedures, or practices. This non-discrimination policy covers admission, access, and service in the University programs and activities, as well as application for and treatment in University employment.

**Minimum Entrance Requirements**

Candidates for admission to WesternU/COMP must meet these requirements at the time of application:

- Completion of a minimum of ninety semester hours, or three-fourths of the credits required for a baccalaureate degree, from a regionally accredited college or university.

- Completion of one academic year (or its equivalent) in English, biology, physics, inorganic chemistry, organic chemistry, and behavioral sciences.

- One semester of biochemistry and of genetics is highly recommended.

Applicants must submit their Medical College Admission Test (MCAT) scores. Information concerning this test may be obtained from the pre-professional advisor at the applicant’s college or directly from the MCAT Program Office. To be considered for admission, the MCAT examination must be taken prior to August of the year prior to entering.

Although grades and MCAT scores are just two factors used in the evaluation process, WesternU/COMP seeks students who have shown high quality academic performance. Typically candidates accepted for admission will have completed four or more years of pre-professional study and received at least a bachelor’s degree prior to matriculation. Successful candidates for the most recent entering class averaged a science GPA of 3.5, an overall GPA of 3.6, and an average MCAT score of 9.3.

**AACOMAS and Secondary Applications**

WesternU/COMP participates in a centralized application service through the American Association of Colleges of Osteopathic Medicine Application Service (AACOMAS). Individuals interested in applying to WesternU/COMP can click on the “Applicants” area of this website for information and application materials. Applicants complete an online application and AACOMAS will submit it to WesternU/COMP and other osteopathic medical schools chosen. Applicants must also arrange to have official MCAT scores and transcripts from all prior undergraduate and graduate, and professional institutions attended released to AACOMAS.

Upon receipt of the initial application and transcript(s), AACOMAS will collate materials, verify grades, and transmit standardized information to the applicant and to his or her designated osteopathic
medical colleges. ACOMAS takes no part in the evaluation or selection of applicants and does not review applications to determine if completed correctly. WesternU/COMP conducts a review of the ACOMAS applications received, and selected applicants may be requested to supply the following additional information for consideration by the Admissions Committee. All required supplementary information must be returned within two weeks or there may be a delay in processing.

- A supplementary application provided by WesternU/COMP submitted with a non-refundable fee of $65.
- An evaluation of the applicant’s work and accomplishments submitted by the Pre-Health Professions Committee of the applicant’s college. If the college has no such committee, the applicant may submit an evaluation from one classroom professor in the sciences.
- A letter of recommendation from a physician, with strong preference given to a letter from a DO.

Once the applicant’s file is complete, the Admissions Committee will determine if the candidate will be invited to attend an Interview Day on campus. The interviewee must come to the campus at his or her own expense. Interview days are typically conducted on Thursday or Saturday. The interviewee should plan to spend a full day on campus and attend all activities, which typically include information on the curriculum, clinical rotations, financial aid and student services; a demonstration of osteopathic manipulative treatment; a tour of the campus; lunch with a WesternU/COMP student Admissions Ambassador; a panel interview conducted by members of the faculty, staff, and students, and two MMI stations with a standardized patient. Following this visit, the Admissions Committee will evaluate the candidate’s application and recommendations written by the interviewers. A candidate will be notified regarding the status of his or her application approximately three weeks after his or her interview.

An acceptance offer may be rescinded or an enrolled student may be dismissed by WesternU/COMP for failure to meet admissions requirements or discovery of behavior in violation of the Standards of Academic and Professional Conduct.

**Applicants with Foreign Coursework**

Applicants who wish to use coursework completed outside the United States must submit their transcripts for evaluation to a Western University of Health Sciences Approved Service at the candidate's expense. A course-by-course evaluation is required and all coursework must be designated as undergraduate, graduate or professional. WesternU only honors evaluations from one of the above services. The official evaluation must be included with the supplemental application packet.

**International Students**

Applications from international students are eligible for consideration for admission to the Pomona campus only. International applicants are required to meet all standards for admission listed in the Admissions Policies and Procedures section of this catalog.

If an international applicant is currently enrolled in a foreign medical college or other health professions programs, no part of that medical curriculum can be used to fulfill any part of WesternU/COMP's academic requirements for granting a Doctor of Osteopathic Medicine degree. Foreign medical graduates are not eligible to apply for advance standing into our program.
International students and any other applicants who are not U.S. citizens and who are living in the U.S. should be prepared to provide proof of legal U.S. residency at the time of interview. Proof of legal U.S. residency is required prior to any offer of acceptance. For more detailed information, please visit our web page for International Students.

Transfers from Other Schools
WesternU/COMP does not currently accept applicants for transfer.

Deferred Admission
Deferred admission is considered on a case by case basis and may be granted for one year only. Decisions are made by the Admissions Committee.

Tuition Deposit Policy
Applicants accepted at WesternU/COMP must pay an initial, non-refundable “acceptance” deposit of $1,000, and a second non-refundable “confirmation of acceptance” deposit of $1,000. Due dates for these two deposits are provided in the offer of acceptance letter. Upon matriculation, the entire $2,000 deposit is applied toward the total tuition. For applicants who are granted deferred admission to the DO program, an additional non-refundable deposit of $500 is required to hold a seat in the next year’s class. If an applicant fails to register, all tuition deposits are forfeited.

Registration
All DO students are required to register by the registration deadlines specified by the University Registrar. Registration dates are posted at: http://www.westernu.edu/registrar-online-information. Failure to register by the deadline may be grounds for administrative withdrawal. All students registering after the posted deadline will be assessed a $30.00 per business day late fee.

Full tuition and fees and all prior debts must be paid in full on or by posted deadlines each academic year. Matriculation is subject to the satisfactory completion of all academic requirements and payment of all outstanding debts to the University. The receipt of a final transcript(s) from all colleges/ universities attended and a physical examination with documentation of required immunizations prior to registration are additional requirements for incoming students. Also, all students must show proof of current health insurance coverage by the deadlines provided by the University Registrar. This coverage must be maintained or in effect throughout the academic year. If there is no proof of current coverage, students will be automatically enrolled in the school sponsored insurance plan.

Attendance at all Welcome Week activities is mandatory for all incoming first-year students.

In compliance with the standardized nomenclature of the American Osteopathic Association (AOA), matriculants receive the designation Osteopathic Medical Student (OMS) followed by the current year in the program. A first-year student is designated OMS I, and so on.

Substance Abuse Policy
WesternU/COMP shall actively encourage students with either self-identified or discovered substance abuse issues to seek appropriate treatment in order to achieve physical and mental health and to successfully complete the curriculum. WesternU/COMP encourages all impaired students to seek help voluntarily, favors the earliest possible intervention, and will require enrollment in a monitoring program that meets the following criteria;

- Care and monitoring must be overseen by a board certified addictionologist
• 1-2 physician-led support group meetings per week
• 1-2 peer-led support group meetings per week
• Random or weekly body fluid testing
• Permission for providers to communicate directly with WesternU/COMP regarding care
• Automatic notification of WesternU/COMP if program criteria are not met at any time

If recommended by the addictionologist or required by the monitoring program, students may be required to enroll in a treatment program prior to beginning a monitoring program. The Office of Student Affairs can provide contact information for pre-approved monitoring programs.

WesternU/COMP respects the right to confidentiality of recovering students and will assist them to continue with their education; however, WesternU/COMP also respects the rights of patients and others and seeks to protect them from potential harm that may result from impairment of the student. Therefore, students who do not cooperate with appropriate treatment programs are subject to disciplinary actions up to and including dismissal.

Criminal Background Check/Drug Screening Policy
Incoming students must also provide, at their own expense, the following items in order to register:

• Successful completion and passage of a criminal background check and drug screening (as directed by the Admissions Office).

Students entering the OMS III year must also pass a criminal background check, attend the scheduled Rotations Orientation in its entirety, and complete all pre-rotations activities by the stated deadlines. Depending on the rotation sites where the student may be going, there may be additional requirements imposed by the site(s) including, but not limited to, a repeat background check, finger-printing, drug screening, or antibody titers documenting immunity to certain diseases.

Full-time/Part-Time Status
All students enrolled in at least one class/rotation are considered full-time students.

Time Limits
The Doctor of Osteopathic Medicine program is designed to be completed in four (4) years of full-time study. The requirements for the degree must be fulfilled within 6 years from the date of matriculation to the program.

Tuition and Fees
By action of the Board of Trustees, DO tuition and fees for the 2013-2014 academic year (subject to change) are as follows:

$50,845.00 Annual Tuition
$40.00 Student Body Fee (Years 1 and 2)
$20.00 Student Body Fee (Years 3 and 4)
Other Fees and Expenses

$40.00  Drug Screening (approximate)
$60.00  Criminal Background Investigation (approximate)
$100.00  Audience Response System Device
$600.00  Medical Equipment
$800.00  Required and Recommended Texts - Fall
$300.00  Required and Recommended Texts - Spring
$45.00  Anatomy Supplies (Gloves, Scrubs, Dissection Kit) – Year 1 only
$550.00  COMLEX Examination Level I and II CE*
$1,210.00  COMLEX Examination Level II PE*
$50.00  Discipline Specific Shelf Exam Remediation (each - after first failed attempt)
$150.00  Discipline Specific OSCE Remediation (each - after first failed attempt)
$45.00  Anatomy Supplies (Gloves, Scrubs, Dissection Kit) – Year 1 only
$30.00  Registration Late Fee (per business day)
$350.00  Graduation Fee
$470.00  Annual Parking Permit (Auto)
$25.00  Parking Permit Replacement Fee
$40.00  Locker Key Replacement Charge
$10.00  Official Transcript (Each)
$21.00  Rush Transcript, First Class Mail (Each)
$25.00  Rush Transcript, Federal Express (Each)
$10.00  Student ID Replacement Fee
TBD  Breakage Fee (Replacement Cost)

*Note regarding COMLEX Fees: WesternU/COMP requires students to take and pass all sections of the National Board of Osteopathic Medical Examiners (NBOME) COMLEX Level I and Level II as one of the requirements for graduation. These fees are subject to change by the NBOME and are updated regularly. Visit the NBOME Web site for the most current COMLEX fees.

Clinical Rotations Expenses

During the OMS III year, students are required to return to the Pomona, CA campus (Lebanon, OR for students enrolled at COMP-Northwest) every 13th week to attend the mandatory Didactic Week activities (four weeks total for the OMS III year). Any travel, food, housing, or other expenses incurred by these activities are the responsibility of the student. Additionally, OMS III and IV students may choose to do elective rotations at non-core sites, including international sites, which may create self-imposed additional expenses. Finally, some elective rotations done at or through other institutions (e.g. certain hospitals or other medical schools) may involve application fees and/or other charges. Since these rotations are elective, these fees are the student’s responsibility.

Shelf Examination Repeat and OSCE Repeat Fees

Students who fail one or more post-rotation discipline-specific shelf examination(s) will be permitted to take the exam for a second attempt with an assessed fee of $50 for each exam taken. If the student fails the second attempt, they will be required to meet with the Student Performance Committee (SPC) and they will be placed on academic suspension until the examination is successfully repeated. Students authorized to make a third attempt will also be assessed a fee of $50 for each shelf examination taken. If a student’s shelf exam is not completed within 90 days he/she may be sent to the SPC. A student who fails the shelf examination on the third attempt will fail the rotation, must present before the SPC, and will be required to repeat a rotation in the same discipline in its entirety.
Students who fail one or more post-rotation discipline-specific Objective Structured Clinical Examination (OSCE) will be required to remediate each failed OSCE. The student will be assessed a fee of $150 for each OSCE that must be remediated. A student who fails one or more OSCE’s on the second attempt will be placed on academic suspension until the examination is successfully repeated. Students authorized to make a third attempt will also be assessed a fee of $150 for each OSCE taken. If a student’s OSCE exam is not completed within 90 days he/she may be sent to the SPC. A student who fails the OSCE examination on the third attempt will fail the rotation, must present before the SPC, and will be required to repeat a rotation in the same discipline in its entirety.

Requirements for the Pre-OSCE and OSCE include white coat, ID badge and on-time arrival. Students who do not meet these requirements fail the rotation and are subject to the same repeat requirements as previously outlined.

**Student Support Services**

A wide variety of support services are available to students including tutoring, academic counseling, disability support, personal counseling and behavioral health advice. A summary of these services with contact information is provided on the [Office of Student Affairs (OSA) SharePoint site](http://osa-sharepoint).  

**Academic Advisement**

COMP students will be assigned to a COMP House and a faculty advisor within that house upon matriculation. COMP-Northwest students will be assigned a faculty advisor upon matriculation. The academic advisor-student relationship can become one of the most valuable aspects of medical education. It provides an opportunity to develop sustained individual contacts between faculty and students on both academic and personal levels. If either the student or the advisor does not find the relationship helpful, either is free to seek a change. If a student wishes to change advisors, he/she should identify a preferred advisor and ask if they are willing and able to take them on as an advisee. If they agree, the student should email the [Office of Student Affairs](mailto:osa@westernu.edu), cc their new advisor, and request that their advisor on record be officially changed. The Office of Student Affairs is also happy to make advisor recommendations if they are not sure who to select. If a faculty member wishes to change advisees, he/she should email the [Office of Student Affairs](mailto:osa@westernu.edu) to request that the student in question be assigned to another advisor.

**Supportive Learning Environment**

Medical students have a right to have support and assistance from WesternU/COMP in maintaining a climate conducive to thinking and learning. University teaching reflects consideration for the dignity of students and their rights as persons. Medical student mistreatment in the course of the teacher-learner environment will not be tolerated. Examples of behaviors or situations that are unacceptable include, but are not limited to:

- discrimination based on race, color, religion, national origin, gender, age, sexual orientation, disability, and veteran status (see the Overview section of the University Catalog: Notice of Non-discrimination Policy)
- sexual harassment
- unwanted physical contact
• verbal abuse, profanity, or demeaning comments
• inappropriate or unprofessional criticism which belittles, embarrasses, or humiliates a student
• unreasonable requests for a student to perform personal services
• grading used to punish or reward a student for nonacademic activities rather than to evaluate performance
• a pattern of intentional neglect or intentional lack of communication
• requiring students to perform tasks beyond their level of competency without supervision

Academic Requirements

Attendance and Absences from Curricular Activities

Students are expected to participate fully in all scheduled classroom, laboratory, small group, practicum and clinical education activities. In person attendance is required for all mandatory sessions and students are responsible for all course content regardless of whether they attend the session or not. Students are required to be present for all scheduled examinations and cannot begin an examination more than 15 minutes after the scheduled time or take the exam at an alternate time without permission from the Assistant Dean/Director for Student Affairs. An unexcused absence from an examination is grounds for summary failure (a score of zero) for that examination.

COMP recognizes that occasionally a student must miss a curricular activity due to a required or unavoidable circumstance. If you need to be excused for any length of time (from being 16 minutes late to your exam, to needing a 1-year leave of absence and everything in between), you must submit your request using the Request for Time-Off Form found on SharePoint. Carefully read the text which outlines the process and requirements, then click “add new item” on the right column to complete your request.

Please note that Interprofessional Education (IPE) is a University level course, therefore if a student is absent for IPE they must additionally submit the IPE Absence Request Form via blackboard. Unexcused absences will be viewed as violations of the Standards of Academic and Professional Conduct (See the Overview section of the University Catalog: Standards of Academic and Professional Conduct), and that frequent excused absences will receive close scrutiny and a student may lose their excused absence privileges if the Office of Student Affairs believes that they are taking advantage of the system.

If a student is requesting an extended Leave of Absence (30+ days), they are required to continue monitoring their WesternU email so that no information or deadlines are missed when the student returns to COMP. The student must also consult with the Office of Financial Aid regarding any outstanding loans since students are not eligible for financial aid when on an extended Leave of Absence (LOA). Students on LOA are not covered by WesternU’s accident, liability, or malpractice insurance during the time of leave. A notation regarding the extended LOA will appear on the student’s academic transcript. Other conditions apply when a student takes an extended LOA from COMP. These are listed in the University Catalog, Overview section, and a student must take these items into consideration when requesting an extended LOA.
OMS III and IV students may request a short LOA (<30 days) via the request for time off form. Additionally, a student may be required to take a short LOA in order to, for example, have additional time to study for rotation examinations, study for the COMLEX or attend residency interviews. A short LOA does not have financial aid implications and will not appear on the academic transcript.

**Documentation**

The OSA can only grant time-off for the reasons outlined below. In addition we cannot consider time-off requests unless you attach the required documentation covering all dates for which you were or plan to be absent. You may scan or take a high quality photo of the necessary documentation, or provide a link to an online source in the comments section of the form. The nature of the documentation will be determined by the reason for the absence and will be defined by the Office of Student Affairs. Typical examples include:

- A doctor’s note, entrance/discharge papers or hospital bill for self or family member (not required for 1-day absences on non-blackout days – repeated requests are subject to OSA discretion)
- A program for an immediate family member’s wedding, funeral, religious ceremony or graduation
- A conference agenda when attending a health professional or leadership conference
- A copy of the invitation to a residency interview
- A screenshot showing the date you’re taking the COMLEX
- A receipt for car problems like the purchase of a car battery or confirmation of a tow (documentation for car problems is only required if you are missing more than a ½ day or a blackout day)

**Timeframe for Submitting Requests**

Planned absences (known in advance of the curricular activity): Examples include scheduled religious observances, conferences (see additional requirements below), immediate family weddings, funerals, graduations, surgeries and other medical procedures that cannot be done during academic breaks. The request for time off form and all necessary documentation must be submitted at the beginning of the semester or no less than 30 days in prior.

Unplanned absences (known just prior to the curricular activity): Examples of this category include acute personal illness, acute illness or death of a family member and traffic accidents. If you submit the **Request for Time-Off Form** for an unplanned absence without the required documentation, you have through the day you return to class/rotation to go back into SharePoint and attach the appropriate documentation to your request then click “update”. Requests may not be approved if documentation is received after your return. If you are sick enough not to be able to participate in curricular activities for a single day, you do not have to submit a doctor’s note for that illness with one caveat: if you are sick on a black-out or exam day, you must still submit documentation in order to be eligible for make-up work.
Conference Travel

If approved, student travelers are eligible for make-up work if the activity occurred during their time away from campus. Depending on conference length and exam timing, students may also request to be excused from taking an exam that occurs immediately after their return from the conference. As with the actual conference dates, students must also submit, no less than 30 days prior to departure, a second Request for Time-Off Form for the exam day (unless it immediately follows their return to campus in which case they can submit a single request covering travel, conference and the exam). Blackout dates apply – see SharePoint for dates. If approved, the student is only excused for the exam itself and must attend all other curricular activities for the day. In order to be considered for conference travel, students must additionally meet the following criteria:

- Have received no more than two grades ≤ 75% in the current and previous semester combined
- Submitted the request for time off form(s) no less than 30 days prior to departure
- Conference related absences will not be approved during the “blackout” dates indicated on SharePoint

If you are financially supported by any university entity, you must also submit the Student Travel Notification Form.

Make-Up Work

If upon review of the documentation it is determined that the absence is excused, the appropriate departments will be notified that the student is authorized for make-up. A make-up is offered for all major examinations and is typically scheduled within 48-72 business hours of the original examination. Students unable to make-up the work at the scheduled sessions must take an incomplete in the course and fulfill course requirements at the end of the academic year. Some courses/systems have built-in leeway for missing class or a quiz (e.g., the lowest quiz or grade is dropped) and no make-up is offered, even if the absence is excused. The nature of the make-up work is at the discretion of the Course Director. A student with an excused absence will receive full credit for their performance on the make-up activity. Students must contact the Family Medicine and NMM/OMM departments to work out the details of OPP and ECM make-ups. For all other courses (except IPE), the Preclinical Department will automatically contact students regarding the make-up date and time.

If a student with an excused absence is unable to make up the examination within 72 hours, the student will be given an incomplete (I) for the course and will be required to make up the missing work at the end of the academic year. If there is more than one examination in the course or system, the student may take the subsequent examination(s) even if he or she was not able to make up the missed examination. If the student does not feel ready to take subsequent examinations due to the incident that caused the initial absence, the student should discuss his or her concerns with the Course or System Director and the Assistant Dean/Director for Student Affairs. If approved, the student will be allowed to complete the remaining course or system requirements at the end of the academic year.

If documentation is not provided within the established timeframe (see above); the student will not be allowed to complete the make-up activity. However, if later the absence is excused, the student will
be able to take an incomplete in the course or system and make-up the incomplete work at the end of the academic year.

If a student fails to take either a make-up or a remediation examination at the designated time (without a second approved Request for Time-Off Form), the student will receive a summary failure (a score of zero) for that examination and will be referred to the Student Performance Committee.

Additional detail regarding clinical curricular absences can be found in the Clinical Education manual.

**Leave of Absence**

A student may request a leave of absence for academic, personal, financial or medical reasons. Leaves of absence must be requested through the Request for Time-Off Form on the [Office of Student Affairs (OSA) SharePoint page](#) according to the requirements outlined in the Request for Time-Off section of this catalog.

**Examination Policies**

For most examinations, a student will sit in an assigned seat, unless prior arrangements have been made with the Office of Academic Affairs (OAA). Exams may be administered in the form of a computer or paper-based exam, practical exam, and/or oral exam. During an examination, a student may not leave the room until he or she has completed the examination, except in an emergency or as excused by the proctor. If a student is excused to leave the room temporarily, the proctor will accompany the student. The student’s examination will be held until his or her return.

Once a student finishes the examination and leaves the examination room, he or she will not be permitted to re-enter the room until the exam is declared over. All student belongings, such as notebooks, calculators, headwear, and headsets, will be kept in the front of the room. No food or drink (except bottled water) will be allowed during examinations.

No student questions related to the examination’s content will be answered during the examination period. If a student notices a mistake or typographical error in the examination booklet, it can be pointed out to the proctor when the student turns in his or her examination booklet. If a student perceives that an examination question is incorrect or unclear, the student must answer the question to the best of his or her ability.

Generally, a student should expect to receive 60 minutes of examination time for every 50 questions on the examination. Often examinations will contain two to three questions per hour of instruction given, but this can vary considerably depending on the subject matter presented. Most examinations will not exceed 200 questions.

**Violations of Examination Policies**

Cheating, or actions that give the appearance of cheating, will not be tolerated. It is the responsibility of the student to rigorously avoid any situation that could unfairly increase their personal examination score or change (increase or decrease) any other student’s examination score.

Students are not to discuss examination questions with other students during any examination, whether it is administered all at once, in segments, or over extended time periods. Additionally, students are not allowed to discuss the examination with those who have not yet taken the examination.
If an examination proctor (including a faculty member, fellow, or teaching assistant administering a practical examination) observes a student behaving in a way that causes concern for cheating, immediately following the exam, the proctor will refer the situation to the Student Performance Committee (SPC) for further investigation. The observation and report of the proctor will carry considerable weight even in the absence of any other documentation of an examination irregularity (such as video recording).

If a student observes a suspected violation during an examination, he or she should report this to the proctor rather than personally attempt an intervention. The student must also submit the Honor Code Reporting Form on the Office of Student Affairs SharePoint page within three days of when the incident occurred. The matter will be brought to the Student Honor Code Committee (SHCC) for review (See Student Honor Code Committee section of this catalog).

If it is concluded that a violation has occurred, student sanctions may include;

- Suspension from the program for a designated period of time
- Academic probation for a designated period of time
- Repeating the associated course or system in its entirety during the next academic year
- Dismissal from WesternU/COMP

During the period of time that an alleged violation is being investigated, the status of the student(s) involved in the case will remain unchanged pending the outcome. The Dean or their designee will consider the recommendation of the SPC and the SPC recording secretary will communicate the results of the investigation to the student within 10 working days.

**COMLEX (National Boards) Requirements**

Successful completion of the COMLEX-USA Level 1, COMLEX-USA Level 2 Cognitive Evaluation (CE), and COMLEX-USA Level 2- Performance Evaluation (PE) are a critical milestone toward obtainment of the DO degree. Requirements for a candidate to take the COMLEX-USA Level 3 include passing all other COMLEX exams as mentioned thus far and graduation from an osteopathic medical school accredited by COCA. Traditionally, WesternU/COMP performs well on all levels of the COMLEX examinations. The COMLEX-USA Level 3 pass rate is noted as: 2012-95.24% (national average-95.00%), 2011-91.70% (national average-91.45%), 2010-92.31% (national average-91.89%) , and 2009-91.79% (national average-91.10%).The Commission on Osteopathic Colleges Accreditation Standards, Section 6.8.1 mandates that all students must take and pass the National Board of Osteopathic Medical Education (NBOME) COMLEX Level I and COMLEX Level II (CE & PE) prior to graduation (www.osteopathic.org). WesternU/COMP’s policy regarding COMLEX is as follows:

**COMLEX Level I**

- Students must take COMLEX Level I prior to the start of the rotations cycle for the class. Any exception to this must have prior approval from the Associate Dean for Academic Affairs. Examples of exceptions include students who are required to remediate a course or system in order to complete requirements for the OMS II year or an LCME transfer student who may not have completed the core Osteopathic requirements at the time of transfer.
• The examination may be taken at any NBOME-approved testing center.

• The COMP Administration will review the record of any student failing to take the COMLEX Level I prior to the start of the rotations cycle for the class. This may result in the student being removed from rotations and placed on Academic Suspension until the COMLEX Level I examination is taken and passed.

• A student who fails the first attempt of COMLEX Level I is required to immediately contact his or her Academic Advisor, the Associate Dean for Academic Affairs, and the LEAD office. The Student Performance Committee (SPC) will be notified and the student may be required to present before the SPC. Depending upon the actual performance on the examination, the student’s past academic performance, and the student’s upcoming rotations, he or she may be required to take a leave of absence (LOA) from rotations to prepare to take the exam a second time. The decision to require a student to take an LOA from rotations to study will be at the discretion of Associate Dean for Academic Affairs or their designee, in consultation with the SPC.

• A student who fails COMLEX Level I for the second time will be removed from rotations and placed on Academic Suspension. The student will be required to meet with the SPC to present evidence as to why he or she should be granted permission to take the exam for the third time. If permission to take COMLEX Level I a third time is granted, the student will remain on Academic Suspension until a passing score is received.

• A student who fails COMLEX Level I three times is subject to dismissal from COMP.

**COMLEX Level II CE**

• A student is required to take COMLEX II CE provided he or she has successfully passed all Didactic Week discipline-specific shelf examinations.

• Students who are “on track” with their rotations must take COMLEX Level II CE by September 1 of the OMS IV year. A student who is “off track” must obtain approval from the Associate Dean for Academic Affairs or their designee to take COMLEX Level II CE within 60 days after the completion of the OMS III curriculum.

• The COMP Administration will review the record of any student failing to meet this deadline. This may result in the student being removed from rotations and placed on Academic Suspension until the COMLEX Level II CE examination is taken and passed.

• The examination may be taken at any NBOME-approved testing center. Students are given a 24-hour excused absence from rotations to take COMLEX Level II CE if an advance request is made to the Rotations Department.

• A student who fails his or her first attempt of COMLEX Level II CE is required to immediately contact his or her Academic Advisor, the Associate Dean for Academic Affairs, and the LEAD office. The Student Performance Committee (SPC) will be notified and the student may be required to present before the SPC. Depending upon the actual performance on the examination, the student’s past academic performance, and the student’s upcoming rotations, he or she may be required to take a leave of absence (LOA) from rotations to prepare to take
the exam a second time. The decision to require a student to take an LOA from rotations to study will be at the discretion of the Associate Dean for Academic Affairs.

- A student who fails COMLEX Level II CE for the second time will be removed from rotations and placed on Academic Suspension. A second COMLEX Level II CE failure places a student at risk for delayed graduation and on time start of residency (if applicable). The student will be required to meet with the SPC to present evidence as to why he or she should be granted permission to take the exam for the third time. If permission to take COMLEX Level II CE a third time is granted, the student will remain on Academic Suspension until a passing score is received.

- A student who fails COMLEX Level II CE three times is subject to dismissal from COMP.

**COMLEX Level II PE**

- A student is required to take COMLEX II PE provided he or she has successfully passed all Didactic Week OSCEs.

- Students who are “on track” with their rotations must take COMLEX Level II PE by November 1 of the OMS IV year. A student who is “off track” must obtain approval from the Associate Dean for Academic Affairs or their designee to take COMLEX Level II PE within 120 days after the completion of the OMS III curriculum.

- The COMP Administration will review the record of any student failing to take the COMLEX Level II PE prior to the timeline indicated above. This may result in the student being removed from rotations and placed on Academic Suspension until the COMLEX Level II PE examination is taken and passed.

- Currently the COMLEX II PE is only offered at the NBOME testing site in Conshohoken, Pennsylvania. Students are given a 72-hour excused absence from rotations to take COMLEX Level II CE if an advance request is made via the Request for Time-Off Form.

- A student who fails his or her first attempt of COMLEX Level II PE is required to immediately contact his or her Academic Advisor, the Associate Dean for Academic Affairs, and the LEAD office. The Student Performance Committee (SPC) will be notified and the student may be required to present before the SPC. The student will be required to participate in an individualized remediation plan that will include practice sessions under the direction of the Standardized Patient Program and assigned rotations designed to increase the student’s clinical skills.

- A student who fails COMLEX Level II PE for the second time will be removed from rotations and placed on Academic Suspension. The student must inform his or her residency site (if applicable). The student will be required to meet with the SPC to present evidence as to why he or she should be granted permission to take the exam for the third time. If permission to take COMLEX Level II PE a third time is granted, the student will be required to participate in an another individualized remediation plan that will include practice sessions under the direction of the Standardized Patient Program and assigned rotations designed to increase the student’s clinical skills.

- A student who fails COMLEX Level II PE three times is subject to dismissal from COMP.
Repeated COMLEX Exams (Timelines)

All students retaking COMLEX Level I, COMLEX Level II CE, and/or COMPLEX Level II PE must complete each exam attempt within 90 days of notification of a failed exam attempt. This policy applies for both the second and third attempts. Any exemptions to this policy must be approved by the Associate Dean of Academic Affairs.

NBOME Testing Accommodations

If a student applies for and is granted ADA accommodations through the NBOME, he or she is required to inform the Associate Dean for Academic Affairs so that he or she can be excused from taking the exam by the deadline. The student is not required to provide the reason that accommodations are being requested. The student is required to provide updates on the status of the request as information becomes available.

Withdrawal

A student may choose to voluntarily withdraw at any time, or the university may administratively withdraw a student if they are absent for 30 or more days without communication (See Overview Section of University Catalog: Withdrawal from University/Program).

Transfer to another College of Osteopathic Medicine

If it becomes necessary that a student in good academic standing wishes to transfer to another osteopathic medical college, the student will need to request the transfer by sending a letter to the Dean of COMP along with a letter of good standing (requested by the student from the Office of the Registrar). If a hardship has arisen that will be alleviated by transfer to another osteopathic medical college, this hardship should be clearly documented in the petition to the Dean.

Professional Accountability, Academic Performance and Promotion

Promotion is defined as academic and professional progression from one academic year to the next. A student will be promoted provided that all academic, legal, and financial requirements of the University, as stated in the Overview Section of the University Catalog, have been satisfied.

Academic Requirements

The Student Performance Committee (SPC) will recommend students for promotion to the Dean or their designee. The SPC will not recommend a student for progression from one academic year to the next if the student has an outstanding grade of “I,” “NP,” or “NCR” in a required course, final numeric score of less than 70%, or a yearly cumulative numeric score of less than 70%.

Professional Requirements

An essential element of the academic program is professionalism. Professionalism will be emphasized throughout the curriculum and is a stand-alone element in determining academic advancement and achievement. When considering a student for promotion, professional, ethical, and personal conduct will also be taken into consideration (See Overview Section of the University Catalog: Academic Policies). For example, if a student fails or receives an incomplete (I) in a course or rotation, fails to uphold the code of ethics, and/or demonstrates lapses in professionalism, they will be presented to the Student Performance Committee. Students with a delayed course or rotation completion may also be presented.
Academic Integrity/Professionalism

The medical profession has long subscribed to a body of ethical statements developed primarily for the benefit of the patient. As a member of this profession, a physician must recognize responsibility not only to patients, but also to society, to other health professionals, and to self. As future physicians, students should adhere to the Student Honor Code and Student Code of Ethics.

Student Honor Code

“As future healthcare providers, students of WesternU/COMP will conduct themselves with honesty, integrity, professionalism, and pride. Students may not deceive, steal, or tolerate anyone who does”.

Student Code of Ethics

The following code of ethics will be adopted by every WesternU/COMP student: I understand that it is a great privilege to study osteopathic medicine. Over the course of my training, I will assume extraordinary responsibility for the health and well-being of others. This undertaking requires that I uphold the highest standards of ethical and compassionate behavior. Accordingly, I have adopted the following statement of principles to guide me throughout my academic, clinical, and research work. I will strive to uphold both the spirit and the letter of this code in my years at WesternU/COMP and throughout my osteopathic medical career.

Honesty

- I will maintain the highest standards of academic honesty.
- I will truthfully represent myself as an osteopathic medical student at all times to patients and healthcare providers.
- I will neither give nor receive aid in examinations or assignments unless such cooperation is expressly permitted by the instructor.
- I will be truthful with patients and will report accurately all historical and physical findings, test results, and other information pertinent to the care of the patient.
- I will conduct research in an unbiased manner, report results truthfully, and appropriately credit ideas developed and work done by others.

Confidentiality

- I will regard confidentiality as a central obligation of patient care.
- I will limit discussions of patients to members of the health care team in settings removed from the public ear (e.g. not in elevators, hallways, cafeterias, etc.).

Respect for Others

- I will uphold a classroom atmosphere conducive to learning.
- I will interact with instructors and peers in a considerate and cooperative manner.
• I will treat patients and their families with respect and dignity both in their presence and in discussions with other members of the health care team.

• I will interact with patients in a way that ensures their privacy and respects their modesty.

• I will interact with all members of the health care team in a considerate and cooperative manner.

• I will not tolerate discrimination on the basis of race, gender, religion, sexual orientation, age, disability, or socioeconomic status.

• I will judge my colleagues fairly and attempt to resolve conflicts in a manner that respects the dignity of every person involved.

Responsibility

• I will conduct myself professionally--in my demeanor, use of language, and appearance--in the presence of patients, in the classroom, and in health care settings.

• I will set patient care as the highest priority in the clinical setting.

• I will recognize my own limitations and will seek help when my level of experience is inadequate to handle a situation on my own.

• I will not use alcohol or drugs in any way that could interfere with my clinical responsibilities.

• I will not use my professional position to engage in romantic or sexual relationships with patients or members of their families.

• I will participate fully in the enforcement of this statement of principles. I realize that failure to take appropriate action is itself a violation of the principles.

Expectations of Faculty, Residents and Fellows

• I have the right to expect clear guidelines regarding assignments and examinations, as well as to have testing environments that are conducive to academic honesty.

• I cannot be compelled to perform procedures or examinations which I feel are unethical or beyond the level of my training.

• I have the right to not be harassed and to not be subjected to romantic or sexual overtures from those who are supervising my work.

• I have the right to be challenged to learn, but not abused or humiliated.

Student Honor Code Committee

The above code serves as the foundation for the Student Honor Code Committee (SHCC), which hears cases and serves as a peer review system for honor code violations reported by fellow students. There is a COMP and a COMP-Northwest Student Honor Code Committee (SHCC). Each SHCC is comprised of
Reports of misconduct by students shall be submitted to the SHCC within three days via the Honor Code Reporting Form found on the Office of Student Affairs (OSA) SharePoint page. All reports made to the SHCC will remain completely confidential, and the reporter will not receive any further information regarding the case after submission. The reporter, however, may be asked to provide additional information or to be a witness, and they will have the opportunity to accept or decline the invitation.

The recording secretary will notify the student that they have been called to the SHCC and the accused student and their advisor will be offered an opportunity to meet with the committee prior to deliberation. The committee may recommend sanctions for student cases such as writing a professionalism essay, fulfilling service hours, writing an apology letter etc. If they feel that the case requires further review or more substantial consequences (e.g. suspension, dismissal), they can recommend that the case be sent to the SPC for consideration. The Chair of the SHHC will make a decision regarding the final course of action.

**Student Performance Committee**

There is a COMP and a COMP-Northwest Student Performance Committee (SPC). Each SPC is comprised of five voting faculty members, the chair, a recording secretary, and the following ex officio members: the Assistant Dean/Director for Student Affairs, Associate Dean for Academic Affairs, the Director of Outcomes and Measurements, and a representative from the Office of Learning Enhancement and Academic Development (LEAD)/Learning Skills and Accommodations (LSA).

Students whose academic performance or professional development negatively effects or impairs their ability to successfully progress through osteopathic medical school will be required to appear before the SPC. The recording secretary will notify the student that they have been called to the SPC, and the student and their advisor (if available) will meet with the committee prior to deliberation. The committee will submit its recommendations to the Dean, and the Dean will make a final decision regarding the course of action which could include; remediation, probation, suspension or dismissal. The Dean’s decision may be appealed to the Provost following the University’s appeal process (See Overview Section of the University Catalog: Student Appeal Process).

The Chair of the committee shall be appointed annually by the Dean of Osteopathic Medicine. The committee will meet at the invitation of the chair. Faculty members are appointed by the Dean for three years with staggered terms. For purposes of creating a voting quorum, the committee chair may be counted. A quorum will consist of one more than half of the five voting members of the committee (three voting members).

The SPC also has the responsibility of recommending to the Faculty as a whole the awarding of the degree of Doctor of Osteopathic Medicine for all students who satisfactorily complete all requirements for graduation as stated in the University Catalog.

**Graduation**

A student will be recommended for the Doctor of Osteopathic Medicine Degree provided he/she:
a. Has complete at least four years in an accredited osteopathic college or equivalent.

b. Has been enrolled in WesternU/COMP during his/her final two years.

c. Is not on probation or suspension and has completed all prescribed academic and clinical requirements with a cumulative numeric score of at least 70% and has no outstanding grade of “I,” “NP”, or “NCR,”

d. Has successfully taken and passed the COMLEX Level I, COMLEX Level II CE, COMLEX Level II PE examinations.

e. Has demonstrated no serious deficiencies in ethical, professional, or personal conduct, as defined in University Catalog, “General Academic Policies and Procedures” section, which would make it inappropriate to award the degree of Doctor of Osteopathic Medicine.

f. Has complied with all the legal and financial requirements of the University as stated in the University Catalog.

g. Has attended in person and participated in the Commencement ceremony at which time the Doctor of Osteopathic Medicine degree is conferred. Unless special permission has been granted by the Dean, each student must participate in their respective commencement ceremony. If the Dean grants special permission for excusal from commencement, the graduate may be required to present themselves to the Dean or their designee at another specified date to take their profession’s oath before their diploma will be released. Requests for excusal will only be granted for extenuating circumstances, such as a prior military commitment.

Students may participate in commencement activities provided they will complete all requirements of the program by December 31st of that calendar year. No student will receive his or her degree until the student has completed all requirements for graduation. Degrees will be dated as appropriate to completion date.

**Post Graduate Medical Education**

Graduation from WesternU/COMP with a DO degree does not guarantee placement in a residency or eventual licensure. Successful obtainment of a Post Graduate Medical Education (PGME) position, commonly known as internship or residency, is dependent upon many factors. PGME programs evaluate candidates on areas such as curricular performance, board scores, interpersonal skills, demonstration of leadership, etc. Candidates participate in a competitive process known as the Match to secure a PGME position. This occurs through either the National Matching Services (NMS) for positions offered by the American Osteopathic Association (AOA) or through the National Resident Match Program (NRMP) for positions offered by the Accreditation Council for Graduate Medical Education (ACGME). To participate in the NRMP match, students must meet the following requirements by January 15th of their graduation year:

1. Student must be on track to complete all coursework/rotation requirements by July 1st of their graduation year

2. Student must have passed COMLEX I, COMLEX II CE, and COMLEX II PE
Students who do not meet the requirements listed above will be withdrawn from the NRMP match. Students expected to graduate after July 1st and who are participating in the NMS (AOA) match are strongly encouraged to disclose their anticipated graduation date to the programs they have applied to, as most residency positions are scheduled to begin on July 1st. Students are required to comply with all policies and requirements of their selected Match Program(s). Students are required to be familiar with all requirements and ignorance of those requirements is not a valid excuse for a Match violation. Any Match violation is grounds for dismissal from COMP.

Traditionally, WesternU/COMP students are very successful in the match. Table 1 indicates the match results for graduates from WesternU/COMP for the classes of 2009, 2010, 2011, and 2012.

Table 1

<table>
<thead>
<tr>
<th></th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td># of Graduates</td>
<td>196</td>
<td>203</td>
<td>213</td>
<td>203</td>
</tr>
<tr>
<td># Participating in Match</td>
<td>196</td>
<td>203</td>
<td>213</td>
<td>203</td>
</tr>
<tr>
<td>AOA</td>
<td>63</td>
<td>75</td>
<td>86</td>
<td>68</td>
</tr>
<tr>
<td>ACGME</td>
<td>127</td>
<td>109</td>
<td>123</td>
<td>129</td>
</tr>
<tr>
<td>Military</td>
<td>6</td>
<td>13</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>Unmatched</td>
<td>8</td>
<td>6</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>204</td>
<td>203</td>
<td>213</td>
<td>203</td>
</tr>
</tbody>
</table>

Standards of Academic Progress

Students must maintain a cumulative numeric score of at least 70% on a yearly basis to be considered making satisfactory academic and professional progress. A final grade of “Fail” or a numeric score below 70% in any course, system, or rotation must be remediated prior to promotion to the next level of training or graduation. Requirements must be completed as specified and aligned with the maximum time frame permitted to complete the program. Students will be subject to dismissal if they demonstrate a consistent pattern of substandard academic or professional performance.

Academic Probation

A student may be placed on academic probation (See the Overview section of the University Catalog: Probation) for reasons including:

- A consistent pattern of substandard academic progress or professional development as determined by the Student Performance Committee (SPC). This includes, but is not limited to, receiving a failing grade in any course, system or rotation, or a grade of NCR in a required CR/NCR course.
- A cumulative percentage score less than 70%
- When directed to repeat a year for academic or professionalism reasons

Students on academic probation must meet with (in person/by phone) their faculty advisor at least once a month and must meet at least once with a representative from the Learning Enhancement and
Academic Development (Pomona) or Learning Skills & Accommodations Office (Lebanon) and any other resources suggested by the committee. It is the student’s responsibility to arrange these meetings.

Students on academic probation must resign from all leadership roles in extra-curricular or co-curricular activities associated with the University, College, and/or with professional associations.

**Financial Aid Warning Policy (Title IV and Title VII)**

If a student is not making Satisfactory Academic Progress (SAP) they may be placed on “Financial Aid Warning” status for the next payment period and continue to receive financial aid for that period. Financial Aid is any financial assistance offered to the student for paying for their education, such as loans, scholarships, Federal Work-Study, grants and stipends (judged on the criteria of the stipend). Students who fail to make SAP by the end of the payment period lose Financial Aid eligibility.

It is the policy of the Financial Aid Office (FAO) that once a student has been placed on academic probation for not meeting SAP standards as defined by the college, the FAO will automatically place the student in a Financial Aid Warning status. During the next academic term, if the student does not meet SAP standards and the college places the student on academic suspension, the student will no longer be eligible for financial aid. If the student appeals the academic suspension and the appeal is approved, financial aid will be reinstated. If the student is directed to audit courses, those courses will not be covered by financial aid.

**Tutorial Assistance Program**

A Tutorial Assistance Program (TAP) has been established to assist students experiencing academic difficulty. Students will be recommended for this program by a faculty advisor or professor. Students may self-identify to TAP to receive assistance. The tutors will be chosen on the recommendation of the faculty in each discipline. Group tutoring is the methodology most used by the TAP department. For assistance, contact the Learning Enhancement and Academic Development Office (LEAD).

**Course Repeats and Remediations**

The educational objectives that underlie remedial teaching and evaluation will be the same as the educational objectives that underlie regular courses in the curriculum.

A student receiving a “NP” or a final numeric score below 70% in a course, system, or rotation and/or a cumulative numeric score below 70%, will be reviewed by the SPC and a recommendation will be made to the Dean or their Designee. The Committee will base its recommendation on the student’s academic record and other considerations with input from the student, the student’s faculty advisor, and the course, system, or rotation faculty members as appropriate. The SPC’s recommendation to the Dean or their designee may include; requiring that the student remediate the course, system, or remediate; repeat the course, system, or rotation; repeat a semester; repeat the entire academic year; or be dismissed.

If the student is allowed to repeat or remediate, the course, system, or rotation, the Course Director will determine the way(s) in which the student will demonstrate acceptable academic performance and complete the requirement. This may include: passage of a comprehensive examination, completion of a special project or study in the deficient area(s) or other requirements as directed.
A student who successfully remediates a course or system will receive a grade of “RP” or 70% (if percentage scores are being used). A student who successfully remediates a rotation will receive a grade of “RP.”

The academic record of a student who does not pass a remediated or repeated course, system, or rotation will be reviewed by the SPC and any of the following may occur: repeating a semester, repeating the academic year in its entirety, or dismissal.

A student who is required to repeat a course will be notified by the Department of Pre-Clinical Education at least 15 working days prior to the repeat date. If a student is directed to repeat a course(s), the grade(s) for repeated course(s) will be recorded on the official transcript. Only the most recent grade(s) received for a repeated course(s) will be included in the student’s GPA calculation. Students will be charged full tuition for repeated coursework.

Remediation: Financial Aid Policy

If the student, at the end of the academic year, is still considered to be making unsatisfactory progress and must remediate, he or she will not be eligible to receive Title IV or Title VII funding as per federal regulations, and will be removed from the list of eligible financial aid recipients.

Suspension

A student may be placed on Academic, Conduct or Summary Suspension for the reasons outlined in the University Catalog (See Overview Section of the University Catalog: Suspension). Specific reasons why a student may be placed on academic suspension include;

- Failure to pass a second attempt of COMLEX Level I
- Failure to pass a second attempt of COMLEX Level II CE or PE
- Failure to perform in a professional manner or demonstration of serious deficiencies in ethical or personal conduct.

Students will meet with the SPC and a determination will be made if the student will require disciplinary action, be allowed to continue in COMP’s academic program or if the student will be dismissed. If the student is allowed to resume his or her studies, the student will remain on academic probation until he or she has demonstrated that the deficiency has been resolved.

A student on academic suspension is not registered as an active student and is not eligible for financial aid during this time (See Overview Section of the University Catalog: Tuition Refund Policy). He or she is required to use the time to remediate the deficiency for which the academic suspension was levied. Students on academic suspension must resign from all leadership roles in extra-curricular or co-curricular activities associated with the University, College, and/or with professional associations.

Dismissal

A student may be dismissed if they display a consistent pattern of substandard academic performance and/or professional development, and/or if they jeopardize COMP’s standards of scholarship, conduct and orderly operation. Examples of why a student could be dismissed include;

- Receiving a cumulative numeric score of less than 70% at the end of the first or second year.
• Receiving a final percentage score below 70% in two or more courses or systems totaling more than 25% of the total credit hours for the first or second year*

• Receiving numeric scores of below 70% in two or more clinical rotations in one academic year.

• Receiving a “NP” or final percentage score of below 70% in a remediated course, system, or clinical rotation.

• Failing to pass the COMLEX Level I or COMLEX Level II CE or PE on the third attempt.

• Demonstrating a consistent pattern of substandard academic performance and/or professional development

*The Committee may recommend dismissal for an OMS I or II student receiving a final percentage score below 70% in three or more courses or systems, even if the total unsatisfactory credit hours do not exceed 25% of the total credit hours for the first or second years.

**Evaluation and Grading**

**Pre-Clinical Curriculum Grading (OMS I & II)**

Final pre-clinical course and system grades are reported on the transcript as Honors (HNR), Pass (P), or Fail (NP). These grades are assigned based on the final percentage score a student achieves in a course or system according to the following rubric:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Equivalent</th>
<th>GPA Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>HNR</td>
<td>Honors (90% and above)</td>
<td>N/A</td>
</tr>
<tr>
<td>P</td>
<td>Pass (70-89%)</td>
<td>N/A</td>
</tr>
<tr>
<td>NP</td>
<td>Fail (Less than 70%)</td>
<td>N/A</td>
</tr>
<tr>
<td>RP</td>
<td>Remediated Pass (70%)</td>
<td>N/A</td>
</tr>
<tr>
<td>CR</td>
<td>Credit</td>
<td>N/A</td>
</tr>
<tr>
<td>NCR</td>
<td>No Credit</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**Administrative Grades**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Equivalent</th>
<th>GPA Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>AU</td>
<td>Audit</td>
<td>N/A</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
<td>N/A</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal</td>
<td>N/A</td>
</tr>
<tr>
<td>M</td>
<td>Missing</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**Clinical Curriculum Grading (OMS III & IV):**

Grades for rotations and courses are reported on the transcript as honors (HNR), High Pass (HP), Pass (P), Low Pass (LP), or Fail (NP). A failed course or rotation that is successfully remediated is designated as a “Remediated Pass” (RP) on the transcript. The following percentages will be used to convert performance indicators (e.g. Honors) into percentages (e.g. 100%) that will be used to calculate GPA and class rank:
<table>
<thead>
<tr>
<th>Grade</th>
<th>Equivalent</th>
<th>GPA Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>HNR</td>
<td>Honors (100%)</td>
<td>N/A</td>
</tr>
<tr>
<td>HP</td>
<td>High Pass (90%)</td>
<td>N/A</td>
</tr>
<tr>
<td>P</td>
<td>Pass (80%)</td>
<td>N/A</td>
</tr>
<tr>
<td>LP</td>
<td>Low Pass (70%)</td>
<td>N/A</td>
</tr>
<tr>
<td>NP</td>
<td>Fail (69%)</td>
<td>N/A</td>
</tr>
<tr>
<td>RP</td>
<td>Remediated Pass (70%)</td>
<td>N/A</td>
</tr>
<tr>
<td>CR</td>
<td>Credit</td>
<td>N/A</td>
</tr>
<tr>
<td>NCR</td>
<td>No Credit</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**ADMINISTRATIVE GRADES**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Equivalent</th>
<th>GPA Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>AU</td>
<td>Audit</td>
<td>N/A</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
<td>N/A</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal</td>
<td>N/A</td>
</tr>
<tr>
<td>M</td>
<td>Missing</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**Cumulative Numeric Scores and Class Rank**

The cumulative numeric score will be calculated at the end of each semester of the OMS I and II with the average of all course numeric scores weighted by the number of course credit hours attempted. Since rotation grades are received on a rolling basis, cumulative calculations will occur at the end of the OMS III year so that a student’s quartile ranking can be reported on the Medical Student Performance Evaluation (MSPE). A final cumulative score will be calculated when all OMS IV grades are received.

If a course, system, or clinical rotation is repeated or remediated, only the last grade earned enters into the computation of the cumulative numeric score/grade point average, but the original numeric score remains on the student’s transcript.

After completion of the OMS II year, a student with a cumulative numeric score of <75% may have some or all third-year clinical rotations assigned by the Associate Dean for Academic Affairs or their designee.

Cumulative class rank will not be calculated for transfer students. Osteopathic Undergraduate Teaching Fellows will not be ranked until the end of the final year.

**Incomplete Grade (I) Courses or Systems**

An Incomplete (I) indicates that a student has not been able to finish all work required for issuance of a grade within the normally scheduled time of the course or system. The “I” is not counted in the grade point calculations and must be replaced before the student can register for the next academic term, unless other arrangements have been made with the Associate Dean for Academic Affairs or their designee. When the incomplete work is complete, the “I” grade remains on the transcript and the final grade that the student has earned for the course is listed following the “I” (e.g. I/Pass). If the required work is not completed within the specified time, the “I” will be converted to the score the student achieved in the course/system prior to the “I” being assigned.

**Incomplete Rotations**

If a student is unable to finish a rotation due to an extraordinary personal or family situation, he or she must notify the Department of Clinical Education prior to leaving the rotation. In cases of life-
threatening emergency, students are required to inform the Department of Clinical Education as soon as possible after the emergency is handled. Once the issue is resolved, a determination will be made on a case-by-case basis as to whether the student will be allowed to resume the rotation, get partial credit for the rotation, or repeat the rotation in its entirety.

If a student cancels a rotation on his or her own, leaves a rotation before it is finished without prior authorization of the Department of Clinical Education, or is asked to leave the rotation by the preceptor or other authorized rotation site personnel, the student will be placed on academic suspension and the rotation will be listed as “Fail” with a numeric score of 0 (zero) assigned. The Department of Clinical Education will notify the Office of Student Affairs who will place the student on academic suspension, and the student will be required to present before the Student Performance Committee (SPC). The SPC will forward a recommended course of action to the Dean or their designee. The recommendation may include; repeat of one or more rotations, repeat of the entire academic year or dismissal. The Dean or their designee will make the final decision, which can be appealed following the University’s Appeal policy (see Overview Section of the University Catalog: Student Appeal Process).

Grade Reports

Official grades are turned in to the Registrar by the Pre-Clinical Department or the Department of Clinical Education at which time the online student records system, BanWeb, is updated. Official grade reports and unofficial transcripts will be available on the BanWeb student records system throughout the academic year.

Grade Changes Pre-Clinical (OMS I & II)

No grade or numeric score will be changed unless the Course or System Director or Pre-Clinical Curriculum Manager certifies in writing to the Associate Dean for Academic Affairs that either an error in computing or recording the score occurred or that a student has successfully remediated a course, system or rotation. This information will subsequently be transmitted to the Registrar.

For on-campus courses, students have a maximum of two weeks from the time examination results are released to them to bring any errors or irregularities in grading to the attention of COMP’s Office of Academic Affairs (OAA). Remediated scores are recorded along with the original numeric score, but only the remediated score is calculated into the cumulative numeric score.

Grade Changes Clinical (OMS III & IV)

In order to avoid problems and misunderstandings, students should make every effort to discuss the preceptor’s evaluation of their performance prior to the completion of the clinical rotation. Once a grade has been sent to COMP, the student may not discuss the grade with the preceptor or clinical site. Failure to follow this policy will result in the student being assigned a final grade of “Fail” for the rotation, regardless of the original grade submitted by the preceptor or site.

If a student wishes to dispute a rotation grade, they must submit a ticket through the clinical education student portal in which they explain the situation, and provide documentation (including the mid-rotation evaluation) substantiating the reason for requesting review. All disputes must be submitted within 90 days of the date they are notified of the grade. The final evaluation will be made by the Assistant Dean/Director for Clinical Education, and the student will be informed of the final disposition of the rotation grade. The decision of the Assistant Dean/Director will be final.

Grade changes for rotations and courses will be considered only under the following conditions:
• When a student successfully remediates a rotation or course.

• When the preceptor or clinical site submits verbal or written information that a clerical error has been made regarding the rotation evaluation. In case of a verbal statement, the Assistant Dean for Clinical Education, Director of Clinical Education, or Clinical Education Manager must transcribe the statement and verify by his or her signature.

• When the preceptor submits a verbal or written request to have the score changed for reasons other than a clerical error. This request must include justification for making the change.

All grade changes must have the approval of the Rotation/Course Director and Assistant Dean/Director for Clinical Education.

Credit hour Calculation
Courses are rated at one credit hour for each 12 hours of lecture or 24 hours of laboratory practicum, directed independent study, or small group sessions. Credit hours of 2.5 will be assigned for each week of clinical rotations.

Issues/Dispute Resolution Procedure
When an issue or dispute arises between students, the issue/dispute resolution process starts with communication among the involved students. If a satisfactory resolution is not arrived at that level, the matter should then be addressed with the course director or the faculty advisor. If the problem is not resolved at the faculty advisor/course director level, the matter should be brought to the Assistant Dean for Academic Affairs, followed by the Dean and then the Provost/COO. If the matter has not been resolved at those levels, the final arbiter is the President.

When an incident arises involving a faculty member, the first step in the issue/dispute resolution process is discussion with the faculty member. If the matter is not satisfactorily resolved at that level, then the matter should be referred to the Department Chair, Dean, and Provost/COO, in that order. The final arbiter is the Board of Trustees.

When an incident arises involving a staff member, the dispute resolution process begins with the Department Chair, followed by the Dean. The Office of Human Relations is the final arbiter.

Failure to follow this sequence of steps will only serve to delay the appropriate resolution of the issue or dispute as the matter will only be referred back to the correct level in this chain of responsibility.

Complaints regarding Accreditation Standards
WesternU/COMP is committed to meeting and exceeding the standards for accreditation of colleges of osteopathic medicine as described by the American Osteopathic Association’s Commission on Osteopathic College Accreditation (www.osteopathic.org). A student who believes that WesternU/COMP may not be in compliance with a standard of accreditation has the right to file a complaint through the following procedure:

• A written, dated and signed complaint must be filed with the Office of Student Affairs, WesternU/COMP.
• A student affairs professional will consult with the Dean and form an *ad hoc* committee of faculty and students to investigate the complaint.

• The results of the investigation shall include findings of fact, a determination of compliance or non-compliance, and recommended corrective actions if non-compliance is determined. The results will be communicated in writing to the Dean of COMP, the Office of Student Affairs, and to the student complainant.

• If corrective action is indicated, the Dean will respond to the *ad hoc* committee with a plan for such action within 30 days of receipt of the committee’s findings and recommendations.

• Records of all proceedings regarding complaints will be maintained by COMP’s Office of Academic Affairs.

  In the event that the student is not satisfied with the *ad hoc* committee’s determination and/or the resulting corrective action plan, the student may communicate his or her complaint to:

  
  Chairperson, Commission on Osteopathic College Accreditation  
  American Osteopathic Association  
  142 East Ontario Street  
  Chicago, Illinois 60611-2864

**Curriculum Organization**

The curriculum at COMP is a four-year, full-time academic and clinical program leading to granting the degree of Doctor of Osteopathic Medicine (DO). COMP’s curriculum stresses the interdependence of the biological, clinical, behavioral, and social sciences with emphasis on educating physicians for primary care medicine, employing the distinctive osteopathic principles, the maintenance of health, and the treatment of disease.

WesternU/COMP’s educational program centers on the basic concepts of osteopathic medicine, and identifies and assists the student to develop the knowledge, cognitive and psychomotor skills, and the personal and professional behaviors required of an osteopathic primary care physician in order to provide competent and comprehensive health care to all members of a family on a continuing basis. This academic program is intended to meet the following goals:

• To accord primacy to the role of the musculoskeletal system in the total body economy.

• To recognize and emphasize the inherent capacity within the total person to overcome disease and maintain health.

• To equip students to cooperate with this therapeutic capacity in their methods of treatment.

• To provide sufficient academic training to make students aware of health needs that must be referred to a specialist.

A physician must be knowledgeable and skilled in problem solving. In order to achieve this goal, COMP’s curriculum emphasizes the integration and application of basic and clinical sciences so that problem-solving becomes a fundamental part of the learning experience.
Medical Gross Anatomy-Intensive Summer Anatomy Course (ISAC)

This course is sponsored by the Medical Anatomical Sciences Department for entering OMS I students. Preference is given to those who have had previous academic coursework and experience in anatomy. See OM 5002 for a course description.

Pre-Clinical Curriculum (OMS I and II)

The first and second years of osteopathic medical school introduce the student fundamental scientific concepts as they apply to the study of medicine as well as the role of the physician in society. Exposure to clinical medicine with an emphasis on osteopathic principles and practice is woven throughout the curriculum.

<table>
<thead>
<tr>
<th>Year 1, Fall Semester, DO/DONW 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course</td>
</tr>
<tr>
<td>IPE 5000</td>
</tr>
<tr>
<td>OM 5015</td>
</tr>
<tr>
<td>OM 5025</td>
</tr>
<tr>
<td>OM 5002</td>
</tr>
<tr>
<td>OM 5030</td>
</tr>
<tr>
<td>OM 5045</td>
</tr>
<tr>
<td>OM 5080</td>
</tr>
<tr>
<td>OM 5090</td>
</tr>
<tr>
<td>OM 5099</td>
</tr>
<tr>
<td>Semester Total:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 1, Spring Semester, DO/DONW 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course</td>
</tr>
<tr>
<td>IPE 5100</td>
</tr>
<tr>
<td>OM 5125</td>
</tr>
<tr>
<td>OM 5130</td>
</tr>
<tr>
<td>OM 5145</td>
</tr>
<tr>
<td>OM 5155</td>
</tr>
<tr>
<td>OM 5175</td>
</tr>
<tr>
<td>OM 5180</td>
</tr>
<tr>
<td>OM 5190</td>
</tr>
<tr>
<td>OM 5199</td>
</tr>
<tr>
<td>Semester Total:</td>
</tr>
<tr>
<td>Year 1 Total:</td>
</tr>
</tbody>
</table>
### Year 2, Fall Semester, DO/DONW 2016

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>IPE 6000</td>
<td>Team Training in Healthcare I</td>
<td>1.00</td>
</tr>
<tr>
<td>OM 6015</td>
<td>The Physician and Society II</td>
<td>3.00</td>
</tr>
<tr>
<td>OM 6020</td>
<td>Cardiovascular System</td>
<td>8.50</td>
</tr>
<tr>
<td>OM 6035</td>
<td>Renal System</td>
<td>4.50</td>
</tr>
<tr>
<td>OM 6040</td>
<td>Respiratory System</td>
<td>8.50</td>
</tr>
<tr>
<td>OM 6045</td>
<td>Endocrine System</td>
<td>5.50</td>
</tr>
<tr>
<td>OM 6080</td>
<td>Essentials of Clinical Medicine III</td>
<td>3.50</td>
</tr>
<tr>
<td>OM 6090</td>
<td>Osteopathic Principles and Practice III</td>
<td>2.50</td>
</tr>
</tbody>
</table>

**Semester Total:** 37.00

### Year 2, Spring Semester, DO/DONW 2016

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>IPE 6100</td>
<td>Team Training in Healthcare II</td>
<td>1.00</td>
</tr>
<tr>
<td>OM 6115</td>
<td>Dermal System</td>
<td>3.00</td>
</tr>
<tr>
<td>OM 6130</td>
<td>Reproductive System</td>
<td>6.00</td>
</tr>
<tr>
<td>OM 6140</td>
<td>Gastrointestinal System and Nutrition</td>
<td>6.50</td>
</tr>
<tr>
<td>OM 6172</td>
<td>Emergency Medicine</td>
<td>1.00</td>
</tr>
<tr>
<td>OM 6173</td>
<td>Geriatrics</td>
<td>1.50</td>
</tr>
<tr>
<td>OM 6176</td>
<td>Pediatrics</td>
<td>2.50</td>
</tr>
<tr>
<td>OM 6180</td>
<td>Essentials of Clinical Medicine IV</td>
<td>3.50</td>
</tr>
<tr>
<td>OM 6190</td>
<td>Osteopathic Principles and Practice IV</td>
<td>4.50</td>
</tr>
</tbody>
</table>

**Semester Total:** 29.50

**Year 2 Total:** 66.50

### Clinical Curriculum (OMS III and IV)

COMP’s clinical curriculum consists of the following clerkship rotations (each rotation is 4 weeks long, unless otherwise noted):

### Year 3, DO/DONW 2015

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>OM 7010</td>
<td>Family Medicine</td>
<td>10.00</td>
</tr>
<tr>
<td>OM 7020</td>
<td>Internal Medicine I</td>
<td>10.00</td>
</tr>
<tr>
<td>OM 7021</td>
<td>Internal Medicine II</td>
<td>10.00</td>
</tr>
<tr>
<td>OM 7022</td>
<td>Internal Medicine III</td>
<td>10.00</td>
</tr>
<tr>
<td>OM 7030</td>
<td>Surgery (General)</td>
<td>10.00</td>
</tr>
<tr>
<td>OM 7050</td>
<td>Elective</td>
<td>10.00</td>
</tr>
<tr>
<td>OM 7051</td>
<td>Elective</td>
<td>10.00</td>
</tr>
<tr>
<td>OM 7060</td>
<td>Osteopathic Manipulative Medicine</td>
<td>10.00</td>
</tr>
<tr>
<td>OM 7070</td>
<td>Pediatrics</td>
<td>10.00</td>
</tr>
<tr>
<td>OM 7080</td>
<td>Psychiatry</td>
<td>10.00</td>
</tr>
<tr>
<td>OM 7090</td>
<td>Obstetrics/Gynecology</td>
<td>10.00</td>
</tr>
<tr>
<td>OM 8055</td>
<td>Essentials of Clinical Medicine V</td>
<td>3.50</td>
</tr>
</tbody>
</table>

**Year 3 Total:** 113.50
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>OM 7515</td>
<td>Medicine Sub-Internship</td>
<td>10.00</td>
</tr>
<tr>
<td>OM 7530</td>
<td>Surgery Sub-Internship</td>
<td>10.00</td>
</tr>
<tr>
<td>OM 7540</td>
<td>Emergency Medicine</td>
<td>10.00</td>
</tr>
<tr>
<td>OM 7550</td>
<td>Electives</td>
<td>70.00</td>
</tr>
<tr>
<td>OM 8555</td>
<td>Essentials of Clinical Medicine VI</td>
<td>3.50</td>
</tr>
</tbody>
</table>

**Year 4 Required Total:** 103.50
Course Descriptions

Courses listed in this catalog are subject to change through normal academic channels. New courses and changes in existing course work are initiated by the appropriate faculty members, departments, or programs, and must be approved by the Curriculum Committee, the faculty, and the Dean of COMP.

IPE 5000 Patient Centered Cases - An Interprofessional Approach I (1 credit hour, CR/NCR)

IPE 5000 is offered as part of the college curriculum for all first year, entry level health professional students and is a university requirement for all participating colleges. The course is designed to prepare the healthcare student to practice patient-centered collaborative care through a team approach. Working in small interprofessional teams, students will explore cases representing conditions across the human lifespan.

IPE 5100 Patient Centered Cases - An Interprofessional Approach II (1 credit hour, CR/NCR)

Continuation of IPE 5000.

IPE 6000 Team Training in Healthcare I (1 credit hour, CR/NCR)

IPE 6000 will continue to build upon the knowledge from the IPE 5000 series, but will expand upon that knowledge and require the student to learn and apply advanced tools and strategies that are crucial to develop a collaborative healthcare team. The majority of the course is independent study with students engaging in a large scale tabletop activity where they apply team tools necessary to solve a healthcare dilemma.

IPE 6100 Team Training in Healthcare II (1 credit hour, CR/NCR)

Continuation of IPE 6000.

OM 5001 Summer Medical Sciences Preparatory Program (0 credit hours, CR/NCR)

The Summer Preparatory Program prepares incoming students for an introduction to the curriculum of Osteopathic medical school. This program includes course work in various topics, which may include gross anatomy, OMM, physiology, biochemistry and microbiology. Presentations focus on enhancing student study and test-taking skills. Acceptance into this program is at the discretion of the instructor/coordinator. The course is elective and does not meet any requirements of the Doctor of Osteopathic Medicine curriculum. A separate tuition of $750 is charged. Students from other programs of the University may enroll in this course. For additional information, contact the Learning Enhancement and Academic Development (LEAD) Office.

OM 5002 Medical Gross Anatomy - Intensive Summer Anatomy Course (ISAC) (12 credit hours)

This course presents an understanding of the superficial and deep anatomical structures and their arrangement to one another while emphasizing normal function and clinical features of the human body. Through laboratory dissections of cadavers, radiology, and didactic lectures, students will learn the language of anatomy and clinically-important relationships. Particular attention will be paid to the neurovascular bundles throughout the entire body. In addition to dissections; models, radiographs, clinical presentations, and special demonstrations are employed to emphasize current clinically-relevant structures and presentations.
The sum total of this fast-paced course is that students will be able to identify all of the bones, organs, muscles, arteries, veins, nerves and lymphatic structures needed to be successful in subsequent DO curriculum and will be able to identify the anatomical defects, injuries, and malformations implicit in the clinical conditions interspersed within the dissection, labs, lectures, and exams. Students are selected for this course based on GPA and MCAT scores, as well as previous course work in anatomy. No separate fee is charged as the student registers for medical school upon matriculation into this course. Upon completion of ISAC, students will resume the anatomy curriculum by participating in the Head and Neck section, which occurs in the latter portion of the Medical Gross Anatomy Course. Students who complete ISAC with a minimum grade of 80% are potentially eligible to assist the faculty during the Gross Anatomy portion of the regular Medical Gross Anatomy course. To apply, contact the Course Director by e-mail or phone.

OM 5003 ISAC Facilitation (4 credit hours, CR/NCR)
Prerequisites: Completion of OM 5002 with a final percentage score of 80% or higher and permission of the Course Director. Students enrolled in this elective course will assist the other first-year medical students in the dissection of cadavers and otherwise aid students in the regular Medical Gross Anatomy course. Other types of teaching assistance, including prosecting difficult-to-identify structures, may also be required.

OM 5015 Introduction to the Study of Medicine (1 credit hour)
This course provides an introduction to COMP’s curriculum, an overview of the college’s academic processes and expectations, and presents other topics such as conflict resolution and professional communication. During the course, students appraise their motivations for Osteopathic medicine as a first step in the development of an identity as an Osteopathic physician. Learning styles and critical thinking skills are evaluated, and students are given study strategies based on their learning style types. Presentations regarding the effective use of electronic medical resources and the development of a professional portfolio are given.

OM 5025 The Molecular and Cellular Basis of Medicine (10 credit hours)
This course presents an integration of molecular biology, biochemistry, cellular physiology and excitable cells, introductory genetics and histology and embryological development within the context of their clinical applications of basic biomedical sciences. Additionally, the course includes an introduction to pathology with a focus on neoplasia.

OM 5030 Medical Gross Anatomy (12 credit hours)
This course presents an understanding of the superficial and deep anatomical structures and their arrangement to one another while emphasizing normal function and clinical features of the human body. Through laboratory dissections of cadavers, radiology, and didactic lectures, students will learn the language of anatomy and clinically-important relationships. Particular attention will be paid to the neurovascular bundles throughout the entire body. In addition to dissections; models, radiographs, clinical presentations, and special demonstrations are employed to emphasize current clinically-relevant structures and presentations.

The sum total of this fast-paced course is that students will be able to identify all of the bones, organs, muscles, arteries, veins, nerves and lymphatic structures needed to be successful in subsequent DO curriculum and will be able to identify the anatomical defects, injuries, and malformations implicit in the clinical conditions interspersed within the dissection, labs, lectures, and exams.
OM 5035 Head and Neck Anatomy (3.5 credit hours)

This course is a continuation of the Gross Anatomy course (OM 5030). Through lecture and laboratory, students are introduced to the anatomy of the head and neck. Particular attention is paid to the cranial nerves, both their normal function and the numerous clinical syndromes that affect them. The anatomy lectures will also be supplemented with various clinical presentations. Only open to DO students matriculating prior to the 2012-2013 academic year or MSMS 2014 students by approval of the Dean.

OM 5045 The Physician and Society I (2 credit hours)

This course explores the role of the physician in society through lecture, experiential and case-based learning. The topics include: an introduction to the healthcare fields, exploration of medical history and use of the scientific method, introduction to diversity as it relates to medical practice, medical ethics, professionalism, professional leadership, exploration of medical issues, and the challenges of medical practice on the physician.

OM 5080 Essentials of Clinical Medicine I (3.5 credit hours)

Essentials of Clinical Medicine I introduces students to the world of clinical medicine through a multifaceted approach, including early patient contact with both model and simulated patients, facilitated small group sessions, didactic sessions, self-directed and online exercises, and group projects. Emphasis is on development of history-taking and physical examination skills, critical thinking skills, differential diagnosis formation, construction of treatment plans, and doctor-patient communication skills. Other components of the course include professionalism, medical informatics, service learning, and the role of the physician in society and health promotion and disease prevention.

OM 5090 Osteopathic Principles and Practice I (2.5 credit hours)

This course presents osteopathic philosophy, principles and practice with a focus on osteopathic palpatory diagnosis and osteopathic manipulative treatment methods and procedures. Didactic and laboratory sessions emphasize an anatomical and physiological approach to palpatory skill development in the context of patient-centered problem-solving and patient health care management. Students are exposed to traditional and contemporary osteopathic manipulative techniques and modalities, which include but are not limited to soft tissue, articulatory (joint mobilization), muscle energy, high velocity/low amplitude (HVLA), strain/counterstrain, and lymphatic techniques. These procedures, when performed using the distinctive osteopathic philosophy and principles, enable the student to become proficient at assessing and treating somatic dysfunction as it relates to disturbances in posture and motion, respiration, circulation, metabolic processes, neurological, and behavioral functions. The material of the course is presented through a variety of learning situations including: one-to-one training sessions, hands-on laboratories, small group case and problem-based learning, didactic lectures, and collaborative and synergistic modules with the Family Medicine curriculum.

The NMM/OMM Department offers the COMP ² program for students who are interested in additional exposure to patient care with the use of OMM as a treatment modality. The program includes supervised shadowing of the OMM faculty and Fellows Clinic, participation in assisting in training other students, and a few other specified venues. Although no course credit is given for participation in this program, it is recognized and considered by the COMP faculty as a recommended resource for the course.
OM 5099 Service Learning I (1 credit hour)
This course provides students the opportunity to perform community service in a variety of community settings. Through community interaction and service, students learn the role and responsibility of the physician in society. Course lecture topics include: health literacy, public health, disease prevention, health promotion, program planning, behavior change, healthy communities, epidemiology, research methods, and biostatistics.

OM 5125 Neuroscience System (11.5 credit hours)
This course presents basic understandings of the brain, spinal cord and peripheral nervous system. Basic science topics include embryology, histology, neuroanatomy, biochemistry, physiology and pharmacology. Clinical topics include infections of the nervous system, pathology, neurology, ophthalmology, otorhinolaryngology, and overviews of sleep disorders, cerebrovascular disorders, aging and dementia.

OM 5130 Musculoskeletal System (5 credit hours)
This course reviews the embryology, histology, functional anatomy, physiology, microbiology, pharmacology, and pathology pertinent to the musculoskeletal system. Course instructors include both basic science faculty and clinical faculty from multiple specialties. Students are expected to integrate the clinical and basic science concepts and apply the appropriate evidence-based approaches to diagnosis and management of musculoskeletal diseases.

OM 5145 Introduction to Disease, Immunity and Therapeutics (7 credit hours)
This is an integrated course introducing microbiology, immunology, pathology, and pharmacology to prepare students for more in-depth study during the systems. Genetics, as related to these disciplines, is also included. Clinical applications of the basic sciences are emphasized.

OM 5155 Behavioral Medicine and Psychiatry (5.5 credit hours)
Presented in conjunction with neuroscience, this course presents biological, psychological and social aspects of behavior in relation to medical practice. Major topics include the etiology and treatment of substance abuse, the physician-patient relationship, emotion and personality, etiology of gender identity and sexual orientation, human sexuality, evolutionary origins of behavior, and the genetic and environmental aspects of behavioral disorders. The course addresses how a patient’s behaviors contribute to their health and/or disease. The physician’s role in the education for behavioral change is also discussed. The psychiatry portion of the course builds upon the bio-psycho-social foundation presented during behavioral science. Major DSM-IV diagnoses will be explored. Implications for medical practice will be emphasized. The course develops the physician’s ability to recognize and deal with, or to refer, the most common and prevalent psychopathologies encountered in the general population.

OM 5175 Blood and Lymphatics System (4 credit hours)
Students work as teams in small groups to address a variety of clinical cases that involve the hematopoietic and lymphoreticular organs, including anemia, clotting disorders, blood-borne infections, myeloproliferative and myelodysplastic disorders. Each case allows for integration of basic and clinical science concepts. Large-group interactive sessions provide guidance and expert facilitation regarding the clinical application of histology, physiology, pharmacology, biochemistry, microbiology, and pathology as well as epidemiology and evidence-based approaches to diagnosis and management.
OM 5180 Essentials of Clinical Medicine II (3.5 credit hours)  
Prerequisite: OM 5080. This course is a continuation of OM 5080.

OM 5190 Osteopathic Principles and Practice II (2.5 credit hours)  
Continuation of OM 5090.

OM 5199 Service Learning II (2 credit hours)  
Prerequisite: OM 5099. Continuation of OM 5099.

OM 6015 The Physician and Society II (3 credit hours)  
Prerequisite: OM 5045. This course is a continuation of OM 5045 and explores ethical and professional issues in medicine and the physician’s role as a community leader and role model, through lectures, experiential and case based learning. Topics include: contemporary health policy, healthcare reform, the physician’s role in promoting healthy lifestyle by practicing lifestyle medicine, medical jurisprudence, and the physician’s role in disaster preparedness and global health.

OM 6020 Cardiovascular System (8.5 credit hours)  
Students work as teams in small groups to address a variety of clinical cases that involve valvular disease, congenital abnormalities, arrhythmias, heart failure, hypertension and ischemic heart diseases. Each case allows for integration of basic and clinical science concepts. Large-group interactive sessions provide guidance and expert facilitation regarding the clinical application of embryology, histology, physiology, pharmacology, biochemistry, microbiology, and pathology as well as epidemiology and evidence-based approaches to diagnosis and management of cardiovascular disorders.

OM 6035 Renal System (4.5 credit hours)  
Students work as teams in small groups to address a variety of clinical cases that involve fluid and electrolyte disorders, acid-base disturbances, urinary tract infections, and acute as well as chronic kidney diseases. Each case allows for integration of basic and clinical science concepts. Large-group interactive sessions provide guidance and expert facilitation regarding the clinical application of embryology, histology, physiology, pharmacology, biochemistry, microbiology, and pathology as well as epidemiology and evidence-based approaches to diagnosis and management of renal disorders.

OM 6040 Respiratory System (8.5 credit hours)  
Students work as teams in small groups to address a variety of clinical cases involving important pulmonary diseases that may be characterized by a variety of symptoms and chest radiographic patterns. Each case allows for integration of basic and clinical science concepts. Large-group interactive sessions provide guidance and expert facilitation regarding the clinical application of embryology, histology, physiology, pharmacology, biochemistry, microbiology, and pathology as well as epidemiology and evidence-based approaches to diagnosis and management of disorders of the respiratory system. Critical care medicine concepts will be integrated with concepts already learned in the preceding endocrine, cardiovascular, and renal systems.
OM 6045 Endocrine System (5.5 credit hours)
Students work as teams in small groups to address a variety of clinical cases involving disorders of the hypothalamus and pituitary glands, the adrenal glands, diabetes, lipids, the thyroid gland, and calcium/bone metabolism. Each case allows for integration of basic and clinical science concepts. Large-group interactive sessions provide guidance and expert facilitation regarding the clinical application of embryology, histology, physiology, pharmacology, biochemistry, microbiology, and pathology as well as epidemiology and evidence-based approaches to diagnosis and management of endocrine disorders.

OM 6080 Essentials of Clinical Medicine III (3.5 credit hours)
Prerequisite: OM 5180. This course builds upon the knowledge and skills that the student has learned in the first two courses in the series and provides advanced training in history-taking and physical examination skills, doctor-patient communication, differential diagnosis and treatment planning in preparation for clinical rotations. Issues including professionalism, medical errors and patient safety, medical informatics and evidence-based medicine are reviewed. Students will have opportunities to add to their professional portfolios.

OM 6090 Osteopathic Principles and Practice III (2.5 credit hours)
Continuation of OM 5190. Students will continue to develop the osteopathic philosophy, principles and practice with a focus on osteopathic palpatory diagnosis and osteopathic manipulative treatment methods and procedures as applied to the upper and lower extremities and patient clinical scenarios. These procedures, when performed using the distinctive osteopathic philosophy and principles, enable the student to become proficient at assessing and treating somatic dysfunction as it relates to disturbances in posture and motion, respiration, circulation, metabolic processes, neurological, and behavioral functions. The material of the course is presented through a variety of instructional methods including didactic lectures, hands-on laboratories, small group case and problem-based learning, and collaborative modules with the Family Medicine curriculum.

The NMM/OMM Department offers the COMP3 program for students who are interested in additional exposure to patient care with the use of OMM as a treatment modality. The program includes supervised shadowing of the OMM faculty and Fellows Clinic, participation in assisting in training other students, and a few other specified venues. Although no course credit is given for participation in this program, it is recognized and considered by the COMP faculty as a recommended resource for the course.

OM 6115 Dermal System (3 credit hours)
Students work as teams in small groups to address a variety of clinical cases involving the largest organ in the body. Cases will involve either primary or secondary, as well as benign or malignant, skin lesions that may or may not be manifestations of internal disease, immunologic disease, drug reactions, or photosensitivity. Large-group interactive sessions provide guidance and expert facilitation with emphasis on distinguishing normal from abnormal findings, as well as the epidemiology and evidence-based approaches to diagnosis and management of multiple dermatologic conditions.
OM 6130 Reproductive System (6 credit hours)
This course presents the anatomy, embryology, and histology of both the female and male reproductive systems. The physiology, biochemistry, pathology, pharmacology, and microbiology of both reproductive systems are also discussed. In addition, the basic science disciplines present principles regarding the relationships between mother and fetus during pregnancy. Clinical lectures on obstetrics, gynecology, and women’s health are an important part of the system.

OM 6140 Gastrointestinal System and Nutrition (6.5 credit hours)
Students work as teams in small groups to address a variety of clinical cases involving important diseases of the gut, hepatobiliary, and pancreatic systems that manifest as alterations in nutrient assimilation and waste evacuation. Each case allows for integration of basic and clinical science concepts. Large-group interactive sessions provide guidance and expert facilitation regarding the clinical application of embryology, histology, physiology, pharmacology, biochemistry, microbiology, and pathology as well as epidemiology and evidence-based approaches to diagnosis and management of gastrointestinal disorders.

OM 6172 Emergency Medicine (1 credit hour)
This course serves to integrate the didactic clinical training that students received during the OMS I and II years, using case-based presentation pedagogy to foster clinical problem solving. Topics covered include chest pain, difficulty breathing, neurologic emergencies, cardiovascular complaints, infections, shock and trauma, abdominal pain, etc.

OM 6173 Geriatrics (1.5 credit hours)
This course is devoted to the special problems that can occur in the elderly. Diseases and conditions learned during the systems are now explored in light of this population. Challenges of an aging population are explored.

OM 6176 Pediatrics (2.5 credit hours)
This course is devoted to the special problems that can occur in the period between infancy to adolescence. Diseases and conditions learned during the systems are now explored in light of this population. Additionally, conditions and disorders specific to pediatrics are explored. This course is based on the medical student curriculum established by COMSEP in 2005.

OM 6180 Essentials of Clinical Medicine IV (3.5 credit hours)
Prerequisite: OM 6080. This course is a continuation of OM 6080. As part of this course, students will take the Clinical Performance Evaluation (CPE) in preparation for the Clinical Performance section of the COMLEX examination. Students are required to pass the CPE in order to be promoted to the Clinical Training (Rotations) phase of the curriculum.
**OM 6190 Osteopathic Principles and Practice IV (4.5 credit hours)**
Continuation of OM 6090. Students will apply traditional and contemporary osteopathic manual techniques to ambulatory and hospitalized patient clinical scenarios, including those learned in previous courses, plus balanced ligamentous tension and A.T. Still techniques, as well as an intensive course segment on osteopathic approaches to diagnosis and treatment of somatic dysfunction in the head region.

The NMM/OMM Department offers the COMP² program for students who are interested in additional exposure to patient care with the use of OMM as a treatment modality. The program includes supervised shadowing of the OMM faculty and Fellows Clinic, participation in assisting in training other students, and a few other specified venues. Although no course credit is given for participation in this program, it is recognized and considered by the COMP faculty as a recommended resource for the course.

**OM 7010 Family Medicine (10 credit hours)**
This course provides supervised clinical education in family medicine, including clinical management, technical and procedural skills, interpretation of diagnostic data, patient education, development of diagnostic and management plans, and inter-professional communication. In subsequent courses in this series, students are exposed to progressive involvement and independence in patient management.

**OM 7020 Internal Medicine I (10 credit hours)**
This course provides supervised clinical education in general internal medicine including clinical management, technical and procedural skills, interpretation of diagnostic data, patient education, development of diagnostic and management plans, and inter-professional communication. In subsequent courses in this series, students are exposed to progressive involvement and independence in patient management.

**OM 7021 Internal Medicine II (10 credit hours)**
Prerequisite: OM 7020. Continuation of OM 7020.

**OM 7022 Internal Medicine III (10 credit hours)**
This course provides supervised clinical education in general internal medicine and/or in an internal medicine subspecialty such as gastroenterology, pulmonology, or cardiology. Expected competencies include clinical management, technical and procedural skills, interpretation of diagnostic data, patient education, development of diagnostic and management plans, and inter-professional communication. In subsequent courses in this series, students are exposed to progressive involvement and independence in patient management. Prerequisite: OM 7020.

**OM 7030 Surgery I (General) (10 credit hours)**
This course provides supervised clinical education in general surgery including clinical management, technical and procedural skills, interpretation of diagnostic data, patient education, development of diagnostic and management plans, and inter-professional communication. In subsequent courses in this series, students are exposed to progressive involvement and independence in patient management.
OM 7050 Elective (10 credit hours)
This course provides supervised clinical education in one of the clinical disciplines including clinical management, technical and procedural skills, interpretation of diagnostic data, patient education, development of diagnostic and management plans, and inter-professional communication. The discipline and clinical training site must be approved in advance by the Office of Clinical Education.

OM 7051 Elective (10 credit hours)
This course provides supervised clinical education in one of the clinical disciplines including clinical management, technical and procedural skills, interpretation of diagnostic data, patient education, development of diagnostic and management plans, and inter-professional communication. The discipline and clinical training site must be approved in advance by the Office of Clinical Education. An additional component of this rotation is completion of online radiology course.

OM 7060 Osteopathic Manipulative Medicine (10 credit hours)
This course provides supervised clinical education in osteopathic manipulative medicine including clinical management, technical and procedural skills, interpretation of diagnostic data, patient education, development of diagnostic and management plans, and inter-professional communication.

OM 7070 Pediatrics (10 credit hours)
This course provides supervised clinical education in pediatrics including clinical management, technical and procedural skills, interpretation of diagnostic data, patient education, development of diagnostic and management plans, and inter-professional communication.

OM 7080 Psychiatry (10 credit hours)
This course provides supervised clinical education in psychiatry including clinical management, technical and procedural skills, interpretation of diagnostic data, patient education, development of diagnostic and management plans, and inter-professional communication.

OM 7090 Obstetrics/Gynecology (10 credit hours)
This course provides supervised clinical education in obstetrics/gynecology including clinical management, technical and procedural skills, interpretation of diagnostic data, patient education, development of diagnostic and management plans, and inter-professional communication.

OM 7515 Medicine Sub-Internship (10-15 credit hours)
This course requires students to function, under supervision, at the level of an intern. Expected competencies include clinical management, technical and procedural skills, interpretation of diagnostic data, patient education, development of diagnostic and management plans, and inter-professional communication. Minimum length: 4 weeks.

OM 7530 Surgery Sub-Internship (10-15 credit hours)
This course requires students to function, under supervision, at the level of an intern. Students may choose a sub-I experience in general surgery or one of the surgical subspecialties such as ophthalmology, orthopedics, urology, or cardiovascular/thoracic, or procedural subspecialties such as invasive radiology. Expected competencies include clinical management, technical and procedural skills, interpretation of diagnostic data, patient education, development of diagnostic and management plans, and inter-professional communication. Prerequisite: OM 7030. Minimum length: 4 weeks.
OM 7540 Emergency Medicine (10-15 credit hours)
This course provides supervised clinical education in emergency medicine including clinical management, technical and procedural skills, interpretation of diagnostic data, patient education, development of diagnostic and management plans, and inter-professional communication.

OM 7550 Elective (5-15 credit hours; repeatable to a maximum of 70 credit hours)
This course provides supervised clinical education in one of the clinical disciplines including clinical management, technical and procedural skills, interpretation of diagnostic data, patient education, development of diagnostic and management plans, and inter-professional communication. The discipline and clinical training site must be approved in advance by the Office of Clinical Education.

OM 8055 Essentials of Clinical Medicine V (ECM-V) (3.5 credit hours)
The Essentials of Clinical Medicine V course is taken during the OMS III year and serves as a review of, and assessment tool for, basic clinical knowledge. This program reviews and amplifies clinical material presented during the OMS I and OMS II years. It also provides the opportunity for the student to obtain information and skills essential to rotations, residency, and medical practice. Topics include clinical, legal and ethical issues that are presented from a primary care perspective. Additionally, the course addresses special topics such medical professionalism, cultural sensitivity, and alternative healthcare. Throughout the course, the tools essential to becoming a competent practicing physician and lifelong learner are emphasized. Guided learning is accomplished through on-campus and on-line projects that enable students to demonstrate competence in completing clinically-oriented problems and case scenarios. Participation in the on-line projects and attendance at on-campus session(s) is mandatory. ECM-V must be successfully completed in order for the student to be advanced to OMS IV status.

OM 8555 Essentials of Clinical Medicine VI (ECM-VI) (3.5 credit hours)
Essentials of Clinical Medicine-VI builds upon the essential knowledge and skills learned during the student’s first three years of Osteopathic medical school, with the goal of helping the student to be able to successfully transition into his or her post-graduate training program and future medical practice. This is accomplished by enbling the student to apply general knowledge to specific clinical applications. In addition, ECM VI emphasizes medical professionalism and helps the student to sharpen skills vital to lifelong learning. Information is presented through one or more modalities including online and/or on-campus sessions.
Honors and Awards

The following awards are considered for presentation to DO students annually at Honor’s Day:

- Aaron Jaffe, MD/CareMore Scholarship Endowment Award
- American Association of Colleges of Osteopathic Medicine’s Student Council Presidents, Student DO of the Year Award
- Audry Tillmann Scholarship
- Class of 1989 Award
- Clem Parsons Memorial Scholarship
- College of Osteopathic Medicine of the Pacific Dean’s Award
- Community Clinic Service Award
- Dr. Lawrence F. Gosenfeld Scholarship
- Dr. Robert E. Corey Memorial Scholarship
- Glen Scheresky Memorial Scholarship
- Linda Fox Memorial Endowment Award
- Mr. and Mrs. Albert Victor Kalt Scholarship
- National Dean’s List Nominations
- Osteopathic Physicians and Surgeons of California Award
- Osteopathic Physicians and Surgeons of Oregon Award
- Pomona Rotary Club Community Service Award
- President’s Society Award
- Stahl Memorial Scholarship
- Who’s Who Among Students in American Universities and Colleges Nominations
- William G. Stahl, DO, FACOS Memorial Scholarship
- William G. Woodman, MD, Humanitarian Memorial Award

The following awards are considered for presentation to DO students annually at the East West Scholarship Dinner:

- Beulah Chan Wong Memorial Scholarship
- College of Osteopathic Medicine of the Pacific Alumni Scholarship
- Dr. Tai-Hing Wu Scholarship
- Dr. T.G. Wing Chow Scholarship
- East West Scholarship
- Francois T. Hoang Memorial Scholarship
- Hoang Family Scholarship
- Mae Ginn Memorial Scholarship
- Wong Family Scholarship
The following awards are considered for presentation to DO students annually at the Graduate Awards Ceremony:

American Osteopathic Foundation: The Donna Jones Moritsugu Memorial Award
American College of Osteopathic Family Physicians Award
Alumni Memorial Award (if applicable)
  • Clinical Chair Awards
  • Family Medicine
  • Internal Medicine
  • Obstetrics and Gynecology
  • Osteopathic Manipulative Medicine
  • Pediatrics
  • Spencer Gilbert Pathology
  • Surgery
College of Osteopathic Medicine of the Pacific Dean of Student Affairs Award
College of Osteopathic Medicine of the Pacific Dean’s Award
Dr. and Mrs. Warren A. Peterson Scholarship
Dr. Alex M. Rene Memorial Award
East-West International Travel Scholarship
Edward B. Parris and Jacqueline A. Parris Award
Glasgow-Rubin Achievement Citation of the American Medical Women’s Association
Joseph G. Adatto, DO, Memorial Award
Joseph Weiss Memorial Scholarship
Northwest Track Award
Pauline Weiss Pumerantz Memorial Award
President’s Society Award
Professional Achievement Award
Reverend & Mrs. Al and Verna Braswell Award
Rafi Younoszai OMS IV Elective Rotation in International/Cross-Cultural Health Scholarship
San Diego Foundation’s San Miguel Association Medical Scholarship Fund
  • Family Medicine
  • Internal Medicine
  • Pediatrics
Society of Academic Emergency Medicine Excellence in Emergency Medicine Award
Who’s Who Among Students in American Universities and Colleges
**Academic Calendar**

*Students in clinical rotations observe their preceptor’s hours, which may include working on federal holidays.*

### Fall 2013

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday, June 24, 2013</td>
<td>Fall Semester Rotations Begin (OMS III and IV)</td>
</tr>
<tr>
<td>Thursday, July 4, 2013</td>
<td>Independence Day – No Classes*</td>
</tr>
<tr>
<td>July 30-August 2, 2013</td>
<td>Welcome Week, Lebanon (OMS I)</td>
</tr>
<tr>
<td>Saturday, August 3, 2013</td>
<td>Convocation/White Coat Ceremony, Lebanon</td>
</tr>
<tr>
<td>August 6 – August 9, 2013</td>
<td>Welcome Week, Pomona (OMS I)</td>
</tr>
<tr>
<td>Saturday, August 10, 2013</td>
<td>Convocation/White Coat Ceremony, Pomona</td>
</tr>
<tr>
<td>Monday, August 12, 2013</td>
<td>Fall Semester Classes Begin (OMS I and II)</td>
</tr>
<tr>
<td>Monday, September 2, 2013</td>
<td>Labor Day – No Classes*</td>
</tr>
<tr>
<td>Monday, October 14, 2013</td>
<td>Columbus Day – No Classes*</td>
</tr>
<tr>
<td>Wednesday, November 27, 2013</td>
<td>Thanksgiving Recess Begins @ 5:00 p.m.*</td>
</tr>
<tr>
<td>Monday, December 2, 2013</td>
<td>Classes Resume (OMS I and II)</td>
</tr>
<tr>
<td>Friday, December 6, 2013</td>
<td>End of Fall Semester Rotations (OMS IV)</td>
</tr>
<tr>
<td>Friday, December 20, 2013</td>
<td>End of Fall Semester Classes (OMS I and II)</td>
</tr>
<tr>
<td></td>
<td>End of Fall Semester Rotations (OMS III)</td>
</tr>
</tbody>
</table>

---

Note: 
- * indicates an observation day.
- All dates are in 2013 unless specified.

---

49
Spring 2014

Monday, December 9, 2013
Spring Semester Rotations Begin (OMS IV)

Monday, December 23, 2013
Spring Semester Rotations Begin (OMS III)

Monday, January 6, 2014
Spring Semester Classes Begin (OMS I and II)

Monday, January 20, 2014
Martin Luther King Day – No Classes*

Monday, February 17, 2014
President’s Day – No Classes*

Monday, March 24, 2014
Spring Break Begins (OMS I and II)

Monday, March 31, 2014
Spring Classes Resume (OMS I and II)

Friday, May 9, 2014
End of Spring Semester Classes (OMS II)

Wednesday-Friday, May 14-16, 2014
Commencement

Friday, May 16, 2014
End of Spring Semester Classes (OMS IV)

Monday, May 26, 2014
Memorial Day – No Classes*

Monday, June 16, 2014
End of Spring Semester Classes (OMS I)

Friday, June 20, 2014
End of Spring Semester Classes (OMS III)
The Osteopathic Oath

I do hereby affirm my loyalty to the profession I am about to enter.

I will be mindful always of my great responsibility to preserve the health and life of my patients, to retain their confidence and respect both as a physician and a friend who will guard their secrets with scrupulous honor and fidelity, to perform fruitfully my professional duties, to employ only those recognized methods of treatment consistent with good judgment and with my skill and ability, keeping in mind always nature’s laws and the body’s inherent capacity for recovery.

I will be ever vigilant in aiding the general welfare of the community, sustaining its laws and institutions, not engaging in those practices which will in any way bring shame or discredit upon myself or my profession.

I will give no drugs for deadly purposes to any person, though it be asked of me.

I will endeavor to work in accord with my colleagues in a spirit of progressive cooperation and never by word or by act cast imputations upon them or their rightful practices.

I will look with respect and esteem upon all those who have taught me my art.

To my college I will be loyal and strive always for its best interests and for the interests of the students who will come after me.

I will be ever alert to further the application of basic biologic truths to the healing arts and to develop the principles of osteopathic medicine as taught by my profession.

In the presence of this gathering I bind myself to my oath.