

Western University of Health Sciences

College of Osteopathic Medicine of the Pacific

Doctor of Osteopathic Medicine (DO)

2016/2017 Catalog

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College of Osteopathic Medicine of the Pacific

Accreditation

The academic program of Western University of Health Sciences, College of Osteopathic Medicine of the Pacific is accredited by the Commission on Osteopathic College Accreditation (COCA) of the American Osteopathic Association (AOA), which is recognized by the United States Department of Education (USDE). Together, COMP (Pomona, CA) and COMP-Northwest (Lebanon, OR) comprise the total student body, faculty and staff of Western University of Health Sciences, College of Osteopathic Medicine of the Pacific. Unless a topic refers to a specific campus, all references regarding the College will be noted as COMP/COMP-Northwest.

COMP/COMP-Northwest has received accreditation status from the American Osteopathic Association's Commission on Osteopathic College Accreditation, which is the recognized accrediting agency for the approval of colleges preparing osteopathic physicians. The address and phone number of the accrediting agency are: Secretary, COCA; American Osteopathic Association; 142 East Ontario Street; Chicago, IL 60611; Telephone 312/202-8124; Fax 312/202-8424.

In addition to the COCA, COMP-Northwest is authorized by the State of Oregon to offer and confer the academic degrees described herein, 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, Higher Education Coordinating Commission, 775 Court St NE, Salem, Oregon 97301.

Complaints Regarding Accreditation Standards

COMP/COMP-Northwest is committed to meeting and exceeding the standards of accreditation for colleges of osteopathic medicine as described by the American Osteopathic Association's Commission on Osteopathic College Accreditation (www.osteopathic.org). It is the policy of COMP/COMP-Northwest that a student who believes the College 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, COMP/COMP-Northwest.
- A student affairs professional will consult with the Dean of COMP/COMP-Northwest (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, 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 the Office of Student 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 the COCA.

The complaint must be in writing and signed by the complainant. All signed complaints must be submitted to the COCA Assistant Secretary, AOA, 142 E. Ontario Street, Chicago, IL 60611. Complaints that are received that are not signed by the complainant(s) or are submitted anonymously will not be processed.

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

The complainant will provide evidence that an effort has been made to resolve the problem through the recommended route through the COMP/COMP-Northwest administration, and will include information about all other actions initiated to resolve the problems.

Within ten (10) business days of receipt of a signed complaint, copies of the complaint will be sent to the Dean for response to the complaint. The Dean will have fifteen (15) business days to respond. COMP/COMP-Northwest's response and the complaint will be forwarded to the COCA chair who will either ask the COCA Executive Committee or appoint an *ad hoc* subcommittee to determine whether the complaint merits further investigation. An investigation will be conducted if the complaint has merit. If the COCA or the *ad hoc* subcommittee finds no merit in the complaint, the complainant and COMP/COMP-Northwest will be notified in writing. This process will be concluded within fifteen (15) business days.

General Information

The Osteopathic Philosophy & Tenets

As a college of osteopathic medicine, COMP/COMP-Northwest honors the philosophy and tenets of osteopathic medicine. The tenets of osteopathic medicine are:

1. The body is a unit; the person is a unit of body, mind and spirit.
2. The body is capable of self-regulation, self-healing and health maintenance.
3. Structure and function are reciprocally interrelated.
4. Rational treatment is based upon an understanding of the basic principles of body unity, self-regulation, and the inter-relationship of structure and function.

Additional information regarding the osteopathic philosophy can be found by viewing the [COMP/COMP-Northwest Osteopathic Philosophy](#) webpage.

Mission and Core Competencies

The Mission of the College of Osteopathic Medicine of the Pacific (COMP) is to prepare students to become technically competent, culturally sensitive, professional and compassionate physicians who are prepared for graduate medical education, who are lifelong learners, and who will serve society by providing comprehensive, patient centered healthcare with the distinctive osteopathic philosophy. This is accomplished through excellence in curriculum, translational research, service, osteopathic clinical practice and the enhancement of osteopathic graduate medical education.

Core Competencies in Support of the College's Mission Statement

- Medical Knowledge
- Osteopathic Philosophy
- Patient Centered Care
- Professionalism (Leadership)
- Interpersonal & Communication Skills
- Practice Based Learning & Improvement
- Systems Based Practice

The [mission](#) and core competencies serve as the curricular foundation for COMP/COMP-Northwest. Core competencies, also called [Program Learning Outcomes](#) (PLOs), support the achievement of Western University of Health Sciences' [Institutional Learning Outcomes](#) (ILOs).

Optional Programs

Longitudinal-Experiential Program

The Longitudinal- Experiential Program at COMP/COMP-Northwest is an opportunity that allows students to engage in an active learning environment over an elongated period. In so doing, the student can experience the practice of medicine soon after they arrive on campus. This experience provides a rich opportunity for the student to integrate skills necessary for the practice of medicine as they are gained. The traditional focus of medical education has been arranging courses into sequenced blocks of learning with very little time dedicated to integrating material. Each of the longitudinal-experiential tracks is composed of integrated blocks of learning unified around a longitudinal theme. A significant portion of each track is composed of experiential training, which allows the student to combine traditional methods such as listening, reading and observing with firsthand immersion.

The Longitudinal Programs currently available:

- Longitudinal Chronic Care Course (LC3) – For the duration of the program (normally four years), students are paired with a patient living with a chronic disease to experience healthcare through their patient’s eyes.
- Lifestyle Medicine - Students acquire skills in nutrition, exercise and stress management education through innovative hands-on training.
- Global Health - Students have the opportunity to gain an understanding of why global health initiatives have the potential to reduce poverty, build stronger economies and promote peace.
- Rural Health –Students participate in an innovative approach to learning about issues pertinent to the practice of medicine and addressing issues of population health in rural and/or underserved communities. (Track currently available only on the COMP-Northwest campus)

Additional Longitudinal tracks are currently in development; therefore, the above list may not represent all tracks offered during the 2016-2017 academic year.

For additional information, please visit the [Longitudinal and Experiential Learning](#) website.

COMP²

The Neuromusculoskeletal Medicine/Osteopathic Manipulative Medicine (NMM/OMM) Department offers the COMP² program for students who are interested in gaining additional exposure to the distinct osteopathic approach to patient care. This program emphasizes osteopathic principles and philosophy in a clinical context, the indications and contraindications of OMT as a treatment modality, and the proper application of OMT in those individuals for which it is indicated. The program includes shadowing of the NMM/OMM faculty, NMM/OMM preceptors in the community, Student Osteopathic Manipulative Medicine Clinical Education Program (SOMMCEP) 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/COMP-Northwest faculty as a recommended resource for the courses Osteopathic Principles and Practice (OPP) I-IV in addition to future clinical practice. For additional information, please contact the Department of NMM/OMM.

NMM/OMM Pre-Doctoral Teaching Fellows

The NMM/OMM Pre-Doctoral Teaching (PDT) Fellowship Program is a scholarship program. Second year osteopathic medical students in good academic and professional standing are eligible to apply for this program. It is a twelve-month training program integrated within the student's third and fourth clinical clerkship years. An additional year is added to the student's osteopathic medical training to accommodate his/her clinical clerkship and fellowship obligations. The fellowship program affords students the opportunity to teach the science and art of osteopathic principles and practice (OPP). It also allows the interested student to practice and perfect his/her skills while working under supervision of experienced osteopathic physicians.

The goals of the fellowship program are to develop future osteopathic physicians who:

- Effectively teach applications of osteopathic philosophy and principles in practice.
- Have advanced skills in osteopathic diagnosis and osteopathic manipulative treatment (OMT).
- Contribute to advancing the discipline of NMM/OMM through education, research and clinical practice.
- Demonstrate exceptional leadership skills.

The NMM/OMM PDT Fellows are respected members of the teaching, research and service team in COMP/COMP-Northwest's NMM/OMM Department. The position requires a strong commitment to the NMM/OMM Department faculty, peers, patients, and to the students who depend heavily upon the Fellows' assistance and expertise. For additional information on the NMM/OMM PDT Fellowship Program, please contact the Department of NMM/OMM or visit their [website](#).

Additional Degrees

For DO students interested in obtaining an additional degree during the course of their professional training, both the Graduate College of Biological Sciences (GCBS) and the College of Allied Health Professions (CAHP) offer degrees that may augment the student's learning experience. Examples of those degrees include the Master of Science in Biomedical Sciences (MSBS) degree offered through the GCBS or the Master of Science in Health Sciences (MSHS) degree offered through the CAHP. COMP/COMP-Northwest will work with students interested in pursuing those degrees on optimal timing to fulfill degree requirements for both programs. For information regarding either degree, please consult the [GCBS MSBS](#) or the [CAHP MSHS](#) website.

Master of Science in Health Sciences

Students selected to become NMM/OMM Pre Doctoral Teaching Fellows are also eligible to enroll in the NMM/OMM Teaching Fellowship track of the Master of Science in Health Sciences degree offered within the College of Allied Health Professions. Students interested in completing the MSHS program while enrolled in COMP/COMP-Northwest should visit the [MSHS website](#) for additional information on application requirements, deadlines and tuition/fees.

Personal Competencies for Admission and Matriculation

A candidate for admission to COMP/COMP-Northwest'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 graduate medical education (GME). 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 student must be able to consistently, quickly and accurately integrate all information received by whatever sense(s) employed. In addition, he or she must have the intellectual ability to learn, analyze, synthesize and apply various types of information in a self-directed manner within 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/Accommodation and Resource Center \(CDHP/AARC\)](#) website. 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. COMP/COMP-Northwest 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. Reasonable accommodations may be provided for the visually impaired.

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 students and osteopathic 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. The NMM/OMM Department may provide certain accommodations specific to Osteopathic Principles and Practice to students who have been evaluated and meet the criteria for such accommodations. CDHP/AARC should receive a copy of the approved accommodations by NMM/OMM to keep on file. All others will be referred to the [Harris Family Center for Disability and Health Policy/Accommodation and Resource Center \(CDHP/AARC\)](#) website or to COMP/COMP-Northwest administration in accordance with college and university policies.

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 the respective state's Department of Public Health requirements and exhibit exemplary commitment to the rights and integrity of all parties in the education of health care professional students, COMP/COMP-Northwest 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 the Student/Employee Health Coordinator at stu-emphealth@westernu.edu.

Admissions Policies and Procedures

COMP/COMP-Northwest 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 an osteopathic physician. Therefore, the College employs a holistic approach in which non-academic criteria are also important in making the selection. COMP/COMP-Northwest 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.

Non-Discrimination Policy

In accordance with all applicable federal, state and local laws, Western University of Health Sciences (WesternU) is committed to ensuring a campus community free from unlawful discrimination. Accordingly, WesternU prohibits unlawful discrimination on the basis of race, color, national or ethnic origin, religion or religious creed, sex or gender (including gender identity or expression), marital status, sexual orientation, disability, age, genetic information, military or veteran status, or any other characteristic protected under applicable law, in the administration of its programs or activities. WesternU also prohibits unlawful harassment, including Sexual Harassment. Lastly, WesternU is committed to providing equal access to and equal opportunities to all members of its campus community in accordance with all applicable laws.

This non-discrimination policy applies to applicants, students and alumni. Additional nondiscrimination information can be found in the Nondiscrimination, Anti-Harassment and Anti-Retaliation Policy, located in the University Catalog.

Minimum Application Requirements

The application requirements shown in this catalog apply to applicants who are seeking entry for the 2017/2018 academic year. Current admission and application requirements for the DO program, including prerequisite coursework requirements, can be located on the [Prospective Student](#) website.

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

- Minimum science or overall grade point average of 2.50.
- Completion of a minimum of 90 semester units leading to a baccalaureate degree.

Minimum Enrollment Requirements

- Completion of a baccalaureate degree from a regionally accredited institution or an institution that is recognized by the United States Department of Education. Degree must be conferred prior to matriculation or via a COMP/COMP-Northwest linkage program.

- Completion of one academic year (or its equivalent) in English, biology, physics, inorganic chemistry, organic chemistry and behavioral sciences.
- Medical College Admission Test (MCAT)
- One semester of biochemistry and of genetics is highly recommended.
- COMP/COMP-Northwest does not accept alternative educational experiences or professional training to meet admissions requirements.

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 by January of the entering year; scores older than three years are not considered. Please see the [Prospective Student](#) website for further admissions information.

AACOMAS and Secondary Applications

COMP/COMP-Northwest participates in a centralized application service through the [American Association of Colleges of Osteopathic Medicine Application Service \(AACOMAS\)](#). Individuals interested in applying to COMP/COMP-Northwest can click on the "Applicants" area of this website for information and application instructions. Applicants complete the AACOMAS online application and AACOMAS will submit it to COMP/COMP-Northwest 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. AACOMAS takes no part in the evaluation or selection of applicants and does not review applications to determine if completed correctly. COMP/COMP-Northwest conducts a review of the AACOMAS applications received, and selected applicants may be requested to complete the electronic secondary application and supporting documents for consideration by the Admissions Committee. For information on application, please refer to the [Prospective Student](#) Website.

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

Applicants with Foreign Coursework

Applicants must report coursework completed outside the United States and 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 course evaluation must be sent directly to AACOMAS from the evaluation service.

International Students

Applications from international students are eligible for consideration for admission to the Pomona campus only. International applicants are required to meet all requirements for admission. For a complete

list of admissions requirements, please refer to our [Apply Now](#) section of the Prospective Student website.

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 COMP/COMP-Northwest's academic requirements for granting a Doctor of Osteopathic Medicine degree. Foreign medical graduates are not eligible to apply for advanced standing into the COMP/COMP-Northwest program.

For detailed information, please visit the [International Students](#) website.

Acceptance Deposit

Applicants accepted at COMP/COMP-Northwest must pay a non-refundable "acceptance" deposit of \$2,000 in two equal installments until February 1. After February 1, a single \$2,000 deposit is required. For detailed information on acceptance deposits, please visit the [Prospective Student](#) website.

Criminal Background Check

Upon acceptance of an offer of placement in the class, all candidates are required to provide proof of a criminal background check as detailed on the [Prospective Student](#) website. The background check will be reviewed by COMP/COMP-Northwest. Candidates found to have not met the Standards of Academic Integrity, Professionalism and Student Conduct as outlined in the University and COMP catalog may be subject to rescindment of the offer of admission.

Additionally, any accepted student who has established residency outside of the United States within the past 7 years, regardless of citizenship, must submit an International Background Check.

Deferred Admission

Deferred admission is considered by the Executive Director of Admissions on behalf of the Admissions Committee on a case-by-case basis, and may be granted for one year only.

Transfers from Other Schools

Transfer applications from students studying at United States schools accredited by the American Osteopathic Association (AOA) Commission on Osteopathic College Accreditation (COCA) or by the American Association of Medical Colleges (AAMC) Liaison Committee on Medical Education (LCME) will be considered on a case-by-case basis. It is the policy of COMP/COMP-Northwest that all potential transfer students meet the admissions and pre-matriculation criteria as defined on the [Prospective Student](#) website. COMP/COMP-Northwest does not accept alternative educational experiences or professional training to meet transfer criteria. The Office of Academic Affairs will conduct a review of the transfer candidate's transcript to determine what credit will be granted for prior coursework completed at the previous COCA or LCME accredited institution. Upon transfer, students must then fulfill all graduation requirements as identified by COMP/COMP-Northwest.

All transfer students must complete at least 50% of the educational program at COMP/COMP-Northwest. Please see the [Transferring into WesternU](#) page on the Prospective Student website for detailed transfer requirements and instructions.

Registration

All WesternU students are required to register by the registration deadlines specified by the University Registrar. Registration dates are posted on the [Registrar's Office](#) website. 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 the final transcript(s) from all colleges/universities attended and a physical examination with documentation of required immunizations (if applicable) prior to registration are additional requirements for incoming students.

Registration Late Fee Appeals

If you are assessed late fees for a registration period, you may submit an appeal to the Registrar. For additional information on the appeal process, please see the [Registration Late Fees](#) page on the Registrar's Office website.

Student Health Insurance Requirement

All full-time students at Western University of Health Sciences are required to have active health insurance while enrolled. All students are automatically assessed half of the entire year's insurance premium and will be enrolled in the student health insurance plan until they submit proof of coverage that meets the University's requirements. For additional information on student health insurance requirements and/or waiving out of the student health insurance plan, please see the [Student Health Insurance](#) page on the Registrar's Office website.

New Student Orientation/Welcome Week

Attendance at all Welcome Week activities is mandatory for all incoming first-year and repeating students. Failure to attend any required part of Orientation/Welcome Week without prior approval from the Office of Student Affairs may result in the rescindment of the offer of acceptance. Intensive Summer Anatomy Course students and students who have already matriculated such as repeating students must receive permission from the Office of Student Affairs to be absent for any portions of Welcome Week, including presentations they may have previously attended. Students who do not meet this requirement will be referred to the Student Performance Committee and may be subject to dismissal.

Student Initiated Changes in Enrollment Status

Leave of Absence

A student may request a Leave of Absence (LOA) with the occurrence of a medical emergency or illness, personal issues, financial hardship, or military service. Students must be in good academic standing to be eligible for a Leave of Absence. Students may request an LOA through the [Time-Off Request \(TOR\) form](#) via SharePoint.

Students requesting an LOA are required to continue monitoring their WesternU email so that no information or deadlines are missed prior to their return to COMP/COMP-Northwest. Students must also consult with the Office of Financial Aid regarding the impact of their LOA on any outstanding student loans. Students on LOA are not covered by WesternU's accident, liability or malpractice insurance during the time of leave. A notation regarding the LOA will appear on the student's academic transcript if the

LOA is greater than 30 days in length during the pre-clinical curriculum and 45 days in length during the clinical curriculum.

For additional information on the University's Leave of Absence policy, please see 'Student Initiated Changes in Enrollment Status' in the University Catalog, General Academic Policies and Procedures section.

Transfer to another College of Medicine

If a student in good academic standing wishes to transfer to another medical school, the student may request the transfer by sending a letter to the Dean 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 medical college, this hardship should be clearly documented in the petition to the Dean.

Withdrawal from University/Academic Program

Matriculation at the University is a privilege granted in consideration of specified levels of performance and of maintaining the established standards of scholarship and personal and professional conduct. The University reserves the right to require withdrawal at any time it deems necessary to safeguard its standards of scholarship, conduct and orderly operation. The student concedes this right by act of matriculation. For additional information on withdrawing from the DO program, please see 'Student Initiated Changes in Enrollment Status' in the University Catalog, General Academic Policies and Procedures section.

Full-Time/Part-Time Status

All DO 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 six (6) years from the date of matriculation to the program. Students who are unable to meet the 6-year time limit for the DO program may be subject to administrative withdrawal.

Tuition and Fees

By action of the Board of Trustees, DO tuition and fees for the 2016-2017 academic year (subject to change) are as follows:

\$54,930.00	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 Check (Approximate)
\$100.00	Audience Response System Device
\$575.00 - \$1,500.00	Medical Equipment
\$1,500.00 - \$2,800.00	Required Laptop Computer
\$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
\$615.00	COMLEX-USA Examination Level 1 and 2CE*
\$1,295.00	COMLEX-USA Examination Level 2PE*
\$50.00	Discipline Specific Shelf Examination Remediation (Each)
\$150.00	Discipline Specific OSCE Remediation (Each)
\$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 Fee
\$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-USA Fees: COMP/COMP-Northwest requires students to take and pass all sections of the National Board of Osteopathic Medical Examiners (NBOME) COMLEX-USA Level 1 and Level 2 CE and PE 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-USA fees.

Modified Curriculum/Repeated Coursework Tuition Rates

Students enrolled in a modified DO curriculum or who are directed to repeat one or more courses but not the entire academic year are charged a per credit hour tuition rate. This rate is calculated by dividing the total credit hours required for a class year by the annual tuition. The per credit hour rates for 2016/2017 are shown below:

\$915.50	DO Year 1 Modified Curriculum Per Unit Charge
\$947.07	DO Year 2 Modified Curriculum Per Unit Charge
\$1,017.22	DO Year 3 Modified Curriculum Per Unit Charge
\$1,408.46	DO Year 4 Modified Curriculum Per Unit Charge

Computer Technology

Each COMP/COMP-NW student is required to have a laptop computer that meets the specifications outlined on: <http://www.westernu.edu/computing/computing-students/>.

The laptops will be used for e-mail communication with classmates and faculty, for accessing computer- and server-based course information, instructional software, online bibliographic databases, electronic bibliographies, and for participating in course exercises/activities/exams. Computers will be needed by students on campus as well as at their local residences and when rotating in off-campus courses/rotations; therefore, laptop computers are required instead of desktop models.

Clinical Rotations Expenses

During the OMS III year, students are required to return to their respective home campus (Pomona, CA or Lebanon, OR) 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 for 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 (OMS IV students only), 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 a post-rotation discipline-specific shelf examination will be permitted to take the examination for a second attempt. If the student fails the second attempt, they may be required to meet with the Student Performance Committee (SPC) and they may be placed on Academic Suspension until the examination is successfully repeated. Students authorized to make a third attempt will be assessed a fee of \$50 for each shelf examination taken. If a student's shelf examination is not completed within ninety days (90), he/she may be referred to the SPC. A student who fails the shelf examination on the third attempt may fail the rotation, must present before the SPC and may be required to repeat a rotation in the same discipline in its entirety.

Students who fail a post-rotation discipline-specific Objective Structured Clinical Examinations (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 an OSCE on the second attempt may 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 examination is not completed within 90 days he/she may be referred to the SPC. A student who fails the OSCE examination on the third

attempt may fail the rotation, must present before the SPC and may be required to repeat a rotation in the same discipline in its entirety.

Requirements for the discipline specific shelf exam include on-time arrival, picture ID and laptop including Ethernet cables. Students who do not meet these requirements will fail the first attempt for the discipline specific shelf examination and are subject to the same repeat requirements as previously outlined. Additionally, it is highly suggested that the students bring power cords to assure computer functioning throughout the duration of the examination.

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

SonoSim

SonoSim is a required hardware and software package that provides clinical ultrasound training. It provides integrated hands-on ultrasound training, didactic instruction and assessment. SonoSim provides access to patients, on-demand. SonoSim has the world's largest library of actual patient cases with a broad spectrum of normal and very pathologic conditions. The technology provides ultrasound training with immediate probe-positioning guidance and expert feedback while scanning real-patient cases. SonoSim will be integrated throughout the first and second year curriculum, and be part of the 3rd year ECM course and Didactic weeks. The current annual cost of SonoSim is estimated at \$550.00, but is subject to change or may vary with state tax. For the current cost, please contact the University Bookstore.

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 (accessible to COMP/COMP-Northwest students only).

Student's Rights and Responsibilities

Students have the right to have support and assistance from COMP/COMP-Northwest in maintaining a climate conducive to thinking and learning. University teaching reflects consideration for the dignity of students and their rights as persons. Student or faculty 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, ethnicity, color, sex, gender, religion, national origin, creed, age, disability, veteran status, sexual orientation or socioeconomic 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
- Unreasonable requests 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 Freedom

COMP/COMP-Northwest seeks to maintain and encourage the principles of academic freedom. The principle of academic freedom upholds the ability of students and faculty to express themselves in speech, writing and electronic communication without fear of censorship or sanction: unless the expression violates individual rights. Please refer to the WesternU [Faculty Handbook](#) section titled 'Principles of Professional Conduct and Academic Freedom' for faculty specific information.

Academic Advisement

COMP/COMP-Northwest students on both campuses 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 \(Pomona\)](#) or [Office of Student Affairs \(Lebanon\)](#), cc their new advisor, and request that their advisor on record be officially changed (alternatively they can submit an Open Ticket Response System (OTRS) ticket). The Office of Student Affairs is also happy to make advisor recommendations if the student is not sure whom to select. If a faculty member wishes to change advisees, he/she should email the [Office of Student Affairs \(Pomona\)](#) or [Office of Student Affairs \(Lebanon\)](#), to request that the student in question be assigned to another advisor.

Office of Career and Professional Development

The objective of the Office of Career and Professional Development (OCPD) is to provide students with the information, resources and experiences necessary to make good career decisions on specialty choice and to be successful in the residency match. Career development is a lifetime process of self-assessment, career exploration, career-decision making and implementation. In order to assist students through this process, COMP/COMP-Northwest has developed excellent resources utilizing technology, faculty advisors, career seminars and student interest groups. The ultimate goal is to provide a high quality individualized holistic approach in professionally developing each individual to his/her long-term career goal.

In addition to the support provided through the faculty advisor program, students also have access to the career-advising resources through the OCPD. This office is designed to provide the necessary resources to ensure medical students' success in board preparation and residency placement. The services provided include:

- Personal brand development
- Medical specialty advising and selection
- Curriculum vitae preparation
- Personal statement development
- Letters of recommendation strategy
- Medical Student Performance Evaluations
- Residency preparation through Electronic Residency Application System (ERAS)
- Mock interviews and communication strategies
- Pre- and post-residency activities (Scramble/SOAP assistance, Match Celebration)

Faculty development sessions are provided to guide faculty advisors to mentor their students effectively. The faculty workshops include the spectrum of services provided for students, as well as advanced mentoring strategies for medical licensure examination preparation, guiding students through the residency timeline and training program placement.

The OCPD and its services are promoted through integrated curricular sessions throughout the pre-clerkship period, and through didactic sessions in the clerkship years.

The OCPD contact information is:

- comppomonacareer@westernu.edu (COMP-Pomona)
- compNWcareer@westernu.edu (COMP-Northwest-Lebanon)

General Academic Policies and Procedures

AOA Nomenclature

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.

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 curricular activities 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 5 minutes after the scheduled time or take the examination at an alternate time without permission from the Office of Student Affairs. An unexcused absence from an examination is grounds for summary failure (a score of zero) for that examination.

COMP/COMP-Northwest recognizes that occasionally a student must miss a mandatory curricular activity due to a required or unavoidable circumstance. If a student needs to be excused for any length of time, the request must be submitted using the Time-Off Request (TOR) Form via SharePoint.

Unexcused absences will be viewed as violations of the Standards of Academic and Professional Conduct outlined in the University Catalog. The Office of Student Affairs will monitor students with frequent absence requests to ensure optimal academic performance. The Office of Student Affairs may limit excused absence privileges if deemed necessary.

Excused Absences for Extracurricular Activities

Students who meet all of the following criteria may be excused from required curriculum for certain extracurricular activities such as professional conference travel:

- In good academic standing (Not on academic probation and passing all courses)
- Received no more than two course/system grades $\leq 75\%$ in the current and previous semester combined
- Submitted the Time-Off Request (TOR) form no less than thirty (30) days prior to departure
- Activity does not fall on a blackout date (see [SharePoint](#) for dates)

Students, whose travel is financially supported by any university entity, must also submit a [Student Travel Notification Form](#) through the Office of University Student Affairs.

Excused Absence Documentation

Time-Off Requests can only be considered if the appropriate submitted documentation covers all dates for which the student plans to be absent. Students may scan or take a high quality photo/screenshot of the necessary documentation. The type of required documentation is determined by the nature of the absence and is reviewed by the Office of Student Affairs. Examples include, but are not limited to:

- A doctor's note (must include your name and date of absence) (appointment reminders not accepted)

- A photo of hospital armband, or hospital bill for self or family member
- A program for an immediate family member's wedding, funeral, religious ceremony or graduation
- A registration receipt when attending a health professional or leadership conference
- A [screenshot](#) of your email invitation for a residency interview (showing the date)
- A [screenshot](#) showing your name and the date you're taking the COMLEX
- A receipt for car problems like the purchase of a car battery or confirmation of a tow

If a Request for Time-Off Form for a non-planned absence is submitted without the required documentation, the student has 48 hours (from the start of the absence) to go back into SharePoint and attach the appropriate documentation to the request. An absence may not be approved if documentation is received late, so the student should be diligent about obtaining and uploading the necessary paperwork as soon as it is available.

Please note that if the student is requesting a partial day in conjunction with another partial or full day (or days), they must submit a separate request for the partial day. The reason for this is that within SharePoint, the student cannot indicate which day is the partial day. Therefore, if the student requests 1.5 days off, but only submits one TOR, it will appear that the student is taking 2 days off.

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 Time-Off Request (TOR) Form and all necessary documentation must be submitted no less than 30 days prior.

Unplanned absences (known just prior to the curricular activity): Examples include acute personal illness, a traffic accident, acute illness or death of a family member. The Time-Off Request (TOR) Form should be submitted by the end of the scheduled curricular activity. Acute emergent events where the TOR cannot be submitted in this timeframe will be reviewed on a case-by-case basis by the Office of Student Affairs. If documentation is not available at the time, the TOR is submitted, it must be uploaded to the TOR prior to the scheduled make-up opportunity or within 48 hours (whichever comes first). Click "update" after attaching the document to notify the Office of Student Affairs that it is ready for review. Requests may not be approved if documentation is received after 48 hours.

For additional information including response time and specific information for pre-clinical and clinical students, please refer to the Time-Off Request section of the OSA SharePoint site. (Available only to currently registered students.)

Make-Up Work

Please note that while make-up work is usually offered for examinations and practicals, some courses have established procedures for missing a class or a quiz (e.g., the lowest quiz grade is dropped) in which case no make-up is offered even if the absence is excused. In other cases, make-up work is not possible

due to the nature of the activity. If you are concerned about whether make-ups will be offered for the assignments you will miss during your approved absence, consult the course syllabus.

If a make-up opportunity is not offered during the course, and at the end of the course the student finds that the points earned for an activity that occurred during the approved absence could make the difference between honors and pass or pass and fail, the student may contact the Office of Academic Affairs via the [OTRS Student Portal](#) to inquire if a make-up opportunity can be provided. If the activity occurred in Essentials of Clinical Medicine (ECM), Osteopathic Principles and Practice (OPP) or Interprofessional Education (IPE), the student must contact the respective department instead of the Office of Academic Affairs.

The timeframe for make-up examinations is determined by the Course Director in conjunction with the Office of Academic Affairs. Make-up examinations are scheduled no more than 72 hours after the original test date. If a student is unable to complete the make-up opportunity at the scheduled time, the student must submit a [Time-Off Request \(TOR\) Form](#) for the date and time of the make-up opportunity. If the student is granted an excused absence for the make-up examination, they will receive an incomplete in the course and will be given the opportunity to complete the examination at the end of the academic year. If the student does not request an excused absence prior to the make-up examination, they will be subject to the conditions of an unexcused absence and referred to the Student Performance Committee.

If approved for conference travel, students are eligible for make-up work if the activity occurred during the approved time away from campus. Depending upon conference length and examination timing, students may also request to be excused from taking an examination that occurs immediately after return from the approved conference. As with the actual conference dates, students must also submit, no less than thirty (30) days prior to departure, a second [Time-Off Request \(TOR\) Form](#) for the examination day. Blackout dates apply – see [SharePoint](#) for dates. If approved, the student is only excused for the examination itself and must attend all other curricular activities for the day.

Additional details regarding clinical curricular absences can be found in the Clinical Education Manual.

Academic Requirements for Student Government

Students must maintain a percentage grade of 75% or above in all courses in order to apply for and maintain eligibility for the Student Government Association roles of President, Vice President and Curriculum Representative. This requirement began with the class of 2019. All Class Officers are strongly encouraged to connect early on and consistently with the Director/Assistant Dean of Student Affairs and LEAD Specialists for coaching and support.

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. Examinations will be administered in the form of a computer-based examination, paper examination, practical examination and/or oral examination. 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. No additional time will be granted for the student's time out of the examination room.

Once a student turns in their examination and leaves the examination room, he or she will not be permitted to re-enter the room until the examination is complete. All student belongings, except those

required for the examination, will be kept in the front of the room. No food or drink (except bottled water) will be allowed during examinations.

Students who miss an examination with a documented TOR may not be in or near the designated testing area during or immediately following the examination period. Students who violate this may be considered as demonstrating academic dishonesty and may be subject to referral to the Student Performance Committee.

Violations of Examination Policies

Cheating, or actions that give the appearance of cheating, will not be tolerated. Students are not to discuss examination questions with other students during any examination or any other assessment curricular activity, whether it is administered all at once, in segments, or over extended periods. Additionally, students are not allowed to discuss the examination with those who have not yet taken the examination.

If an examination proctor observes a student behaving in a way that could be perceived as cheating, immediately following the examination, the proctor has the authority to refer the situation to the Office of Academic Affairs, which may ultimately result in the student being referred to the Student Performance Committee.

If a student suspects a violation during an examination, he or she is responsible to report this to the proctor in accordance with the honor code. Students are not authorized to intervene directly.

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 achieved during that process, the matter should then be addressed with 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/Director for Student Affairs, followed by the Dean, in that order. If the matter has not been resolved at those levels, the final arbiter is the Provost/COO.

When an incident arises involving a student and faculty member, the first step in the issue/dispute resolution process is discussion between the student and faculty member. If a satisfactory resolution is not achieved during that process, the matter should then be referred to the Department Chair, Assistant Dean/Director for Student Affairs and then the Dean, in that order. The final arbiter is the Provost/COO.

When an incident arises involving a student and staff member, the dispute resolution process begins with the Supervisor/Department Chair, Assistant Dean/Director for Student Affairs followed by the Dean, in that order. The Office of Human Resources 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.

Licensing Examinations

Comprehensive Osteopathic Medical Self-Assessment Examination (COMSAE)

COMP/COMP-Northwest administers a mock examination called the COMSAE Phase One. This examination is integrated into the second-year curriculum. The COMSAE is designed to gauge the base of the student's knowledge and ability as they prepare to take the COMLEX-USA Level 1 examination. COMP/COMP-Northwest may use the results of this examination to determine if the student is at risk for

eventual COMLEX-USA Level 1 failure. The inability to achieve a minimum score on the COMSAE, as determined by the Office of Academic Affairs, may result in a delay in sitting for the COMLEX-USA Level 1 examination until the student meets the minimum requirement established by the College. This may delay the start of the Clinical Education phase of the curriculum (core and elective rotations) and/or potentially prevent the student from advancing in the curriculum. Students who do not achieve the minimum score on the COMSAE within the recommended timeframe may be required to meet with the Student Performance Committee.

COMLEX-USA (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 critical milestones toward obtainment of the DO degree. Requirements for a candidate to take the COMLEX-USA Level 3 include passing all other COMLEX-USA examinations as mentioned thus far and graduation from an osteopathic medical school accredited by the COCA. Traditionally, COMP/COMP-Northwest students perform well on all levels of the COMLEX-USA examinations. Details can be found on the [Academic Outcomes](#) website.

NBOME/USMLE Testing Accommodations

If a student requires ADA accommodations, they must contact the NBOME/USMLE directly. Accommodations provided by the University do not guarantee that accommodations will be provided by the NBOME or USMLE. Students who request test accommodations for any NBOME or USMLE examination are encouraged to contact the CDHP/AARC as early as possible for assistance.

The Commission on Osteopathic Colleges Accreditation Standards mandates that all students must take and pass the National Board of Osteopathic Medical Education (NBOME) COMLEX-USA Level 1 and COMLEX-USA Level 2 (CE & PE) prior to graduation (www.osteopathic.org). COMP/COMP-Northwest's policy regarding COMLEX-USA is as follows:

COMLEX-USA Level 1

- Students must take COMLEX-USA Level 1 prior to the start of Introduction to Clinical Education in June. Students completing remediation or incomplete coursework may be granted additional time: however, all students must have completed COMLEX-USA Level 1 prior to the start of the third year September Didactic Week. Any exception to this deadline must be approved in advance by the Associate Dean for Academic Affairs or their designee. COMP/COMP-Northwest Administration will review the record of any student failing to meet this deadline. Failure to adhere to this deadline may result in the student being referred to the Student Performance Committee.
- A student who fails the first attempt of the COMLEX-USA Level 1 is required to immediately contact his or her Academic Advisor, the Associate Dean for Academic Affairs or their designee, and the Learning Enhancement and Academic Development (LEAD) Office.
- A student who fails COMLEX-USA Level 1 for the second time will be removed from rotations and placed on Academic Suspension. The student will be required to meet with the Student Performance Committee to discuss his/her continuation in the program and to decide whether a third attempt is justified. If granted permission to take COMLEX-USA Level 1 a third time, the student will remain on Academic Suspension until a passing score is recorded.

- A student who fails COMLEX-USA Level 1 three times will be required to appear before the Student Performance Committee and is subject to dismissal.
- All students retaking COMLEX-USA Level 1 are expected to take each examination attempt within 90 days of notification of a failed examination 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 or their designee.

COMLEX-USA Level 2 CE

- Students must demonstrate successful completion of all Didactic Week discipline specific shelf examinations in order to take the COMLEX-USA Level 2 CE.
- Students must take COMLEX-USA Level 2 CE by September 1 of the OMS IV year. Students unable to meet this deadline, such as off-track students, may be granted additional time; however, all students must take the COMLEX-USA Level 2 CE no more than 60 days after the completion of the OMS III curriculum. Any exception to this deadline must be approved in advance by the Associate Dean for Academic Affairs or their designee. If a passing score is not documented by January 15 of the match year, the student will not be verified by the Registrar to participate in the match process.
- COMP/COMP-Northwest 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-USA Level 2 CE examination is taken.
- Students may request, via the [Time-Off Request \(TOR\) Form](#) on SharePoint, up to a 24-hour excused absence from rotations to take COMLEX-USA Level 2 CE.
- A student who fails his or her first attempt of COMLEX-USA Level 2 CE is required to immediately contact his or her Academic Advisor, the Associate Dean for Academic Affairs or their designee, and the Learning Enhancement and Academic Development (LEAD) Office.
- A student who fails COMLEX-USA Level 2 CE for the second time will be removed from rotations and placed on Academic Suspension. A second COMLEX-USA Level 2 CE failure places a student at risk for delayed graduation, inability to participate in the Match, and on-time start of residency (if applicable). The student will be required to meet with the Student Performance Committee to discuss his/her continuation in the program and to decide whether a third attempt is justified. If granted permission to take COMLEX-USA Level 2 CE a third time, the student will remain on Academic Suspension until a passing score is recorded.
- A student who fails COMLEX-USA Level 2 CE three times will be required to appear before the Student Performance Committee and is subject to dismissal.
- All students retaking COMLEX-USA Level 2 CE are expected to take each examination attempt within 90 days of notification of a failed examination 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 or their designee.

COMLEX-USA Level 2 PE

- The student must demonstrate successful completion of all Didactic Week discipline specific OSCEs in order to take the COMLEX-USA Level 2 PE.
- Students must take COMLEX-USA Level 2 PE by November 1 of the OMS IV year. Students unable to meet this deadline, such as off-track students, may be granted additional time; however, all students must complete the COMLEX-USA Level 2 PE no more than 120 days after the completion of the OMS III curriculum. Failure to meet this deadline may result in the student being removed from rotations and placed on Academic Suspension until the COMLEX-USA Level 2 PE examination is taken. Any exception to this deadline must be approved in advance by the Associate Dean for Academic Affairs or their designee. If a passing score is not documented by January 15 of the match year, the student will not be verified by the Registrar to participate in the match process.
- The COMLEX-USA 2 PE is offered at the NBOME testing sites in Conshohocken, Pennsylvania and Chicago, Illinois. Students may request, via the [Time-Off Request \(TOR\) Form](#) on SharePoint, up to a 72-hour excused absence from rotations to take COMLEX-USA Level II PE.
- A student who fails his or her first attempt of COMLEX-USA Level 2 PE is required to immediately contact his or her Academic Advisor, the Associate Dean for Academic Affairs or their designee, and the Learning Enhancement and Academic Development (LEAD) Office. The Student Performance Committee may be notified and the student may be required to present before the Student Performance Committee. The student may 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-USA Level 2 PE for the second time will be removed from rotations and placed on Academic Suspension. A second COMLEX-USA Level 2 PE failure places a student at risk for delayed graduation, inability to participate in the Match, and on time start of residency (if applicable). The student will be required to meet with the Student Performance Committee to discuss his/her continuation in the program and to decide whether a third attempt is justified. If granted permission to take COMLEX-USA Level 2 PE a third time, the student will be required to participate in a second individualized remediation plan that will include practice sessions under the direction of the Standardized Patient Program and upon return to the curriculum, potentially assigned rotations designed to increase the student's clinical skills. The student will remain on Academic Suspension until a passing score for the COMLEX-USA Level 2 PE is recorded.
- A student who fails COMLEX-USA Level 2 PE three times will be required to appear before the Student Performance Committee and is subject to dismissal.
- All students retaking COMLEX-USA Level 2 PE are expected to take each examination attempt within 90 days of notification of a failed examination 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 or their designee.

United States Medical Licensing Examination (USMLE)

While the United States Medical Licensing Examination (USMLE) series is not a requirement for graduation from COMP/COMP-Northwest, it is recognized that this examination may potentially be beneficial toward the achievement of career objectives for some students. As such, students who take these examinations

may be granted time-off through the same process as described for the COMLEX-USA series. Should a student require time off for the USMLE Step 1, Step 2 CK or Step 2 CS, submit a TOR through the Office of Student Affairs SharePoint site. Students who are deciding whether this examination may be of benefit to their future career objectives are encouraged to consult with the Office of Career and Professional Development.

Graduate Medical Education

Graduation from COMP/COMP-Northwest with a DO degree does not guarantee placement in a residency or eventual licensure. Obtaining a graduate medical education (GME), position, commonly known as internship or residency, is dependent upon many factors. GME 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 GME position. This primarily occurs through the National Matching Services (NMS) either 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). Students are required to comply with all policies and requirements of the Match. 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/COMP-Northwest. Some students obtain a position outside of one of the two main matches listed above. Examples include the Supplemental Offer and Acceptance Program through the NRMP and the scramble process. Upon acceptance of a contract for a GME position, a student is considered to have entered a binding contract. Any breach of that contract will be considered a violation of professional standards. Should a student breach their contract, they will be referred to the Student Performance Committee and may be subject to dismissal.

COMP/COMP-Northwest upholds the highest standards for compliance with the Match. As such, all students must be certified by the Registrar to participate in the Match. In order to be eligible for the Match, students must demonstrate that all program requirements will be completed by July 1 of the year of Match participation. Additionally, students must demonstrate they have successfully passed all COMLEX-USA examinations by January 15 of the matching year or their Rank Order List will not be verified by the Registrar.

Traditionally, COMP/COMP-Northwest students are very successful in residency placement. Placement data can be found on the [Academic Outcomes](#) website.

Standards of Academic Integrity, Professionalism and Student Conduct

The University Standards of Academic Integrity, Professionalism, and Student Conduct, can be located in the University section of the 2016/2017 catalog. The standards outlined below are in addition to those outlined in the University Catalog. Students are expected to be aware of, and abide by, both University and College policies.

During Welcome Week, all first year students will sign a copy of the Student Honor Code and Student Code of Ethics. By signing this document, students acknowledge that their entry into the study of osteopathic medicine joins them to a profession that conducts itself according to a long-standing moral and ethical code. Further, students affirm that they will strive in all efforts to meet these standards for the betterment of the profession and the patients it serves. Students will be prompt, successfully perform their academic coursework and comport themselves in a professional manner.

Student Honor Code

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

Student Code of Ethics

The following code of ethics will be adopted by every COMP/COMP-Northwest 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 COMP/COMP-Northwest 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 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, ethnicity, color, gender, religion, national origin, creed, age, disability, veteran status, sexual orientation 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 conduct myself in a professional manner with faculty, staff, and other employees of COMP/COMP-Northwest and members of any institution affiliated with COMP/COMP-Northwest.
- 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 that I believe are unethical or beyond the level of my training.
- I have the right not to be harassed and not to 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.

Standards of Academic Progress

Satisfactory academic progress is defined as passing all courses and maintaining a cumulative numeric score of at least 70% for each of the four academic years. 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 within six years from the date of matriculation. Professional conduct is defined by the Student Honor Code and the Student Code of Ethics. Students perceived by faculty, administration or colleagues to be in violation of these standards will be referred to the Student Performance Committee.

Student Performance Committee (SPC)

The Student Performance Committee (SPC) shall consist of ten (10) voting members. The voting members shall consist of five (5) faculty members on each campus appointed by the Dean. Non-voting, ex-officio members shall consist of the following: a representative from the Office of Student Affairs, a representative from the Department of Clinical Education, a representative from the Department of Preclinical Education, and the Director of the LEAD Office. The Chair of the Committee shall be appointed annually by the Dean. The Committee will meet at the request of the Chair/Vice-Chair. For purposes of creating a quorum, the committee Chair or Vice-Chair may be counted. A quorum will consist of one more than half of the ten (10) voting members of the committee (i.e., 6 voting members). In the event that an urgent meeting is required, SPC members from COMP or COMP-Northwest can meet as a separate committee based on location. The quorum for this type of urgent meeting will consist of more than half (3) of the five voting members of the committee of individual campuses.

The Committee is charged with the following responsibilities:

- a) Periodically review the performance and comprehensive evidences of progress of all students who are pursuing the Doctor of Osteopathic Medicine degree. Particular attention will be given to the students in academic difficulty. For purposes of clarification, “performance” is defined as those activities of a behavioral-conduct and/or academic nature.
- b) Receiving reports from members of the faculty or administration regarding any student whose professional/personal conduct or behavior is deemed unsatisfactory. Appropriate professional and personal conduct shall include, but is not limited to, student attendance at all required activities, completing all assigned course work and examinations on time, and a cooperative attitude toward fellow students, WesternU employees, and personnel of affiliated clinical rotation sites. It additionally includes ethical decision-making, appropriate demeanor and personal appearance, and interactions with patients.
- c) Reviewing the academic/professional/personal records of students who appear before the committee, and make a recommendation to the Dean regarding appropriate actions. Actions may include promotion, probation, remediation, academic suspension, conduct suspension, dismissal and/or psychological, medical and/or educational assessment. Additional action(s) may be recommended as deemed appropriate to the situation.
- d) Recommending to the COMP/COMP-Northwest faculty as a whole, the awarding of the degree of Doctor of Osteopathic Medicine upon satisfactory completion of all requirements for graduation as stated in the College Catalog.

- e) Reviewing formal complaints by another student, faculty or staff member. The Chair and Vice Chair of the SPC will determine if the SPC will adjudicate the issue or refer the matter back to administration.
- f) If the student can bring credible evidence that there is bias within a specific committee member or the committee as a whole, the committee or the member can recuse himself or herself from hearing the case. In the situation where the whole committee recuses itself, the Dean will determine the most appropriate venue for adjudicating the issue(s).

Examples of behavior-conduct that would be addressed by the SPC include but are not limited to:

- a) Cheating on an examination or assisting another student to cheat on an examination
- b) Misrepresenting another's course or research work as their own.
- c) The use of specifically or non-specifically directed offensive language ("cursing", "swearing").
- d) Persistent inattentiveness, tardiness or absences from classroom instructional periods, laboratory sessions (clinical skills training sessions), small group presentations or clinical rotation experiences in the 3rd and 4th years of instruction or examinations.
- e) Failure to adhere to the proper dress code as delineated in the University Catalog or departmental course syllabus as is applicable.

While the SPC addresses situations that cover both academic performance and professional conduct, situations where a student may be in violation of student or professional ethical codes and/or Standards of Academic Integrity, Professionalism and Student Conduct as described in the University and College Catalogs may require the SPC to initiate a Conduct Hearing to assure the student is afforded a fair process. In the event a Student Conduct Hearing is ordered, COMP/COMP-Northwest will follow all policies and procedures for a Conduct Hearing as described in the University Catalog.

The Dean will affirm, deny or send back to the committee for further deliberation any recommendations regarding the student.

Graduation

A student will be recommended for the Doctor of Osteopathic Medicine Degree provided he/she:

1. 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".
2. Has been enrolled in COMP/COMP-Northwest during his/her final two years.
3. Has successfully taken and passed the COMLEX-USA Level 1, COMLEX-USA Level 2 CE and the COMLEX-USA Level 2 PE examinations.

4. Has demonstrated compliance with the “General Academic Policies and Procedures” section of the University Catalog regarding Standards of Academic Integrity, Professionalism and Student Conduct.
5. Has complied with all the legal and financial requirements of the University as stated in the University Catalog.
6. Has completed the AACOM Survey of Graduating Seniors.
7. Has completed all service hours as required by COMP/COMP-Northwest.
8. Has attended in person and participated in the Commencement ceremony at which time the oath is administered and the Doctor of Osteopathic Medicine degree is conferred. Unless special permission has been granted by the Dean, each student must participate in his or her respective commencement ceremony. If the Dean grants special permission for excusal from commencement, the graduate may be required to present himself or herself 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.

Students may participate in commencement activities provided they will complete all requirements of the program by December 31 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.

Adverse Actions

Academic Probation

A student will be placed on Academic Probation (See the University Catalog: Probation) for reasons including;

- A consistent pattern of substandard academic progress or professional development as determined by the Student Performance Committee. 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 four times with a representative from the Learning Enhancement and Academic Development Office 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. Exceptions will be at the discretion of the Dean. Please also note the academic standards that apply specifically to the President, Vice President and Curriculum Representative as described in the section on Academic Requirements for Student Government.

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 more information on academic counseling and the TAP program, 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 “no pass” on one or more courses or rotations will be reviewed by the Student Performance Committee and a recommendation will be made to the Dean. 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 or rotation faculty members as appropriate. The Student Performance Committee’s recommendation to the Dean may include; requiring that the student remediate or repeat the course or rotation, repeat a semester, repeat an entire academic year or be dismissed.

A student who fails a course and then begins a Leave of Absence (LOA) will only be considered for remediation after they complete the entire academic year.

If the student is allowed to remediate or repeat the course or rotation, the Course Director, in consultation with the Office of Academic Affairs, will determine the way(s) in which the student will demonstrate acceptable academic performance and complete the requirement(s). This may include passage of a comprehensive examination or other requirements as directed. Remediation of preclinical courses is only offered during the summer and remediation or repeats of clinical courses are scheduled per availability before the start of the student’s next academic year.

A student who successfully remediates a course or rotation will receive a grade of “RP”.

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, including repeated clinical rotations.

The academic record of a student who does not pass a remediated or repeated course, system or rotation will be reviewed by the Student Performance Committee and their recommendation to the Dean may include repeating a semester, the entire academic year or dismissal.

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.

Academic Suspension

A student may be placed on Academic Suspension for the reasons outlined in the University Catalog (See the University Catalog: Suspension). Examples of specific reasons why a student may be placed on Academic Suspension include, but are not limited to:

1. Failure to pass a second attempt of COMLEX-USA Level 1
2. Failure to pass a second attempt of COMLEX-USA Level 2 CE or PE
3. Inability to complete a clinical rotation due to professionalism issues

Students on Academic Suspension will meet with the Student Performance Committee. Potential outcomes could include but are not limited to disciplinary action, dismissal or continuation with COMP/COMP-Northwest's academic program. 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 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 he/she displays a consistent pattern of substandard academic performance and/or professional development, and/or jeopardizes COMP/COMP-Northwest's standards of scholarship, conduct and orderly operation. Examples of why a student could be dismissed include:

1. Receiving a "no pass" in two or more courses totaling more than 25% of the total credit hours within one curriculum year.
2. Receiving a "no pass" in three or more courses within one curriculum year regardless of total credit hours.
3. Receiving a "no pass" grade in two or more rotations within one curriculum year. All rotation failures in a student's curriculum year count towards dismissal criteria regardless of whether or not they have been remediated.

4. Receiving a “no pass” in a remediated course or clinical rotation.
5. Failing to pass the COMLEX-USA Level 1, COMLEX-USA Level 2 CE or COMLEX-USA Level 2 PE on the third attempt.
6. Demonstrating a consistent pattern of substandard academic performance and/or professional development

See the University Catalog section titled ‘Dismissal’ for more information.

Medical Student Performance Evaluation (MSPE)

The Medical Student Performance Evaluation (MSPE) is a cumulative evaluation of a student’s academic career relative to his or her peers, and includes assessment of both academic performance and professional attributes. The MSPE is one metric commonly utilized by Program Directors in consideration of candidates for Graduate Medical Education. Decisions resulting from the Student Performance Committee recommendations may be included in the MSPE under the adverse action section.

Appeals Process

A student may appeal the decision of the Dean to the Provost/COO. For additional information see the ‘Student Appeal Process’ section of the University Catalog.

Evaluation and Grading

Pre-Clinical Curriculum Grading (OMS I & II)

Final pre-clinical course grades are reported on the transcript as Honors (HNR), Pass (P) or No Pass (NP). These grades are assigned based on the final percentage score a student achieves in a course or system according to the following rubric:

<u>Grade</u>	<u>Equivalent</u>	<u>GPA Points</u>
HNR	Honors (90% and above)	N/A
P	Pass (70-89%)	N/A
NP	No Pass (Less than 70%)	N/A
RP	Remediated Pass (70%)	N/A
CR	Credit	N/A
NCR	No Credit	N/A

ADMINISTRATIVE GRADES

<u>Grade</u>	<u>Equivalent</u>	<u>GPA Points</u>
AU	Audit	N/A
I	Incomplete	N/A
W	Withdrawal	N/A
M	Missing	N/A
WPC	Waived for Prior Credit	N/A

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 No Pass (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:

<u>Grade</u>	<u>Equivalent</u>	<u>GPA Points</u>
HNR	Honors (100%)	N/A
HP	High Pass (90%)	N/A
P	Pass (80%)	N/A
LP	Low Pass (70%)	N/A
NP	No Pass (69%)	N/A
RP	Remediated Pass (70%)	N/A
CR	Credit	N/A
NCR	No Credit	N/A

ADMINISTRATIVE GRADES

<u>Grade</u>	<u>Equivalent</u>	<u>GPA Points</u>
AU	Audit	N/A
I	Incomplete	N/A
W	Withdrawal	N/A
M	Missing	N/A
WPC	Waived for Prior Credit	N/A

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 years 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 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.

Audit

An "AU" (Audit) is assigned to a student who pays tuition for the course and attends class activities but does not complete examinations and does not receive course credit. However, under certain circumstances, at the discretion of the College Dean, a student who is repeating or undergoing remediation may be required to complete course examinations and/or other required work products while auditing the course for no grade.

Missing Grades

A grade of 'M' for Missing will be input by the Office of the Registrar if a student's grade is not available by the deadline for grade submission. An 'M' grade is not included in the GPA calculation and will be replaced by the grade earned in the course once submitted by the course director/instructor. 'M' grades should not be used by the program in place of an Incomplete (I) grade.

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 their primary preceptor and 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. If the student has completed at least two weeks of the rotation (core or elective), the rotation may be counted as a split rotation and a grade may be awarded for the split rotation. In consultation with the Department of Clinical Education, the student will then schedule the remainder of the rotation as an additional split rotation. If the student has not

completed a two-week minimum, a grade of W will be recorded until the rotation can be rescheduled and successfully completed.

If a student cancels a rotation on his or her own, leaves a rotation before it is finished without prior authorization by the Department of Clinical Education, fails to show for a rotation without prior notification to 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. The Student Performance Committee 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 the University Catalog: Student Appeal Process).

Grade Reports

Official grades are turned in to the Registrar by the Department of Pre-Clinical Education 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 or their designee either that an error in computing or recording the score occurred or that a student has successfully remediated a course or system. 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/COMP-Northwest’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/COMP-Northwest, 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 for Clinical Education, or Assistant Director for Clinical Education 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/Assistant Director for Clinical Education.

Credit Hour Calculation

Commencing with the 2016/2017 academic year, courses are rated at one credit hour for each 15.0 hours of lecture or 30.0 hours of laboratory practicum, directed independent study or small group sessions. Credit hours of 1.0 will be assigned for each week of clinical rotations.

Before the 2016/2017 academic year, credit hours were calculated as follows: 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 were assigned for each week of clinical rotations.

Curriculum Organization

Graduation Service Requirement

COMP/COMP-Northwest supports the ideal of the physician is a “servant-leader”. To support that goal, all COMP/COMP-Northwest students are required to complete 30 hours of community service. This is a program requirement and must be fulfilled in order to obtain the DO degree from COMP/COMP-Northwest. The hours need to be completed by the end of the first semester of the second year. If a student does not complete the hours by the end of this semester, an option for completion during the spring semester of the OMS II year will be discussed with the student; however, no student will be allowed to progress to the OMS III year if the service hours are not completed by the end of the OMS II curricular year. Details regarding the service options will be provided by the Department of Social Medicine and Healthcare Leadership. (This requirement begins with the Class of 2020.)

Pre-Clinical Curriculum (OMS I and II)

The first and second years of osteopathic medical school introduce the student to 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.

Year 1

Year 1, Fall Semester, DO/DONW 2020		
Course	Title	Credit Hours
IPE 5000	Patient Centered Cases I	1.00
OM 5005	Integrated Skills for the Study of Medicine I	1.50
OM 5025	The Molecular and Cellular Basis of Medicine	8.00
OM 5002 OM 5030	Medical Gross Anatomy (ISAC) OR Medical Gross Anatomy	10.00
OM 5080	Essentials of Clinical Medicine I	3.00
OM 5090	Osteopathic Principles and Practice I	2.00
Semester Total:		25.50
Year 1, Spring Semester, DO/DONW 2020		
Course	Title	Credit Hours
IPE 5100	Patient Centered Cases II	1.00
OM 5105	Integrated Skills for the Study of Medicine II	1.00
OM 5115	The Physician, Patient and Public Health I	2.00
OM 5125	Neuroscience System	9.50
OM 5130	Musculoskeletal System	4.00
OM 5145	Introduction to Disease, Immunity, and Therapeutics	6.00
OM 5155	Behavioral Medicine and Psychiatry	4.50
OM 5175	Blood and Lymphatics System	3.50
OM 5180	Essentials of Clinical Medicine II	3.00
OM 5190	Osteopathic Principles and Practice II	2.00
Semester Total:		36.50
Year 1 Total:		62.00

Year 2

Year 2, Fall Semester, DO/DONW 2019		
Course	Title	Credit Hours
IPE 6000	Team Training in Healthcare I	1.00
OM 6005	Integrated Skills for the Study of Medicine III	1.00
OM 6020	Cardiovascular System	7.00
OM 6035	Renal System	4.00
OM 6040	Respiratory System	7.00
OM 6045	Endocrine System	4.50
OM 6065	The Physician, Patient, and Public Health III	1.00
OM 6080	Essentials of Clinical Medicine III	3.00
OM 6090	Osteopathic Principles and Practice III	2.00
Semester Total:		30.50
Year 2, Spring Semester, DO/DONW 2019		
Course	Title	Credit Hours
IPE 6100	Team Training in Healthcare II	1.00
OM 6105	Integrated Skills for the Study of Medicine IV	2.00
OM 6115	Dermal System	2.50
OM 6130	Reproductive System	5.00
OM 6140	Gastrointestinal System and Nutrition	5.50
OM 6172	Emergency Medicine	1.00
OM 6173	Geriatrics	1.50
OM 6176	Pediatrics	2.00
OM 6180	Essentials of Clinical Medicine IV	3.00
OM 6190	Osteopathic Principles and Practice IV	4.00
Semester Total:		27.50
Year 2 Total:		58.00

Clinical Curriculum (OMS III and IV)

COMP/COMP-Northwest's clinical curriculum consists of the following clinical rotations and courses (each rotation is 4 weeks long, unless otherwise noted):

Year 3

Year 3, DO/DONW 2018		
Course	Title	Credit Hours
OM 7010	Family Medicine	4.00
OM 7020	Internal Medicine I	4.00
OM 7021	Internal Medicine II	4.00
OM 7022	Internal Medicine III	4.00
OM 7030	Surgery (General)	4.00
OM 7050	Elective	4.00
OM 7051	Elective	4.00
OM 7060	Osteopathic Manipulative Medicine	4.00
OM 7070	Pediatrics	4.00
OM 7080	Psychiatry	4.00
OM 7090	Obstetrics/Gynecology	4.00
OM 8055	Essentials of Clinical Medicine V	10.00
Year 3 Total:		54.00

Year 4

Year 4, DO/DONW 2017		
Course	Title	Credit Hours
OM 7515	Medicine Sub-Internship	4.00
OM 7530	Surgery Sub-Internship	4.00
OM 7540	Emergency Medicine	4.00
OM 7550 A-F	Electives	24.00
OM 8555	Essentials of Clinical Medicine VI	3.00
Year 4 Required Total:		39.00

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.

Pre-Clinical (OMS I and II)

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 health professional 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 health professional 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 Preparedness and Readiness Course (SPaRC) (0 credit hours, CR/NCR)

In an interprofessional environment, the SPaRC prepares incoming students for the rigors of their program with an introduction to various curriculum topics including the skeletal system, gross anatomy lecture and cadaver lab, and pharmacology. The anatomy component focuses on the skeletal, muscular, cardiovascular and nervous systems, yet provides a brief overview of other body systems as well. Additional lecture overviews to program-specific content are also provided. Academic skills presentations focus on enhancing study, test taking and the development of EQ skills. Acceptance into this program is at the discretion of the coordinating office. The course is elective and does not meet any specific requirements of the program curriculum. A separate tuition of \$950 is charged. For additional information, contact Learning Enhancement and Academic Development (LEAD).

OM 5002 Medical Gross Anatomy - Intensive Summer Anatomy Course (ISAC) (10.0 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 the 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 examinations. 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 (0 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 5005 Integrated Skills for the Study of Medicine I (ISSM) (1.5 credit hours)

The ISSM series of courses supports COMP/COMP-Northwest's mission of preparing student to become technically competent, culturally sensitive, professional, lifelong learners, and compassionate physicians who are prepared for graduate medical education. COMP/COMP-Northwest accomplishes this by providing a course that prepares the students for the COMLEX-USA Level 1 examination. Critical partnerships for this goal include the LEAD office to provide workshops on study and test taking skills. Additionally, the ISSM course focuses on professional development. To enhance professional development, the Office of Career and Professional Development will guide student through professional development, career counseling, and provide the tools students will require to be successful osteopathic physicians. Professional development guidance and opportunities are also provided by the Office of Student Affairs and the Department of Social Medicine and Healthcare Leadership.

OM 5025 The Molecular and Cellular Basis of Medicine (8.0 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 (10.0 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 the 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 examinations.

OM 5065 The Physician, Patient and Public Health I (2.0 credit hours)

The Physician, Patient, and Public Health (3 PH) is a three semester course for the first and second year students. Students will be introduced to the fundamental principles, concepts and tools used in public health to promote the health of populations, for example, healthcare policy and leadership, health disparities, determinants of health, disaster management, and environmental and occupational health. In addition, students will develop basic knowledge and understanding of clinical epidemiology and biostatistics, which are important disciplines of public health. These will be important foundation topics for advanced topics in the course such as research methods, critical literature analysis and evidence-based practice. The other major topics to be covered are Medical Jurisprudence and Medical Ethics. During the 3 PH course, students will contribute 24 hours of their time to a service-learning project. Students will interact with the community, many of whom are underserved. (This course applies only to the DO class of 2019.)

OM 5080 Essentials of Clinical Medicine I (3.0 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 (2.0 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, myofascial release 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: hands-on laboratories, small group case and problem-based learning, didactic lectures, and collaborative and synergistic modules with the Essentials of Clinical Medicine curriculum.

OM 5105 Integrated Skills for the Study of Medicine II (1.0 credit hours)

Continuation of OM 5005.

OM 5115 The Physician, Patient and Public Health I (2.0 credit hours)

The Physician, Patient and Public Health (3PH) is a two-semester course for the first and second years. Students will be introduced to the fundamental principles, concepts and tools used in public health to promote the health of populations, for example, healthcare policy and leadership, health disparities, determinants of health, and environmental and occupational health. In addition, students will develop basic knowledge and understanding of clinical epidemiology and biostatistics that are important disciplines of public health. These will be important foundation topics for advanced topics in the course such as research methods, and evidence-based practice. The other major topics to be covered are Medical Jurisprudence, and Medical Ethics.

OM 5125 Neuroscience System (9.5 credit hours)

This course details the structure and function of the human nervous system and the etiology of common mental dysfunctions and diseases. Basic science topics include neuroembryology and development, neurohistology, cerebral and spinal neuroanatomy, sensory-motor physiology, and neuropharmacology. Clinical topics include neurology and cerebrovascular disorders, CNS infection, neuropathology, sleep, cognition, aging, and dementia.

OM 5130 Musculoskeletal System (4.0 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 and clinical faculty. Students are expected to integrate the basic science and clinical concepts while applying an evidence-based approach to diagnosis and management of musculoskeletal diseases.

OM 5145 Introduction to Disease, Immunity and Therapeutics (6.0 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 (4.5 credit hours)

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 identify 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-V 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 5165 The Physician, Patient and Public Health II (2.0 credit hours)

Continuation of OM 5065 (This course applies only to the DO class of 2019)

OM 5175 Blood and Lymphatics System (3.5 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 (3.0 credit hours)

Prerequisite: OM 5080. This course is a continuation of OM 5080.

OM 5190 Osteopathic Principles and Practice II (2.0 credit hours)

Continuation of OM 5090.

OM 6005 Integrated Skills for the Study of Medicine III (1.0 credit hours)

Continuation of OM 5105.

OM 6020 Cardiovascular System (7.0 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 (4.0 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 (7.0 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 (4.5 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, 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 6065 The Physician, Patient and Public Health III (1.0 credit hour)

Continuation of OM 5065 and OM 5165 (The OM 5065, OM 5165, and OM 6065 series applies only to the class of 2019)

OM 6080 Essentials of Clinical Medicine III (3.0 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 (2.0 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, problem-based learning and integrative learning sessions some of which are coordinated with the systems courses.

OM 6105 IV Integrated Skills for the Study of Medicine IV (2.0 credit hours)

Continuation of OM 6005.

OM 6115 Dermal System (2.5 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 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 (5.0 credit hours)

This course presents the embryology, histology, pathology, biochemistry, pharmacology, and microbiology of both the female and male reproductive systems utilizing lecture, small group, and large group formats. The basic science disciplines also present principles regarding the relationship between mother and fetus during pregnancy. Throughout the course, basic science concepts are integrated into clinical sessions on obstetrics, gynecology and women's health that are an important pre-requisite to the core clinical rotation in Obstetrics and Gynecology.

OM 6140 Gastrointestinal System and Nutrition (5.5 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 (2.0 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 (3.0 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-USA 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 (4.0 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. Students will learn additional modalities including balanced ligamentous tension, functional technique and A.T. Still techniques. This semester also includes an intensive course segment on osteopathic approaches to diagnosis and treatment of somatic dysfunction of the cranium. The material of the course is presented through a variety of instructional methods including didactic lectures, hands-on laboratories, small group, problem-based learning and integrative learning sessions.

Clinical (OMS III and IV)

Prior to beginning the OMS III and IV years, commonly known as rotations, students are required to complete additional requirements that may include but are not limited to, successful completion of Basic and Advanced Cardiac Life Support Courses (BLS and ACLS), successful completion of Introduction to Clinical Education, an additional criminal background check, completion of all mandatory trainings and health requirements, and have taken the COMLEX-USA Level 1 examination. Some sites may have additional requirements that may include but are not limited to additional applications and fees that are the student's responsibility, additional background checks, fingerprinting, drug screening and additional health screenings.

All students should also note that the BLS and ACLS requirements are administered at a period that will allow the student to maintain these certifications through graduation. Should a student fall off track and need additional time, the student must maintain BLS and ACLS certification at their own expense. An exception for this will be granted for students in the NMM/OMM Fellowship.

OM 7010 Family Medicine (4.0 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 interprofessional communication. In subsequent courses in this series, students are exposed to progressive involvement and independence in patient management.

OM 7020 Internal Medicine I (4.0 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 interprofessional communication. In subsequent courses in this series, students are exposed to progressive involvement and independence in patient management.

OM 7021 Internal Medicine II (4.0 credit hours)

Prerequisite: OM 7020. Continuation of OM 7020.

OM 7022 Internal Medicine III (4.0 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 interprofessional communication. In subsequent courses in this series, students are exposed to progressive involvement and independence in patient management.

OM 7030 Surgery I (General) (4.0 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 interprofessional communication. In subsequent courses in this series, students are exposed to progressive involvement and independence in patient management.

OM 7050 Elective (4.0 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 interprofessional communication. The discipline and clinical training site must be approved in advance by the Department of Clinical Education.

OM 7051 Elective (4.0 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 interprofessional communication. The discipline and clinical training site must be approved in advance by the Department of Clinical Education. An additional component of this rotation is completion of on-line radiology course.

OM 7060 Osteopathic Manipulative Medicine (4.0 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 interprofessional communication.

OM 7070 Pediatrics (4.0 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 interprofessional communication.

OM 7080 Psychiatry (4.0 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 interprofessional communication.

OM 7090 Obstetrics/Gynecology (4.0 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 interprofessional communication.

OM 7515 Medicine Sub-Internship (2.0-6.0 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 interprofessional communication. Minimum length: 4 weeks (may be split into two 2.0 credit (two week) blocks, but must total at least 4 weeks equaling 4.0 credits).

OM 7530 Surgery Sub-Internship (4.0-6.0 credit hours)

This course requires students to function, under supervision, at the level of an intern. Students may choose a Sub-Internship 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 interprofessional communication. Minimum length: 4 weeks.

OM 7540 Emergency Medicine (4.0-6.0 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 interprofessional communication.

OM 7550A Elective (2.0-6.0 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 interprofessional communication. The discipline and clinical training site must be approved in advance by the Department of Clinical Education.

OM 7550B Elective (2.0-6.0 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 interprofessional communication. The discipline and clinical training site must be approved in advance by the Department of Clinical Education.

OM 7550C Elective (2.0-6.0 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 interprofessional communication. The discipline and clinical training site must be approved in advance by the Department of Clinical Education.

OM 7550D Elective (2.0-6.0 credit hours)

This course provides supervised Office 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 interprofessional communication. The discipline and clinical training site must be approved in advance by the Department of Clinical Education.

OM 7550E Elective (2.0-6.0 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 interprofessional communication. The discipline and clinical training site must be approved in advance by the Department of Clinical Education.

OM 7550F Elective (2.0-6.0 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 interprofessional communication. The discipline and clinical training site must be approved in advance by the Department of Clinical Education.

OM 8055 Essentials of Clinical Medicine V (ECM-V) (10.0 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 as 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) (3.0 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 graduate medical education training program and future medical practice. This is accomplished by enabling 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

A number of awards and honors are available for COMP/COMP-Northwest students. Some are open to all students, and some are campus specific. For information regarding the awards and honors including eligibility criteria, please refer to the Office of Student Affairs SharePoint site. Alternatively, email COMPstudentaffairs@westernu.edu or StudentAffairsOR@westernu.edu for additional information.

Academic Calendar

Fall 2016	
June 13, 2016	Fall Classes Begin (ISAC Students)
June 20, 2016	Fall Rotations Begin (OMS III and IV)
July 4, 2016	Independence Day Holiday – No Classes*
July 25-28, 2016	Orientation/Welcome Week (OMS I – Lebanon Campus)
July 29, 2016	Convocation/White Coat Ceremony (OMS I – Lebanon Campus)
August 1-5, 2016	Orientation/Welcome Week (OMS 1 – Pomona Campus)
August 6, 2016	Convocation/White Coat Ceremony (OMS 1 – Pomona Campus)
August 8, 2016	Fall Classes Begin (OMS I and OMS II)
September 5, 2016	Labor Day – No Classes*
October 10, 2016	Columbus Day – No Classes*
November 23, 2016	Thanksgiving Recess Begins @ 5:00 p.m.*
November 28, 2016	Fall Classes Resume (OMS I and II)
December 2, 2016	Fall Rotations End (OMS IV)
December 16, 2016	Fall Classes/Rotations End (OMS I, II, and III)
December 19, 2016	Winter Recess Begins (OMS I and II)
Spring 2017	
December 5, 2016	Spring Rotations Begin (OMS IV)
December 19, 2016	Spring Rotations Begin (OMS III)
January 2, 2017	Spring Classes Begin (OMS I and II)
January 16, 2017	Martin Luther King Day – No Classes*
February 20, 2017	President’s Day – No Classes*
March 20, 2017	Spring Break Begins (OMS I and II)
March 27, 2017	Spring Classes Resume (OMS I and II)
May 17-19, 2017	Commencement (Pomona Campus)
May 19, 2017	Spring Rotations End (OMS IV – Pomona)
May 29, 2017	Memorial Day – No Classes*
June 2, 2017	Spring Rotations End (OMS IV – Lebanon)
June 2, 2017	Commencement (Lebanon Campus)
June 9, 2017	Spring Classes End (OMS I)
June 16, 2017	Spring Classes/Rotations End (OMS II and III)

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

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.