



## College of Osteopathic Medicine

### Medical Student Handbook

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[Dean's Welcome](#) <sup>1</sup>

#### Introduction

This Handbook is your guide to the Duquesne University College of Osteopathic Medicine (DUQCOM or the COM). It contains program-related information as well as information related to the policies, procedures, and resources applicable to DUQCOM applicants and students. This Handbook works in conjunction with other Duquesne University policies, regulations, agreements, and guidelines, and is not a contract. It is not all-inclusive of the policies and procedures of DUQCOM. DUQCOM reserves the right to amend and update this document as needed without notice, as circumstances dictate. Applicants and students are required to follow all policies and procedures that are outlined in this Handbook. Violations of any of the aforementioned regulations are subject to disciplinary action up to and including dismissal.

## Table of Contents

<b>1</b>	<b>COLLEGE OF MEDICINE OVERVIEW</b> .....	<b>7</b>
1.1	Duquesne University Mission .....	7
1.2	Mission of the Duquesne University College of Medicine .....	7
1.3	Osteopathic Oath .....	7
1.4	Vision, Values, and Goals .....	8
1.5	Duquesne University College of Medicine Facilities .....	8
1.6	College of Medicine Leadership .....	10
1.6.1	Office of the Dean .....	10
1.6.2	Department of Academic Affairs .....	10
1.6.3	Department of Biomedical Affairs .....	10
1.6.4	Department of Clinical Affairs .....	11
1.6.5	Department of Research .....	11
1.6.6	Department of Postgraduate Affairs.....	11
1.7	Degree Programs.....	12
<b>2</b>	<b>DIVERSITY, EQUITY, AND INCLUSION</b> .....	<b>12</b>
2.1	Diversity, Equity, and Inclusion Statement .....	12
2.2	Education in Diversity, Equity, and Inclusion .....	12
2.3	Creating a Diverse Physician Workforce .....	13
2.4	Impacting Urban and Rural Communities.....	13
<b>3</b>	<b>STUDENT RIGHTS AND RESPONSIBILITIES</b> .....	<b>13</b>
3.1	Student Expectations .....	13
3.2	Student Expression.....	14
3.3	Student Complaints.....	14
3.4	Academic Policies.....	15
<b>4</b>	<b>STUDENT RECORDS</b> .....	<b>15</b>
4.1	FERPA-Protected Information.....	15
4.2	Health Records .....	16
<b>5</b>	<b>SEXUAL MISCONDUCT AND HARASSMENT</b> .....	<b>16</b>
<b>6</b>	<b>NON-DISCRIMINATION POLICY</b> .....	<b>16</b>
<b>7</b>	<b>ACCOMMODATIONS</b> .....	<b>16</b>
7.1	Policy Regarding Reasonable Accommodations .....	16
7.1.1	Five Competency Areas of the COM Technical Standards .....	17
7.2	Health and Safety Measures .....	19
<b>8</b>	<b>ADMISSIONS, ENROLLMENT, AND FINANCES</b> .....	<b>19</b>

8.1	Minimum Requirements for Admission.....	19
8.2	AACOMAS Application (Primary Application).....	20
8.3	Official Transcripts.....	21
8.4	Secondary Application.....	21
8.5	Letters of Recommendation.....	22
8.6	Requirement to Report Charges or Arrests.....	22
8.7	The Admissions Process.....	23
8.8	Rescinding the Admissions Offer.....	23
8.9	Early Decision Admissions Track.....	24
8.10	Tuition, Fees, and Financial Aid.....	24
8.10.1	Admission Application Fee.....	24
8.10.2	Acceptance Fee.....	24
8.10.3	Tuition and Fees.....	25
8.10.4	Billing and Payment Process.....	25
8.10.5	Request for Verification of Enrollment and Academic Status.....	25
8.10.6	Form 1098-T.....	26
8.10.7	Student Loan Information.....	26
8.10.8	Financial Aid Counseling.....	26
8.10.9	Scholarship Information.....	27
8.10.10	Penalty for Insufficient Funds.....	27
8.10.11	Tuition Refunds.....	27
<b>9</b>	<b>TRANSFER STUDENTS.....</b>	<b>28</b>
9.1	Transfer Student Eligibility.....	28
9.2	Criteria for Transfer or Admission with Advanced Standing.....	28
9.3	Specific Additional Criteria.....	30
9.4	Graduation Eligibility.....	30
<b>10</b>	<b>PROFESSIONALISM.....</b>	<b>30</b>
10.1	American Osteopathic Association’s Code of Ethics.....	30
10.2	Student Ethical Code of Conduct.....	33
10.3	Student Professional and Ethical Conduct Agreement.....	33
10.4	Professional or Ethical Conduct Violations.....	34
10.5	Consequences for Professional or Ethical Behavior Violations.....	34
10.5.1	Professional and Ethical Conduct Committee (PECC).....	34
10.5.2	Potential Consequences at Clinical Training Sites.....	36
10.5.3	Consensual Relationships.....	37

10.5.4	Dress Code .....	37
10.5.5	Social Media.....	37
10.5.6	Drugs and Alcohol.....	38
10.5.7	Student Image Use Policy .....	38
<b>11</b>	<b>STUDENT AFFAIRS .....</b>	<b>39</b>
11.1	Student Enrollment and Student Records .....	39
11.2	Student Insurance.....	40
11.3	Environmental and Occupational Exposure and Precautions .....	41
11.3.1	Safety and Education .....	41
11.3.2	Exposure Prevention and Management.....	41
11.3.3	Training and Prevention .....	41
11.3.4	Exposures .....	42
11.4	Physical Health Resource Services .....	43
11.4.1	On-Campus Health Services for COM Students .....	43
11.4.2	Health Services when COM Students are Off Campus.....	44
11.4.3	Emergency Care/After-Hours Care.....	44
11.5	Mental Health Resource Services .....	44
11.5.1	On-Campus Resources and Facilities .....	44
11.5.2	Fatigue Mitigation .....	46
11.5.3	External Consulting .....	46
11.5.4	Faculty Recusal from Student Academic Activities .....	47
11.6	Student Leadership and Engagement.....	47
11.6.1	Student Professional Organizations.....	47
11.6.2	Student Leadership Opportunities .....	49
11.7	Student Engagement in Research .....	49
11.8	Clinical Shadowing.....	49
11.9	Identification Cards .....	51
11.10	University Safety .....	51
11.11	Safety and Security at Off-Campus Training Locations .....	54
11.12	Parking and Transportation Services.....	54
11.12.1	Parking.....	54
11.12.2	Shuttle Service .....	54
11.13	Inclement Weather Policy.....	54
11.14	Animals on Campus .....	55
<b>12</b>	<b>ACADEMICS AND ASSESSMENTS .....</b>	<b>55</b>

12.1	The AACOM Core Competencies .....	55
12.2	Entrustable Professional Activities .....	57
12.3	Curriculum Delivery and Self-Directed Learning.....	58
12.4	Academic Standards and Credit Hour Policy.....	58
12.4.1	Academic Standing .....	58
12.4.2	Student Promotion.....	58
12.4.3	Grading Scale and Computation of Quality/Grade Point Average (GPA) ....	60
12.4.4	Incomplete Grades .....	61
12.4.5	GPA and Class Rank .....	61
12.5	The Comprehensive Osteopathic Medical Licensing Exam – COMLEX-USA.....	62
12.5.1	COMLEX-USA Level 1 .....	62
12.5.2	COMLEX-USA Level 2-Cognitive Examination .....	64
12.5.3	COMLEX-USA Level 2-Performance Examination .....	65
12.5.4	COMLEX-USA Examination Failures.....	65
12.6	Attendance.....	65
12.7	Excused Absences .....	66
12.8	Student Retention .....	68
12.9	Graduation Requirements .....	68
12.10	Academic Progress .....	69
12.10.1	The MS1 and MS2 Promotion Process.....	69
12.10.2	The MS3 Promotion Process.....	69
12.10.3	The Medical Student Performance Evaluation (MSPE).....	70
12.10.4	The MS4 Promotion Process and Recommendation for Graduation.....	70
12.11	The Student Academic Progress and Promotion (SAPP) Committee .....	71
12.11.1	Assessment of Academic Progress .....	72
12.11.2	Special Meetings of the SAPP Committee .....	72
12.11.3	SAPP Committee Procedures .....	73
12.11.4	SAPP Committee Decisions .....	74
12.11.5	Additional Recommendations .....	76
12.11.6	SAPP Committee Decision Notification and Appeals Process .....	77
<b>13</b>	<b>CURRICULUM OVERVIEW .....</b>	<b>78</b>
13.1	MS1 Year.....	78
13.2	MS2 Year.....	80
13.3	MS3 Year.....	81
13.4	MS4 Year.....	84

<b>14</b>	<b>STUDENT EVALUATION OF CURRICULUM, CLINICAL SITES, FACULTY, AND PROGRAM .....</b>	<b>85</b>
<b>15</b>	<b>INTERPROFESSIONAL EDUCATION AND TEAM-BASED COLLABORATIVE CARE</b>	<b>85</b>
<b>16</b>	<b>PERFORMING PATIENT CARE ACTIVITIES.....</b>	<b>85</b>
	16.1 Supervision of Students .....	86
	16.2 Assurance of Students' Health Before Involvement in Patient Care .....	86
	16.3 White Coats and COM ID Badges.....	87
	16.4 Patient Confidentiality .....	87
	16.5 Medical Records/Charting.....	88
<b>17</b>	<b>GRADUATE MEDICAL EDUCATION .....</b>	<b>88</b>
	17.1 Supporting Graduate Medical Education .....	88
	17.2 Developing Graduate Medical Education .....	88
	17.3 Partnering with Graduate Medical Education Programs .....	89
<b>18</b>	<b>LEARNING RESOURCES AVAILABLE TO STUDENTS .....</b>	<b>89</b>
	18.1 The Medical Library .....	89
	18.2 Department of Academic Excellence.....	89
	18.3 Peer Tutoring .....	90
	18.4 Faculty Advisors.....	90
	18.5 Duquesne University Writing Center .....	91
	18.6 Career Counseling .....	91
<b>19</b>	<b>INFORMATION TECHNOLOGY .....</b>	<b>92</b>
	19.1 Email.....	92
	19.2 Electronic Devices Including Cell Phones, Tablets, Computers.....	93
	19.3 Unauthorized Technology Use .....	93
	19.4 Class Recording .....	93
	19.5 GI Bill Feedback System.....	94
	<b>APPENDIX: LIST OF WEBSITES REFERENCED IN MEDICAL STUDENT HANDBOOK .....</b>	<b>95</b>

# 1 COLLEGE OF MEDICINE OVERVIEW

## 1.1 Duquesne University Mission

Duquesne University of the Holy Spirit is a Catholic university founded by members of the Congregation of the Holy Spirit, the Spiritans, and sustained through a partnership of laity and religious.

*Duquesne serves God by serving students through:*

- *Commitment to excellence in liberal and professional education*
- *Profound concern for moral and spiritual values*
- *Maintaining an ecumenical atmosphere open to diversity*
- *Service to the Church, the community, the nation, and the world*

## 1.2 Mission of the Duquesne University College of Medicine

*The Mission of the Duquesne University College of Medicine (DUQCOM or the COM) is to provide excellence in medical education. The COM will train physicians who will serve God, in the Spiritan tradition, by caring for all people in all communities, including in underserved urban and rural communities of Western Pennsylvania, the nation, and the world, addressing health care disparities among these communities. The COM will graduate physician leaders in all medical specialties with a focus on primary care.*

## 1.3 Osteopathic Oath

The Osteopathic Oath is administered to osteopathic physicians who practice medicine in the United States. This Oath is similar to the Hippocratic Oath and represents a statement of professional values and ethics that embody the practice of osteopathic medicine. First written in 1938 by the Associated Colleges of Osteopathy, the current amended version of the Oath is as follows:

*“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 the 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 faithfully 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 in 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 osteopathy which were first enunciated by Andrew Taylor Still.”*

#### 1.4 Vision, Values, and Goals

The Vision of DUQCOM is to create a culture of servant leaders who are dedicated to treating the whole person, mind, body, and spirit.

##### Values and Goals

- L** Love and Mercy: treating others as you would want to be treated, with empathy and compassion. Creating a culture of tolerance and non-judgementalism.
- E** Ethics and Morality: creating a culture committed to practicing medicine with the highest moral and ethical standards.
- A** Advancement and Personal Development: empowering faculty, staff, and students to develop lives of self-fulfillment through service.
- D** Diversity and Social Justice: creating a culture that promotes diversity, equity, and inclusion in the treatment of others, and seeks to address inequities in access to health care, both domestically and globally.
- E** Excellence: creating a culture where students, faculty, and staff can excel and reach their full potential both academically and professionally.
- R** Responsibility to Profession and Community: equipping and training the next generation of health care leaders in all medical specialties with particular focus on the need for primary care physicians.
- S** Servant Leadership: creating a culture of service to God consistent with the historic Mission of Duquesne University.

#### 1.5 Duquesne University College of Medicine Facilities

The main COM building is located at the corner of Forbes Avenue and Magee Street in uptown Pittsburgh on the main Duquesne University campus and is highlighted in red on the map below. Students will enjoy ample green space on the exterior of the building for study, relaxation, and fellowship, and in addition to the pedestrian plaza, there is bike parking and



a rapid transit bus line planned to facilitate energy- and environmentally-conscious commuters.

The main COM building has six floors:

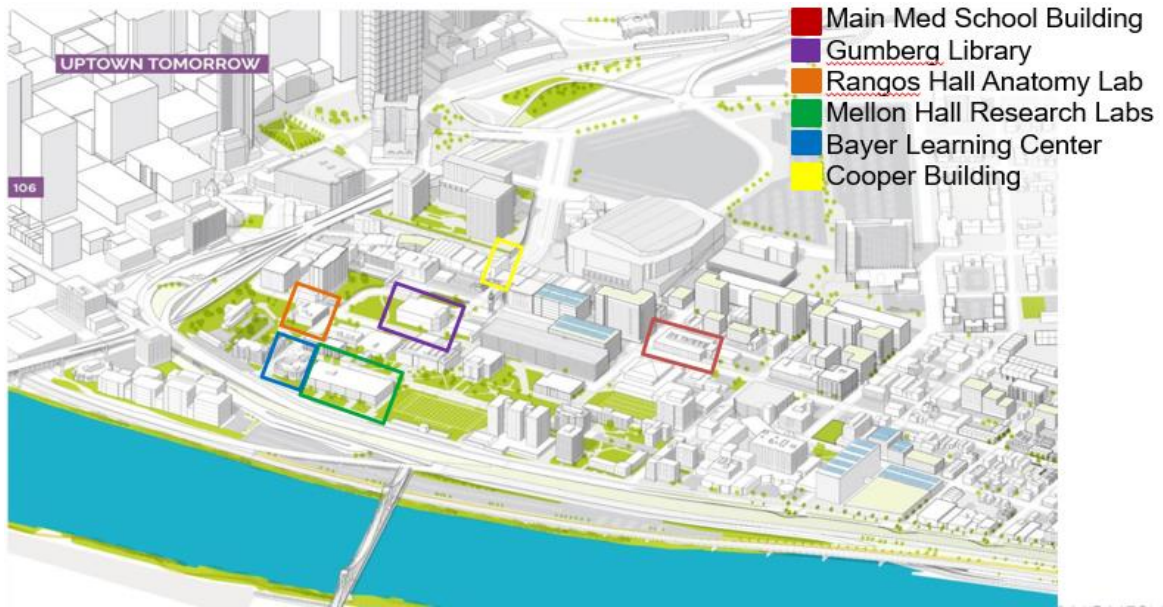
- The lower level contains a small classroom and a large clinical skills training room, along with locker rooms and other facilities.
- Level one (street level) provides entry to the building on Forbes Avenue and contains the main team-based learning classroom, the virtual anatomy laboratory, and space for study and fellowship.
- Level two is open to the team-based learning classroom and also accommodates the Information Technology Department, a student lounge and kitchen area, the Academic Excellence Center, and a collaboration area for faculty and staff.
- Level three houses our simulation hospital which contains a simulated ICU, ultrasound lab, operating room, emergency room, labor and delivery room, and inpatient hospital room. Additionally, the third floor contains 12 standardized patient exam rooms, three debriefing rooms, and one classroom for simulated patient care experiences.
- Levels four and five contain office spaces, huddle rooms, conference rooms, and a board room for chairs, faculty, staff, and administration.

DUQCOM is committed to promoting interdisciplinary education and experiences, and in support of this endeavor, portions of the curriculum and activities will be conducted on the Duquesne University campus. In addition to the main COM building, educational and research spaces on the Duquesne University campus have been remodeled for the COM's use.

- ***Gumberg Library:*** The third floor of Gumberg Library (outlined in purple below) contains 20 small group rooms for team-based learning and study. In addition, 80 study carrels are available for individual study. The Library offers an extensive electronic medical library collection which is easily accessible to students from any location.
- ***Rangos Gross Anatomy Lab:*** The gross anatomy laboratory is housed on the fourth floor of Rangos Hall (outlined in orange below). Lockers and locker rooms are available for COM student use on floors two and three.
- ***Mellon Hall Research Labs:*** The main location for biomedical research is contained within Mellon Hall (outlined in green below). The COM has dedicated research lab space being renovated on the lower level as well as floors two and three of Mellon Hall.
- ***Bayer Learning Center:*** Two classrooms on the first floor of Bayer Hall will be utilized by COM faculty, staff, and students for didactic

activities, including Wolfe Lecture Hall and Breakout Classroom 101. The Bayer Learning Center is outlined in blue below.

- **Cooper Building:** This office space, located just off campus on Fifth Avenue, contains offices for COM faculty and staff on floors two through five. The Cooper Building is outlined in yellow below.



## 1.6 College of Medicine Leadership

### 1.6.1 Office of the Dean

The Dean of the COM is responsible for overseeing all aspects of the academic Mission and achieving objectives associated with the COM's education, research, clinical training, and community engagement.

### 1.6.2 Department of Academic Affairs

The Department of Academic Affairs supports students through the admissions process and throughout their educational journey at DUQCOM. The Academic Affairs Office includes the Offices of Admissions, Student Affairs, Diversity, Equity, and Inclusion, Medical Education, Academic Excellence, Assessment, Financial Aid, the Medical Library and the Medical Registrar.

### 1.6.3 Department of Biomedical Affairs

The Department of Biomedical Affairs leads the biomedical faculty in their academic and scholarly activities and directs biomedical

instruction during the four years of the curriculum. It is comprised of the chairs and faculty of the biomedical science disciplines including anatomy, physiology, cellular and molecular biology, pharmacology, genetics, microbiology, and immunology.

#### **1.6.4 Department of Clinical Affairs**

The Department of Clinical Affairs leads the clinical faculty in their academic and scholarly activities, and directs clinical instruction during the four years of the curriculum, including simulation education, core rotation site placement, and the residency match. This department is comprised of chairs for primary care and specialty medicine, as well as division chiefs and teaching/clinical faculty for family medicine, internal medicine, pediatrics, geriatrics, emergency medicine, simulation, pathology psychiatry, surgery, obstetrics and gynecology, integrative health and wellness, community and global health, and osteopathic manipulative medicine (OMM), as well as several specialists and subspecialists.

#### **1.6.5 Department of Research**

DUQCOM's faculty, staff, and students will be actively engaged in interdisciplinary biomedical, clinical, and translational science research and scholarly activities in collaboration with other colleges and departments and colleges on campus and beyond. The Department of Research will provide support and resources for researchers, including training, grant identification, experimental design, creation and management of budgets, conference presentations, and scholarly activity.

#### **1.6.6 Department of Postgraduate Affairs**

The Office of Postgraduate Affairs is dedicated to graduate medical education (GME) and supporting physicians in the stages that follow medical school training. This Office engages in the development of new GME programs and supports the COM's partner GME programs with a variety of needs including but not limited to osteopathic curriculum and recognition, faculty development, curriculum delivery, simulation experiences, and accreditation needs. Additionally, the Office of Postgraduate Affairs supports the continuum of osteopathic training to include continuing medical education (CME) programming needs. The Office prioritizes the training of excellent physicians from diverse backgrounds in a model of patient-centered care. This builds a foundation of high-value care, positive patient outcomes, and clinical knowledge that improves individual and community health, and provides a setting that helps residents, fellows, and attending

physicians grow as role models for the next generation of physicians and leaders.

## 1.7 Degree Programs

DUQCOM is approved by Duquesne University and is currently in pre-accreditation status by the Commission on Osteopathic College Accreditation and the Middle States Commission on Higher Education to award a graduate professional degree in osteopathic medicine. **This degree will be a four-year osteopathic medical education program based on the biopsychosocial-spiritual model of health, emphasizing preventive medicine, social justice, health equity, evidence-based medicine, and comprehensive patient care.** Additionally, DUQCOM is accredited by the Middle States Commission on Higher Education to award a Master of Biomedical Sciences degree, which is a 10-month education program based upon the first semester of the medical school curriculum. DUQCOM students are educated in how the body's structure and function are interrelated, and how a physician may use nutritional, interventional, and manual medicine techniques to restore health and promote wellness in the patients they serve. Students who complete the curriculum and requirements are recommended by the faculty of DUQCOM for conferral of the Doctor of Osteopathic Medicine (DO) degree by the Duquesne University Board of Trustees. Following graduation, osteopathic physicians will typically enter a graduate medical education (GME) program such as residency and pursue a career path in clinical medicine.

## 2 DIVERSITY, EQUITY, AND INCLUSION

### 2.1 Diversity, Equity, and Inclusion Statement

Duquesne University is committed to an inclusive atmosphere where students can serve, lead, and learn without concerns of discrimination. The COM, as a member of the Duquesne University community, is dedicated to providing a welcoming and inclusive environment. The University's Office of Diversity, Equity, and Inclusion provides support and guidance for students to facilitate a campus environment of excellence for all and provides community and campus-wide events and programs to celebrate belongingness, acknowledge campus leaders in inclusion efforts, and raise awareness about critical issues related to diversity, equity, and inclusion. The COM Director of Diversity, Equity, and Inclusion is available to meet with students to discuss any DEI-related issues pertaining to the COM.

### 2.2 Education in Diversity, Equity, and Inclusion

Students will be selected based in part on their passion for training and caring for all people regardless of their race, ethnicity, color, sex, sexual

orientation, gender, gender identity, national origin, age, disability, or religion, as well as their demonstrated willingness to address health disparities by focusing on the social determinants of health.

The COM utilizes curricular programming methods and strategies to ensure students are trained to serve and support patients across the state, nation, and world. Student development exercises will facilitate continued progress toward the COM's strategic goals of inclusivity and mutual respect for all. Students will receive training on implicit bias, the social determinants of health, and health outcomes in urban and rural underserved communities by race and income. The COM is creating a culture of unconditional inclusion to foster diversity, further enhancing understanding and engagement while ensuring accountability and improvement.

### **2.3 Creating a Diverse Physician Workforce**

The COM strives to contribute to a diverse and highly qualified physician workforce which begins with recruiting a diverse pool of candidates to fill student roles. Partnerships and early assurance programs will be integral components of the COM's student recruitment strategy. For the COM to successfully meet its Mission, it will be essential to partner with local, regional, and federal programs. This will help to foster mentorship, which in turn will increase underrepresented populations in the health care professions.

### **2.4 Impacting Urban and Rural Communities**

The COM strives to contribute to a diverse and highly qualified physician workforce, that is passionate, educated, and informed regarding the social determinants of health, including health outcome disparities, which disproportionately affect people of color and individuals in lower socioeconomic populations.

## **3 STUDENT RIGHTS AND RESPONSIBILITIES**

### **3.1 Student Expectations**

As future physician leaders, COM students are expected to closely follow an appropriate level of conduct and professionalism throughout their education as outlined in this Handbook, the University's Student Handbook, the applicable University Administrative Policies (TAPs), and the COM's Policy on Student Professionalism and Conduct. DUQCOM students should be aware that they may be subject to sanctions for off-campus conduct as further described in these policies and handbooks, and students should review the applicable policy/handbook's procedures for addressing reported violations. All COM students are further expected to uphold the American

Osteopathic Association's (AOA) Code of Ethics and comply with federal, state, and local laws.

Students are expected to be knowledgeable about, and comply with, all rules, regulations, and policies of the COM and the University, including this Student Handbook, the University's Student Handbook, and the University TAPs. No policy or handbook referenced is intended to be a contract and is subject to change. In the event and to the extent of any conflict or inconsistency between the COM Student Handbook and another University policy, the COM Student Handbook shall take precedence.

### **3.2 Student Expression**

*Campus and Classroom Expression:* The University's policies regarding Campus and Classroom Expression are located in the University's Student Handbook. In addition to the requirements described in those policies, public statements made by COM students must clearly identify that the statements are made by the speaker alone and are not intended to be representative of the COM or the University.

*COM Student Government:* As constituents of the academic community, COM students are free, individually and collectively, to express their views on issues of institutional policy and matters of general interest to the student body. Where appropriate, student concerns should be referred to their class leaders, who will then present these concerns to the COM administration for consideration.

### **3.3 Student Complaints**

If a student should have a concern or grievance for any reason, they are encouraged to bring that concern directly to the appropriate student, faculty, or staff member to be addressed. If the issue is not resolved from this communication, then the student may choose to escalate the concern to the student leadership (class president), the appropriate faculty leader (e.g., Student Affairs, Division Chief, Chair, or Assistant/Associate Dean), and/or to the reporting resources identified in the relevant University policy. Retaliation against students who make such reports and/or who participate in the applicable process for addressing such reports is prohibited. Reports will be addressed following the procedures set forth in the applicable University policy. Any individual found to be responsible for the conduct alleged in such a report is subject to disciplinary action, up to and including dismissal from the school and/or University, following the procedures set forth in the applicable University policy.

The COM has COM-specific formal reporting mechanisms for the grievances and appeals outlined below.

For complaints related to accreditation standards, students should refer to the COM Policy entitled, “Complaints Related to Accreditation Standards.”

There are many avenues for reporting of non-academic concerns, including the resources identified in this Handbook, such as the Title IX Coordinator. There are also anonymous reporting options available on the University’s website including [EthicsPoint](#) and an [anonymous Title IX reporting form](#). In addition, non-academic student concerns may also be brought to the attention of the COM’s Student Government Association officers who will bring the concerns to the COM administration. Depending on the nature of the report, the COM administration will be required to share the report with others at the University (e.g., Title IX Coordinator). If a student feels that their concerns have not been adequately addressed through these avenues, the student may appeal to the COM Office of Student Affairs who will seek to resolve the concern or involve the appropriate Associate Dean or the Dean as needed.

### **3.4 Academic Policies**

Students are subject to the COM’s academic policies and the academic policies outlined in the University’s Graduate Catalog. In the event of any conflict between the COM’s academic policies and the academic policies outlined in the University’s Graduate Catalog, the COM’s academic policies, including but not limited to the COM’s policy on grade appeals and professional conduct, shall take precedence.

## **4 STUDENT RECORDS**

### **4.1 FERPA-Protected Information**

The Family Educational Rights and Privacy Act (FERPA) of 1974 prohibits the University from disclosing information from a student’s education records to third parties, including parents, without the written consent of the student, except in limited circumstances. For additional information about FERPA, please see [TAP #28](#) <sup>49</sup> which is incorporated herein by reference.

For complaints related to FERPA, COM students have the option to file a complaint with the U.S. Department of Education. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202-5901

All students who use student data in any form are required to take FERPA training as directed by the COM.

## **4.2 Health Records**

DUQCOM will follow all applicable laws governing the privacy, confidentiality, and security of oral, written, and electronic patient health information as well as all confidential academic records, including HIPAA and FERPA. DUQCOM requires certain health records of all enrolled students. These records are maintained in accordance with the Health Insurance and Portability and Accountability Act (HIPAA) and the [Duquesne University HIPAA Policy](#) <sup>12</sup>.

## **5 SEXUAL MISCONDUCT AND HARASSMENT**

Duquesne University, including the COM, prohibits sex and/or gender-based discrimination consistent with Title IX, Title VII, and other applicable laws. For more information concerning this prohibition, resources, and reporting options, please see the University's Title IX website, as well as [TAP #31](#) <sup>30</sup> and [TAP #61](#) <sup>36</sup>.

## **6 NON-DISCRIMINATION POLICY**

DUQCOM shall be open to all students who are qualified according to its admission process and is committed to compliance with Title VII and other anti-discrimination laws. Duquesne University's non-discrimination policy can be found in [TAP #30](#) <sup>51</sup>. This TAP applies to all programs and activities of the University, including admission and employment practices, and provides that, among other things, the COM will not discriminate in the selection of administrative personnel, faculty and staff, and students based on race, ethnicity, color, sex, sexual orientation, gender, gender identity, national origin, age or disability, or religion. Duquesne University is an educational institution operated in affiliation with the Roman Catholic Church in the United States. Nothing in [TAP #30](#) <sup>51</sup> should be construed as a waiver either of the constitutional or statutory rights that Duquesne University enjoys as a religiously-affiliated organization.

Students with questions or concerns about any type of discrimination are encouraged to report their concerns to the Director of Student Affairs and/or officers and individuals described in these policies, who will connect the student with the appropriate office or individual.

## **7 ACCOMMODATIONS**

### **7.1 Policy Regarding Reasonable Accommodations**

Duquesne University is committed to the inclusion of qualified individuals with disabilities into all facets of the educational and employment environment as



further described in [TAP #56](#)<sup>56</sup>. Students seeking reasonable accommodations must work with the University's Office of Disability Services and engage in the interactive process regarding any accommodation. The Office is located in the Union, Room 309. The interactive process is set forth in [TAP #56](#)<sup>56</sup>. The Office of Disability Services will work together with the COM's Associate Dean for Academic Affairs to determine reasonable accommodations.

### **7.1.1 Five Competency Areas of the COM Technical Standards**

Students with or without reasonable accommodations must meet the academic and technical standards of their program. Please refer to the DUQCOM Health and Technical Standards that can be found below, which are required of any student entering into the medical education program at DUQCOM. The COM is committed to working with students to meet their program requirements.

#### **7.1.1.1 Observation and Sensory**

Students must be able to participate in demonstrations and experiments in the Doctor of Osteopathic Medicine curriculum including, but not limited to microbiologic cultures, microscopic examination of microorganisms and tissues, cadaver dissection, interpretation of ECGs, and radiographic images. Students must be able to observe a patient by gathering sensory information (visual, auditory, olfactory, and tactile) to detect disease and dysfunction. Students must be able to use touch to detect changes in temperature and pressure to complete required physical examinations and perform osteopathic structural assessments.

#### **7.1.1.2 Communication**

Students must be able to assess and communicate with patients to elicit information, describe changes in affect, activity, and posture, and perceive nonverbal communications. Students must be able to communicate effectively and sensitively with patients. Students must be able to communicate effectively and efficiently with all members of the health care team.

#### **7.1.1.3 Motor**

The Doctor of Osteopathic Medicine curriculum is physically and mentally rigorous. The student must reliably and fully participate in the curriculum, including small group learning activities, simulation exercises, computer-based learning

activities, computer-based examinations, and clinical rotations. Students must be able to independently perform physical examination maneuvers such as auscultation, palpation, and percussion to detect disease and dysfunction. Students must be able to independently perform a variety of procedures required for general and emergency patient care including, but not limited to venipuncture, bladder catheterization, arthrocentesis, cardiopulmonary resuscitation, application of pressure to stop severe bleeding, management of obstructed airways, suturing of simple wounds and performance of routine obstetrical and gynecologic procedures. Additionally, students must be able to perform these procedures within prescribed time limitations relative to the context of the practicing physician. Students must be able to independently perform therapeutic touch including OMM techniques. Students must be agreeable to having these techniques performed upon them as part of the curriculum requirements for the DO degree. Students must be willing to expose the head, neck, extremities (arms and legs), chest (with a sports bra for women), back, and abdomen for examination. Religious head coverings must be modified when necessary to allow palpation when they obscure the immediate area to be examined or treated (e.g., head, neck, upper back). Modifications can include adjustment of the covering permitting unobstructed palpation beneath the covering or substitution of a thinner material that allows for adequate evaluation and treatment. Students must be able to assist in surgical procedures that require standing for prolonged periods, participating in simulation exercises, and participating in medical/surgical rounds on hospital wards.

#### **7.1.1.4 Intellectual – Conceptual**

Students must be able to demonstrate the ability to observe, measure, calculate, and utilize information to engage in critical thinking and problem-solving in both individual and group contexts that are essential to the function of a physician. Students must also be able to comprehend multi-dimensional spatial relationships.

#### **7.1.1.5 Behavioral and Social Attributes**

Students must exercise good judgment and act professionally, complete all responsibilities promptly and effectively, and attend to the diagnosis and care of patients while maintaining mature, sensitive, and effective

relationships with patients. Students must be able to function effectively under stressful conditions, adapt to changing environments, and function in the face of the uncertainties inherent in the clinical care of patients. Compassion, integrity, empathy, interpersonal skills, interest, and motivation are all personal qualities that will be assessed during the educational process.

## **7.2 Health and Safety Measures**

In addition to the DUQCOM Health and Technical Standards, students are also required to meet annual requirements for health and safety before matriculation and each academic year while enrolled in the program. These requirements include but are not limited to immunizations, background checks, drug screenings, and certifications in Basic Life Support (BLS, HIPAA, OSHA, and the Pennsylvania child abuse recognition and mandated reporter training). Students must follow DUQCOM policies and procedures for obtaining and submitting this documentation according to all deadlines to matriculate and progress in the program.

# **8 ADMISSIONS, ENROLLMENT, AND FINANCES**

## **8.1 Minimum Requirements for Admission**

Applicants must possess the academic background and capacity to adapt to a rigorous academic environment and to successfully complete the curriculum. Additionally, the COM uses a mission-driven admissions process; therefore, the applicants should demonstrate a history of compassion, empathy, dedication, and an interest in care for rural or urban underserved populations as evidenced by community service, outreach-oriented clinical activities, or research to promote the advancement of medical science.

Applicants for admission must meet the following requirements to be considered for an interview:

- a. Complete a baccalaureate degree before matriculation.
  1. Courses must be taken at an accredited institution that is recognized by the U.S. Department of Education. Applicants are encouraged to contact the COM Office of Admissions if there are any questions.
  2. Applicants who have taken coursework and/or earned a degree from a foreign institution must submit an evaluation of their transcripts by a transcript evaluation company that is

approved by AACOMAS. Please see the AACOMAS website for a list of approved companies.

3. Courses with equivalent content may be considered. The COM follows the AACOMAS definition of science courses to determine science GPA and science hours. See the AACOMAS website for more information.
- b. Complete the required courses listed below:
1. Biological Sciences: 8 credit hours
  2. Physics: 8 credit hours
  3. General and/or Inorganic Chemistry: 8 credit hours
  4. Organic Chemistry: 8 credit hours (Biochemistry may substitute for 4 credit hours of Organic Chemistry)
  5. English and/or Composition: 6 credit hours
  6. Recommended: a minimum of 6 additional biomedical science credit hours at the 200 level or above, which prepare the applicant for medical school. These include but are not limited to anatomy, physiology, biochemistry, immunology, microbiology, virology, and genetics.
- c. Achieve a minimum of a 3.2 science GPA and a 3.2 overall GPA on a 4.0 scale. Higher GPAs are generally required to be competitive. The COM follows the AACOMAS definition of science courses to determine science GPA. See the AACOMAS website for more information.
- d. Submit official MCAT transcripts through AACOMAS with a date of completion, which is within three years or less of the intended matriculation date (must achieve a minimum MCAT score of 500, higher MCAT scores are generally required to be competitive).
- e. Be a U.S. citizen or permanent U.S. resident.
- f. Be proficient in data entry to complete time-specific assignments.
- g. Read the COM Health and Technical Standards and affirm that they meet the standards. (Any falsification or misinformation may result in dismissal for matriculated students or withdrawal of an offer of admission).

## **8.2 AACOMAS Application (Primary Application)**

The COM participates with other osteopathic colleges in a centralized application processing service called the American Association of

Colleges of Osteopathic Medicine Application Service (AACOMAS). To initiate the application process, prospective students must apply directly to AACOMAS.

The deadline for the COM's Primary Application generally falls on March 1, but is subject to change annually; therefore, applicants should consult the COM website for the most current information.

### **8.3 Official Transcripts**

As part of the application process, AACOMAS will require official copies of transcripts from all colleges/universities attended. Applicants who have taken coursework and/or have earned a degree from a foreign institution must also submit an official evaluation of their transcripts by one of the approved AACOMAS transcript evaluation services as described above. Applicants must also submit their official MCAT scores from AAMC to AACOMAS.

If there is a question about the authenticity of a transcript, an official transcript sent directly to the COM campus from the institution in question will be required.

The COM requires an official transcript from any school the applicant is currently attending or will attend after June of the application year to be sent directly to the COM. In this case, the transcript sent to AACOMAS will not be accepted.

The COM requires official transcripts reflecting any coursework completed after acceptance and before matriculation to be sent directly to the COM Registrar's Office by the registrar's office of the institution where the coursework was completed. Failure to submit official transcripts before the stated deadline may result in the offer of admission being rescinded and forfeiture of any deposits.

### **8.4 Secondary Application**

Applicants who meet all admissions requirements may be invited to submit the Secondary Application and supporting documents. The invitation to submit a Secondary Application is sent via email with instructions for electronic completion. The last day for applicants to submit the Secondary Application and supporting materials is April 1 but is subject to change from year to year.

The Secondary Application process consists of the COM Secondary Application, a non-refundable processing fee, a waiver/non-waiver statement regarding letters of recommendation, and three required

letters of recommendation (see below).

## **8.5 Letters of Recommendation**

DUQCOM requires a minimum of three letters of recommendation. One letter must be from the pre-medical or health-professions advisory committee if the undergraduate institution has this committee. Other recommendation letters should be from a physician (DO or MD), science faculty, or other undergraduate or graduate faculty who have taught the applicant in class. No required letters of recommendation may be from a blood relative or a relative through marriage. The COM welcomes additional letters of support or recommendation from those who are acquainted with the student's academic or professional abilities.

All letters of recommendation must be on professional or college/university letterhead and signed by the evaluator, whether submitted electronically (preferred) or mailed directly to the COM Office of Admissions. Letters of recommendation submitted through a pre-health committee, an official evaluation collection service recognized by the COM (Interfolio or Virtual Evals), or an official college/university service are acceptable.

Once the COM receives the Secondary Application, the processing fee, the waiver/non-waiver statement, and the required letters of recommendation, the application is considered complete. The COM will send an electronic notification indicating the application is complete.

## **8.6 Requirement to Report Charges or Arrests**

On the Secondary Application, applicants must report and explain any charge or arrest, including, but not limited to, misdemeanors and felonies. Students should be aware that charges are generally found on the background check that is required before acceptance. Applicants who do not disclose a prior arrest or criminal charge will be deemed to be acting unprofessionally and/or unethically, and omission of such information may be grounds for rescinding the admissions offer, or if such information is discovered after matriculation, may result in dismissal. Applicants who have prior convictions that may impact their ability to obtain a residency and/or become licensed, such as convictions for assault, sexual crimes, impaired driving, and/or drug possession, will not be considered for admission. The applicant should be aware that medical licensing boards and residency programs also require background checks and base their acceptance or non-acceptance of an applicant on the nature of the prior criminal record.

## 8.7 The Admissions Process

An applicant must meet all admissions requirements, the Health and Technical Standards, and submit all required documents to be considered for admission to DUQCOM. After the COM Office of Admissions receives these materials, the applicant's file is reviewed, based on the established criteria for admission. If the applicant is offered and accepts an invitation to interview, he/she/they is/are invited for an interview day which will include interviews by members of the faculty. After the interview day, the interviewers forward their recommendations to the COM Admissions Committee.

An admissions decision, based on academic performance, professional experience, mission alignment, and the interview, will be provided to the applicant. The COM Admissions Committee will make the following recommendations to the COM Dean: to accept or to deny. Once the class is filled, accepted applicants will be placed on the provisional acceptance list. Students on the provisional acceptance list may be offered a seat in the upcoming or a future class when one opens. The applicant will receive the decision letter at the email and physical address provided with the application. Applicants should keep the COM Admissions Office apprised of any change of address.

## 8.8 Rescinding the Admissions Offer

Reasons for the COM to rescind an offer of admission include but are not limited to the following:

- a. Intentional misrepresentation or omission of information on any form relevant to admissions or records
- b. Failure to report prior illegal behaviors or arrests made after the admissions offer
- c. Unprofessional or unethical behavior that does not comply with COM and/or University policies and procedures
- d. Failure to comply with the procedures required for matriculation
- e. Failure to maintain a good record of scholastic performance and/or good record of personal conduct between the time of acceptance and matriculation at the COM
- f. Failure to pay deposits, tuition, or fees by required dates
- g. Failure to attend all orientation activities
- h. Failure to provide all required documentation by the required dates to the COM
- i. Inability to meet the Health and Technical Standards as outlined in the current COM Student Handbook

## 8.9 Early Decision Admissions Track

The Early Decision Admissions Track is an admissions option for those candidates who identify DUQCOM as their first choice for pursuing a medical education. To be considered for the Early Decision Admissions Track, the candidate must meet all the following requirements and agree to apply only to DUQCOM until an early decision notification has been made. Early decision applicants must meet the following requirements, in addition to the general admission requirements listed above:

- a. Hold a science and overall GPA of 3.5 or higher
- b. Achieve a competitive MCAT score as compared to other applicants in the same application cycle
- c. Submit an application, provide transcripts from all institutions attended, and submit MCAT scores to AACOMAS by July 1
- d. Submit a letter of intent to the COM Office of Admissions indicating that DUQCOM is the applicant's first choice for medical school by July 1 and request a review for the Early Decision Admissions Track
- e. Submit all Secondary Application materials including the Secondary Application fee and required letters of recommendation by August 15
- f. Withhold all applications to other medical schools until notified of an early decision by DUQCOM

Applicants who are on the provisional acceptance list from the prior academic year may receive an offer of early acceptance to DUQCOM for the next academic year without resubmission of all materials.

## 8.10 Tuition, Fees, and Financial Aid

### 8.10.1 Admission Application Fee

A nonrefundable fee of \$65 is due to the COM upon submission of a Secondary Application. Students are also responsible for the cost related to background checks.

### 8.10.2 Acceptance Fee

Students will be required to deposit \$1,500 by the deadline outlined in their acceptance letter to reserve their seats in the matriculating class. These are nonrefundable deposits that are applied to the students' MS1 tuition.



### 8.10.3 Tuition and Fees

The student's cost of attendance is based on tuition, required books and educational supplies, room and board, and other miscellaneous expenses including earbuds, calculator, headsets, etc. Student tuition and costs are billed biannually (typically in July and December) and are due within 30 days of receipt of the bill, payable on the [Duquesne University Tuition Payment Portal](#) <sup>21</sup>. Students who fail rotations, board examinations, and/or are assigned additional curricular requirements in a Modified Course of Study will incur the cost of the Modified Course of Study that is chosen by the COM. Late fees may be assessed to students who do not pay their tuition by the deadline, and checks returned for insufficient funds will be assessed as an additional fee. Graduating students must satisfy all tuition and other financial obligations to the COM and University before their degree will be conferred. Students who withdraw or transfer must also satisfy all tuition and financial obligations to the COM and University before the finalization of the changed status.

### 8.10.4 Billing and Payment Process

A comprehensive invoice that confirms the class schedule of courses for which the student is registered and lists tuition, fees, housing charges, deposits, financial aid awards, and balance due will be available online for all registered students a month before classes begin. Every month that a balance is due, an email is sent to the students' official University email address, announcing that the eBill is available for viewing and payment. To access your eBill statement, log in to DORI and select: Self Service Banner > Student Information > Student Account > Access QuikPay. You can also view your account status, which displays real-time activity, through the QuikPay system. If you have difficulties logging in, contact the CTS help desk at (412) 396-4357 or [help@duq.edu](mailto:help@duq.edu). Questions regarding the eBill may be directed to Student Accounts at (412) 396-6585 or [studentaccounts@duq.edu](mailto:studentaccounts@duq.edu).

### 8.10.5 Request for Verification of Enrollment and Academic Status

Requests for verification of enrollment or academic status for insurance, scholarship, general funding, or other consideration may be made by the student through [DORI](#) <sup>8</sup>: Self Service Banner > Student Information > Student Records > Request Enrollment Verification, or through the Office of the Medical Registrar.

### 8.10.6 Form 1098-T

Students or persons claiming a student as a dependent may be eligible to claim tuition and fees as tax credits on their federal tax returns. IRS Form 1098-T is an informational tax document that will enable you to determine if you qualify for a tax deduction. The student's enrollment and financial aid information is also provided to the IRS. More information about Form 1098-T can be found on the [Duquesne University Student Accounts](#) <sup>18</sup> website.

### 8.10.7 Student Loan Information

Duquesne University is dedicated to helping students understand and comply with all student loan regulations pertaining to federal loans. Information about student loans, financial aid, scholarships, the National Student Loan Data System, and deferments and default may be found on the [Duquesne University Student Loans](#) <sup>19</sup> website.

### 8.10.8 Financial Aid Counseling

DUQCOM provides its applicants and students with periodic, required, and optional, group and individual counseling sessions concerning financial aid application and debt management.

The sessions are listed below by year and are designated as group or individual sessions, and required or optional attendance.

<b>PRE-MATRICULATION</b>		
Financial Aid Application Presentation at Interview (In person/remote)	Group	Required
Financial Aid Counseling During Campus Visit	Individual	Optional
Financial Aid Counseling (In-person, phone, or video call)	Individual	Optional
Financial Aid Presentation During Accepted Students Day	Group	Optional
FAFSA Information and Deadlines on the COM Website (Also sent with acceptance letter)	Individual	Optional
<a href="#">AACOM Financial Aid Resources</a>	Individual	Optional
<b>FIRST YEAR OF MEDICAL SCHOOL</b>		
Financial Aid Presentation During Orientation	Group	Required
Presentation of Scholarship Opportunities	Group	Required
Debt Counseling and Personal Finance: Money Management Strategies	Group	Required
<a href="#">AACOM Financial Aid Resources</a>	Individual	Optional
<a href="#">AACOM Paul S. Garrard Loan Repayment Strategies Webinar</a>	Individual	Optional
<a href="#">Seven Ways to Improve Your Credit Score</a>	Individual	Optional
One-on-One Meeting with Financial Aid Staff	Individual	Required
Financial Aid Counseling (In-person, phone, or video call)	Individual	Optional

<b>SECOND YEAR OF MEDICAL SCHOOL</b>		
Presentation of Scholarship Opportunities	Group	Optional
FAFSA Information and Deadlines on the COM Website	Individual	Optional
<a href="#">AACOM Financial Aid Resources</a>	Individual	Optional
<a href="#">AACOM Paul S. Garrard Loan Repayment Strategies Webinar</a>	Individual	Optional
<a href="#">Seven Ways to Improve Your Credit Score</a>	Individual	Optional
Financial Aid Counseling (In-person, phone, or video call)	Individual	Optional
<b>THIRD YEAR OF MEDICAL SCHOOL</b>		
Presentation of Scholarship Opportunities	Group	Optional
FAFSA Information and Deadlines on the COM Website	Individual	Optional
<a href="#">AACOM Financial Aid Resources</a>	Individual	Optional
<a href="#">AACOM Paul S. Garrard Loan Repayment Strategies Webinar</a>	Individual	Optional
<a href="#">Seven Ways to Improve Your Credit Score</a>	Individual	Optional
Preparing for the MS4 Year	Group	Required
The Cost of Applying and Interviewing for Residency	Group	Required
Financial Aid Counseling (In-person, phone, or video call)	Individual	Optional
<b>FOURTH YEAR OF MEDICAL SCHOOL</b>		
One-on-One Meeting with Financial Aid Staff to Review Portfolio and Repayment Options	Individual	Required
<a href="#">AACOM Financial Aid Resources</a>	Individual	Optional
<a href="#">AACOM Paul S. Garrard Loan Repayment Strategies Webinar</a>	Individual	Optional
<a href="#">Seven Ways to Improve Your Credit Score</a>	Individual	Optional
How to Manage Your Student Loans During Residency; Repayment Strategies	Group	Required
Public Service Loan Forgiveness Program Presentation	Group	Optional
Financial Aid Counseling (In-person, phone, or video call)	Individual	Optional

### **8.10.9 Scholarship Information**

DUQCOM will offer student scholarship opportunities on a rolling basis as students are admitted and until scholarship funds are depleted. Scholarship awardees will be selected from eligible applicants by the COM Scholarship Committee. Additional scholarships are available through the [Pennsylvania Osteopathic Medical Association](#) <sup>30</sup>, the [Health Professions Scholarship Program](#) <sup>28</sup>, and the [National Health Services Corps](#) <sup>29</sup>.

### **8.10.10 Penalty for Insufficient Funds**

Any payments for tuition or fees rejected or returned to the COM due to insufficient funds will be assessed a fee of \$35, which is subject to change; future payments must be paid with a cashier's check or money order.

### **8.10.11 Tuition Refunds**

If a student withdraws from the COM before completing the coursework for a given semester, a prorated refund will be assessed

and returned to the student's account as outlined below; of note, the U.S. Department of Education requires the COM to return the unearned portion of federal student loans and this can impact the possible refund amount.

Withdrawal Date	Possible Refund
During the first week of the semester	100%
During the second week of the semester	80%
During the third week of the semester	40%
During the fourth week of the semester	20%
After the end of the fourth week of the semester	0%

## 9 TRANSFER STUDENTS

### 9.1 Transfer Student Eligibility

DUQCOM offers very limited opportunities for students from other medical schools to transfer into the COM with advanced standing. The COM generally limits these requests to students with compelling circumstances and qualifications who seek to transfer following successful completion of all requirements of the first two years of the curriculum. Additionally, acceptance of a transfer student depends on the availability of openings in the appropriate class.

Students who seek to transfer into the COM with advanced standing must submit their request in writing to the COM Registrar's Office no later than January 15 of the MS2 year, along with an application and the supporting documents outlined below. The application and supporting documents will then be reviewed by an ad hoc committee consisting of the Associate Dean for Clinical Affairs, the Associate Dean for Biomedical Affairs, the Associate Dean for Academic Affairs, the COM Registrar, and the COM Director for Admissions. The Chair of Osteopathic Manipulative Medicine will be included in the committee for students requesting a transfer from an LCME-accredited medical school. Upon review of the application and supporting documents, the committee will make a recommendation to the Dean for final approval regarding admission or non-admission, as well as the transferring student's proper placement into the curriculum if they are approved for the transfer.

### 9.2 Criteria for Transfer or Admission with Advanced Standing

The criteria for transfer or admission with advanced standing are outlined below. Along with their application, students seeking to transfer with advanced standing must submit supporting documentation evidencing they meet such criteria. The student must:

1. complete the first two years of the curriculum at a COCA- or LCME-accredited medical institution with a 3.5 GPA or higher before the date of the transfer, and this preclinical curriculum must be equivalent to the preclinical curriculum at the COM.
2. meet the minimum undergraduate GPA and MCAT requirements for admission, as verified by their AMCAS or AACOMAS application.
3. pass COMLEX-USA Level 1 on first attempt before the date of transfer.
4. not be suspended or dismissed from any other medical school or college. If the student is presently withdrawn, the student must provide an official letter from the Dean of Academic Affairs at their prior COCA- or LCME-accredited medical college or institution, verifying that the student is eligible for re-admittance to their program in good academic standing.
5. have no prior or present professionalism or conduct infractions on their academic record.
6. pass a background check and have no prior or pending criminal charges or convictions.
7. meet all of the COM's stated health requirements including but not limited to required immunizations and a negative urine drug screen.
8. meet the COM's stated technical standards.
9. provide a letter explaining the reason for a transfer request.
10. provide an official letter from the Dean of Academic Affairs at their current institution, indicating that the student is in good academic standing.
11. submit AMCAS or AACOMAS application materials with their letter of transfer request.
12. submit the current official transcript from their COCA- or LCME-accredited medical school.
13. submit two letters of recommendation from the medical school or college, written by preclinical faculty, who can attest to the qualities of the transferring student.
14. currently attend a medical institution that is COCA- or LCME-accredited to be eligible for transfer to the COM.

15. complete an in-person interview with the Director of Admissions or designee before approval of the transfer.

### 9.3 Specific Additional Criteria

Once a student is approved for transfer, additional criteria or coursework may be required and communicated to the transferring student.

1. Any course required by the COM that the transferring student has not previously taken must be successfully completed by the transferring student before the start of third-year clinical rotations.
2. Students transferring from an LCME-accredited institution must complete OMM coursework and training as assigned to ensure OMM/OPP education and skills development before beginning third-year clinical rotations and OMM/OPP competency before graduation.

### 9.4 Graduation Eligibility

The transferring student is required to successfully complete a minimum of two full years of the curriculum at the COM granting the degree, to be eligible for graduation.

## 10 PROFESSIONALISM

### 10.1 American Osteopathic Association's Code of Ethics

Osteopathic physicians follow the AOA's Code of Ethics, designed to guide physicians in their professional lives and address physicians' ethical and professional responsibilities to patients, society, and the osteopathic profession and other health care professions. DUQCOM students are required to comply with the AOA's Code of Ethics, which is as follows:

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

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

**Section 3.** A physician-patient relationship must be founded on mutual trust, cooperation, and respect. The patient, therefore, must have complete freedom to choose her/his/their physician. The physician must have complete freedom to choose patients whom she/he/they will serve.

However, the physician should not refuse to accept patients for reasons of discrimination, including, but not limited to, the patient's race, creed, color, sex, national origin, sexual orientation, gender identity, or disability. In emergencies, a physician should make her/his/their services available.

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

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

**Section 6.** The osteopathic medical profession has an obligation to society to maintain its high standards and, therefore, to continuously regulate itself. A substantial part of such regulation is due to the efforts and influence of the recognized local, state, and national associations representing the osteopathic medical profession. A physician should maintain membership in and actively support such associations and abide by their rules and regulations.

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

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

**Section 9.** A physician should not hesitate to seek consultation whenever she/he/they believe(s) it is in the best interest of the patient.

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

**Section 11.** In any dispute between or among physicians regarding the diagnosis and treatment of a patient, the attending physician has the

responsibility for final decisions, consistent with any applicable hospital rules or regulations.

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

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

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

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

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

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

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

**Section 19.** When participating in research, a physician shall follow the current laws, regulations, and standards of the United States or, if the research is conducted outside the United States, the laws, regulations, and standards applicable to research in the nation where the research is conducted. This standard shall apply for physician involvement in research at any level and degree of responsibility, including, but not limited to, research, design, funding, participation either as examining and/or treating provider, supervision of other staff in their research, analysis of data, and publication of results in any form for any purpose.



## 10.2 Student Ethical Code of Conduct

At DUQCOM, professionalism is an essential component of the student's core academic curriculum. Students are challenged to think about the physician they will become, in keeping with the Mission of the COM and the University. The goal is to help students model the characteristics that will best serve themselves, their patients, and the community throughout their professional careers. This begins with being a successful and responsible member of the COM community.

Students will develop as professionals throughout their academic program, and accordingly are expected to uphold University standards of academic and personal integrity and promote responsible behaviors by adhering to the COM Student Professional and Ethical Conduct Expectations as described in the Student Professional and Ethical Conduct Agreement.

During orientation, COM students agree, by signing the Student Professional and Ethical Conduct Agreement, that they have read and will accept the terms outlined in this COM Student Handbook, and will abide by the COM Student Professional and Ethical Conduct expectations. Students are also expected to uphold the AOA's Code of Ethics, as outlined in the Professional Ethics for Physicians Policy, and all University policies. While students may encounter professionalism or ethical situations that are not specifically referenced in the agreement, the listed items are representative of the expectations for professional and ethical conduct.

Alleged professional and ethical misconduct may violate various University policies, including the COM's Professional and Ethical Conduct Policy. The COM, after consulting with appropriate University administrators as needed, will determine at its discretion which policy/policies apply and how the alleged misconduct will be addressed.

## 10.3 Student Professional and Ethical Conduct Agreement

I accept the responsibility for my conduct and expect the highest standards of myself as a part of my academic curriculum at the COM. I will also support others in upholding these standards. I commit to the expectations of COM **LEADERS** as outlined below:

### Values and Goals

- L** Love and Mercy: Treating others as you would want to be treated, with empathy and compassion. Creating a culture of tolerance and non-judgementalism.
- E** Ethics and Morality: Creating a culture committed to practicing medicine with the highest moral and ethical standards.

- A** Advancement and Personal Development: Empowering faculty, staff, and students to develop lives of self-fulfillment through service.
- D** Diversity and Social Justice: Creating a culture that promotes diversity, equity, and inclusion in the treatment of others, and seeks to address inequities in access to health care, both domestically and globally.
- E** Excellence: Creating a culture where students, faculty, and staff can excel and reach their full potential both academically and professionally.
- R** Responsibility to Profession and Community: Equipping and training the next generation of health care leaders in all medical specialties with a particular focus on the need for primary care physicians.
- S** Servant Leadership: Creating a culture of service to God consistent with the historic Mission of Duquesne University.

#### **10.4 Professional or Ethical Conduct Violations**

When a concern arises related to a student's professional or ethical conduct, the concern will typically be sent to the Chair of the Professionalism and Ethical Conduct Committee (PECC). The Dean will appoint an ad hoc committee or the PECC Chair to investigate the concern and determine the next best step based on the following options.

1. Determine the concern to be unfounded – If there is no clear professional or ethical conduct violation, no course of action will be taken. There is no need for further documentation of the concern.
2. Determine the concern to be minor – If this is a first-time offense or a minor infraction, the Chair may meet with the student, and provide mentorship and steps to resolve the concern. A minor concern will not be a part of the student's permanent record unless further professionalism concerns arise.
3. Determine the concern to be taken to the PECC – If this is a repeated or serious offense, the PECC will become involved. The PECC will consist of the Chair and at least three COM leaders appointed by the Dean (at a minimum: one from Student Services, one from Clinical Affairs, and one from Biomedical Affairs). The PECC's charge is to meet with students for professional and ethical conduct concerns to discuss the concern, provide mentorship, and take steps to resolve the concern.

#### **10.5 Consequences for Professional or Ethical Behavior Violations**

##### **10.5.1 Professional and Ethical Conduct Committee (PECC)**

If a student has a professionalism concern brought before the PECC, the Committee may enact one of the following consequences:

- Verbal warning - This does not become a part of the permanent record unless further professionalism concerns arise that warrant permanent record documentation.
- Written warning - This does not become a part of the permanent record unless further professionalism concerns arise that warrant permanent record documentation.
- Formal performance improvement plan - This does become part of the permanent record documentation.
- Probation with criteria for removal from probation - Students who have displayed repeated or serious unprofessional or unethical behavior may be placed on probation, suspension, or considered for dismissal (See below for suspension and dismissal. This does become part of the permanent record documentation.)
- Suspension with criteria for removal from suspension - The Committee has the option to suspend a student who has been charged with a misdemeanor or felony, pending disposition of the charge. Students convicted of a felony and some misdemeanors will most likely be dismissed. In addition, this recommendation may be utilized for a student who has displayed behavior warranting medical or mental health assessment while pending evaluation. (This does become part of the permanent record documentation.)
- Dismissal - The Committee has the option to dismiss a student who has had multiple concerns despite warnings and intervention, another concern arises after a student has already been placed on probation or suspension during their time at the COM, the student is convicted of a misdemeanor or felony, or if the infraction is to a level where the Committee cannot confidently recommend the student as competent in the professionalism competency moving forward. (This does become part of the permanent record documentation.)

In addition to the consequences above, the Committee may:

- Specify a timeline or manner for resolution steps to occur.
- Require further assessment, including but not limited to psychological evaluations, drug or alcohol screening/testing, or other evaluations that allow them to make appropriate recommendations. Such testing, if recommended, will be at the student's expense. The PECC will require a written evaluation from the party of the referral to determine if the student is at risk

- or presents a risk to the institution, students, or patient care.
- Limit extracurricular activities.
- Require service activities.
- Make other sanctions as deemed appropriate by the PECC.
- Require the student to sign a consent agreement requiring further evaluation/testing.

The student may appeal the PECC's decision when consequences are probation, suspension, or dismissal providing there is new evidence that was not available at the time of the hearing. The appeal must be submitted by the student to the Dean in writing within five business days of the PECC's notification to the student of the decision. The Dean will review the concerns and recommendations including all previous professionalism or conduct violations and render a decision. The Dean's decision is final.

### **10.5.2 Potential Consequences at Clinical Training Sites**

A student may be removed from the clinical site by hospital administration and unable to complete their clinical education at the site following a professional and/or ethical infraction. Examples of such concerns include but are not limited to:

- Poor interpersonal skills or deficient clinical skills for a medical student
- Below-average academic and/or clinical performance
- Unprofessional behavior in medical reporting or documentation
- Tardiness and/or unexcused absenteeism
- Medical or psychological illness
- Suspected substance abuse (alcohol and other drugs) by behavior or positive drug screen
- Suspected illegal behavior
- Suspected physical, sexual, or emotional abuse
- Disruptive behavior as a member of the medical team
- Witnessed, reported, or positively-tested use of alcohol, illegal drugs, or prescription drugs that alter cognition while on duty

The hospitals and clinical sites dictate whether the student can continue clinical training in their facility and this is outlined in the mutually agreed upon affiliation agreements with all sites. The student is always considered an invited guest or learner in the facility in which they are training and must therefore become familiar with and follow all clinical site policies and procedures.

All reports of unprofessional or unethical behaviors at a clinical location will be thoroughly addressed following the procedures

described in the Professional and Ethical Conduct Policy.

### **10.5.3 Consensual Relationships**

Consistent with [TAP #31](#) <sup>52</sup>, consensual relationships between students and faculty are not permitted; consensual relationships between students and their patients are not permitted; consensual relationships between students and staff members are only permitted in instances where the staff member has no direct role in the student's training or assessment, nor access to their records. Infractions of this policy will be referred to the Title IX Office.

### **10.5.4 Dress Code**

Because DUQCOM is a professional school, its members represent the COM, the University, and the profession, it is the expectation that all students maintain professionalism in their appearance, hygiene, and behavior. Attire in the classroom is business professional (e.g., dress shirts, dress pants, skirts, dresses, and close-toed shoes). Clothing must not be dirty, torn/unkept/cutoff, provocative, contain obscene/profane/suggestive words, pictures, or symbols, or display advertisements for alcohol, drugs, or tobacco products. We recommend that strong scents are avoided, tattoos are covered, jewelry be minimal, and clothing allows for an appropriate range of movement. Individuals who do not strictly adhere to this policy will be sent home, with an unexcused absence. Repeat offenders will be referred to the PECC for review.

Hats or head coverings (other than for religious purposes) are not considered appropriate attire and are not permitted in the academic setting. Scrubs are permitted in the laboratory setting, and close-toed shoes are required in the lab. In the clinical setting, students must follow the dress code of the assigned site with modest, professional dress (except in the obstetrics or surgical suite). Students must be willing to perform a physical examination and therapeutic touch techniques including osteopathic manipulative treatment.

### **10.5.5 Social Media**

COM students are cautioned to use social media platforms thoughtfully and responsibly. Disclosure of other individuals' private or protected information or images, or use of these platforms in a harmful, offensive, or damaging manner will be reviewed by the PECC consistent with the procedures set forth in the Professionalism and Ethical Conduct Policy. Misrepresentation of the COM or the University, violations of FERPA or HIPAA regulations, or other

unprofessional behaviors on social media platforms, will likewise be reviewed by the PECC.

### 10.5.6 Drugs and Alcohol

Duquesne University and the COM, in keeping with the Mission Statements, are committed to the maintenance of a drug- and alcohol-free working and learning environment in accordance with the provisions of the Drug-Free Workplace Act of 1988 and the Drug-Free Schools and Communities Act Amendments of 1989, and as specified in the Duquesne University [TAP #32](#) <sup>53</sup>. TAP #32, incorporated herein by reference, sets forth the University's policy regarding a drug- and alcohol-free working and learning environment.

The COM may require a student to submit to drug and/or alcohol testing "for cause," based upon a reasonable suspicion of the unauthorized use or abuse of alcohol or drugs. Reasonable suspicion may be based upon, but is not limited to, the following:

- Direct observation of unauthorized use or possession of drugs
- A pattern of abnormal or erratic behavior consistent with illicit use or abuse of alcohol or drugs
- Observation of physical signs indicative of illicit use or abuse of drugs or alcohol visibly impaired and/or intoxicated
- Arrest or conviction for a drug or alcohol-related offense
- Referral from the SAPP Committee

Any student who refuses to consent to a "for cause" alcohol and/or drug test or fails to provide an adequate specimen may be subject to disciplinary action up to and including dismissal from the COM. All costs associated with drug and alcohol testing are the responsibility of the student unless specifically stated otherwise by the party requesting the drug and alcohol testing. Any student who has a positive result on an alcohol or drug test that cannot be explained by legally prescribed medications will be subject to disciplinary sanction.

### 10.5.7 Student Image Use Policy

DUQCOM often uses still and moving images of academic activities and campus life to promote the University and the COM; to increase engagement, raise general awareness, or elicit participation in any form, whether through attendance, enrollment, or any form of volunteerism or philanthropy; and to advance educational objectives. This Image Use Policy governs the use of still or moving

images of COM students, with or without voice recording, when such images are captured by Duquesne University employees and third parties on behalf of the COM.

- All COM students will be asked to sign the [Duquesne University Consent and Release Form](#) <sup>6</sup> at the time of matriculation.
- Before an image can be used, additional written consent of the individual is required if the individual featured in the image is identifiable, and in an instance where there is a reasonable expectation of privacy. The unit within the COM that secures the image for its use is responsible for maintaining on file the record of permission and consent for the reasonable life of the image and/or in compliance with the University's Record Retention Policy, whichever is longer. No additional written consent will otherwise be obtained.
- When a non-University affiliate is engaged to capture images on behalf of the COM, the non-affiliate will be required to enter into a professional services agreement with the University. To the extent the non-affiliate desires to use any image(s) captured on its own behalf, the non-affiliate photographer will be required to obtain separate written consent from the individual(s) in the image(s). The non-affiliate photographer who obtains the image will be required to agree to honor any request of the individual(s) whose image(s) is/are being used for the benefit of the non-affiliate photographer to cease the use of the image(s).
- COM events that are open to the public will note in signage and/or in registration/published materials that photos may be taken and that, by attending/participating in the event, the individuals at the event consent to the use of such photos for the University or COM purposes.

## **11 STUDENT AFFAIRS**

### **11.1 Student Enrollment and Student Records**

DUQCOM's Medical Registrar Office performs the following duties in support of the COM:

- Student enrollment and registration
- Grade collection/recording, academic history recordkeeping
- Verifications, certifications, student compliance

- Academic retention, promotion, graduation policy
- Transcript requests (official and unofficial)
- Release of information (including third-party requested information)
- The clinical site required training and documentation

## 11.2 Student Insurance

COM students who already have health insurance coverage through their workplace, parent, spouse or other family member should review their policy. If the student's current policy does not include the following requirements, then the student is required to enroll in the [Student Health Insurance Plan](#) <sup>15</sup>.

The student's current health insurance policy must include:

- Insurance company must pay claims directly to health care providers
- Insurance company must pay claims in U.S. Dollars
- Insurance policy documents must be available in English
- Insurance policy must be ACA compliant
- Coverage must be effective no later than the waiver deadline and remain active through July 31 (no short-term policies)
- If plan has a deductible (not the same as a copay), it must be no more than \$5,000 per individual, per policy year
- Plan must include coverage for pre-existing conditions with no waiting periods or limitations
- Plan must include coverage in the Pittsburgh area for all services the University requires to be covered (emergency or urgent care-only coverage does not meet this requirement)
- Plan must include coverage for all the following services:
  - Hospital inpatient and outpatient, emergency room, and urgent care services
  - Physician services (routine and specialist)
  - Diagnostic services, such as laboratory, pathology, x-ray, MRI, CT scan, etc.
  - Physical therapy
  - Emergency transport (ambulance)
  - Prescription medicines
  - Mental health
  - Illness or injury occurring under the influence of drugs and alcohol
  - Testing and treatment of illness from pandemics, such as COVID-19



## 11.3 Environmental and Occupational Exposure and Precautions

Duquesne University and the COM place the highest emphasis on protecting the environment and the health and safety of all persons who work in or visit our facilities. Therefore, both the University and the COM require all students to strictly adhere to its policies on public safety, occupational safety, and good laboratory practices and procedures, as outlined in the Duquesne University Environmental Health and Safety Policy, [TAP #29<sup>50</sup>](#), and as further set forth by the University's Environmental Health and Safety Department.

### 11.3.1 Safety and Education

COM students are required to complete training on bloodborne pathogens and other environmental and infectious hazards annually as directed. Students may be required to complete Occupational Safety and Health Administration modules assigned by their clinical sites and research labs. Students are expected to complete all training modules and educational sessions according to assigned deadlines. Failure to complete assignments according to deadlines will be addressed according to the COM's Policy on Student Professionalism and Ethical Conduct.

### 11.3.2 Exposure Prevention and Management

COM students are expected to follow all Duquesne University and COM expectations and guidelines regarding the mitigation of exposures to bloodborne pathogens and other environmental and infectious hazards within all settings of the COM including but not limited to classrooms, research labs, teaching/skills labs, standardized patient rooms, and simulation areas. COM students who are engaged in assigned clinical activities are also expected to utilize appropriate clinical precautions, wear appropriate personal protective equipment, and abide by applicable policies and procedures of the COM, University, and clinical training sites.

### 11.3.3 Training and Prevention

The COM requires the following training and prevention measures:

1. Students are required to complete training on bloodborne pathogens and other environmental and infectious hazards as assigned.
2. Students are required to participate in orientation programs offered by their clinical sites or labs and must complete any

required training and/or employee health and/or infection prevention protocols required by the sites.

3. Students are required to utilize universal precautions in all clinical encounters. Students must use appropriate personal protective equipment and must abide by specific isolation or other precautions in place for specific locations, patients, and/or units in educational, research, and clinical settings.

### **11.3.4 Exposures**

In the event of an accidental exposure, students are expected to follow the signs and labels based on the infectious or biological hazard and the guidelines of their laboratory, classroom, or clinical site to immediately address the exposure. If the exposure occurs in a clinical setting, students should follow the guidelines of the site to receive additional care in an emergency room setting. Additional guidelines related to bloodborne pathogen exposures are included below.

#### **11.3.4.1 Bloodborne Pathogen Exposures**

DUQCOM students who have been exposed to blood and/or other bodily fluids (occupational exposure) must comply with the University's rules and processes for reporting the incident, which have been incorporated herein. In the case of exposure, the exposed individual must undergo a prompt evaluation to ensure the true risk of exposure is ascertained.

The CDC defines occupational exposure as a percutaneous injury (e.g., needlestick or cut with a sharp object), contact of the mucus membrane, or skin with compromised integrity (e.g., scratched, chapped, abraded, or irritated with dermatitis) with blood, tissue, or other fluids that are potentially infectious. Injuries may occur when performing invasive procedures, providing therapy, administering medications, changing dressings, working with laboratory specimens, providing acute care following an injury or trauma, or handling linens or dressings that are moist with potentially infectious fluids.

According to the CDC, wounds and skin sites that have been in contact with blood or bodily fluids should be immediately washed with soap and water, and mucous membranes should be generously flushed with water.

Following this cleansing procedure, the exposed person should immediately notify their supervisor (Medical Education Office for MS1 and MS2 students or physician supervisor/Clinical Affairs Office for MS3 and MS4 students). The exposed person will be temporarily excused from patient care, classroom, or laboratory duties, except clinical faculty are expected to comply with the protocol of their clinical site. The exposed person should report immediately to the nearest emergency department or Duquesne University Health Services unless the exposure occurs in a hospital. For exposures occurring in a hospital, the person should report immediately to the designated location (e.g., ER or Employee Health) and follow the protocols outlined by the clinical site.

The exposed person will be asked to follow the protocol for the type of exposure which may include providing blood for baseline HIV and hepatitis testing and providing detailed information regarding how the exposure occurred. Specifically, they may be asked what bodily fluid was encountered, the type of equipment that was used, exactly how the injury occurred, as well as any medical information available regarding the source patient. Any exposed person should comply with requests for recommended follow-up treatment and testing which may continue for 6 to 12 months, depending on the degree of the exposure.

#### **11.3.4.2 Notifying Duquesne University of Bloodborne Pathogen Exposure**

In addition to the procedures described above for immediate care, an exposed student must notify their clinical coordinator within 24 hours following the exposure. Students must also complete the University's incident report form on the [Risk Management Forms](#) <sup>16</sup> page. The student will be asked to provide information regarding the injury, source patient, treatment, and testing. Except in extraordinary circumstances, an exposed student will be responsible for all costs incurred for testing, treatment, and follow-up.

### **11.4 Physical Health Resource Services**

#### **11.4.1 On-Campus Health Services for COM Students**

The Duquesne University Health Services Clinics committed to providing comprehensive, competent, and confidential health care to all undergraduate and graduate students for the education of the

mind, heart, and spirit. The Clinic creates a compassionate environment that encourages students to take responsibility for their personal health, fitness, and education by promoting and guiding healthy lifestyles and disease prevention. Instructions for using Health Services, which are detailed on the [Duquesne University Health Services](#) <sup>11</sup> website, are initiated through electronic submission of the Student Health History electronic form found on the DORI site. Please also upload the Duquesne University Immunization Verification Form through the [Health Services Portal](#) (412.396.1650) and be sure to upload a copy of your insurance card in preparation for any visits to the Clinic.

#### **11.4.2 Health Services when COM Students are Off Campus**

As listed above, Health Services offers telemedicine video conferencing appointments and phone call consultations. Note also that each clinical site or region provides students with access to care through the nearby hospital, emergency department, physician practices, and federally qualified health centers (FQHC) where applicable. Before clinical rotations begin, students are provided a list of nearby physical and mental health resources by the COM Office of Clinical Affairs.

#### **11.4.3 Emergency Care/After-Hours Care**

For emergency care or after-hours care, students are instructed to call the Public Safety (Campus Police) at 412.396.2677 (COPS) or 911. Students may also proceed to the nearest emergency department. UPMC Mercy Hospital is located across the street from the COM in the event of an emergency.

### **11.5 Mental Health Resource Services**

There are several resources on campus related to the health and well-being of all members of the University community, including the resources identified below. The following is not intended to be an exhaustive list but rather is intended to provide a reference for COM students relating to certain health and well-being resources.

#### **11.5.1 On-Campus Resources and Facilities**

COM Student Affairs: COM students are supported by a COM Student Affairs Department that collaborates with [Duquesne University Student Services](#) <sup>20</sup>. The Student Affairs Department at the COM supports students academically, emotionally, and spiritually through academic counseling, mentorship programming, student government, and student interest groups. This includes

programming for all medical students including orientation, fatigue mitigation, financial aid counseling, and study/test-taking skills. Please note that this program does not create a patient-physician relationship.

Duquesne University's Center for Student Wellbeing: The [Duquesne University Center for Student Wellbeing](#) <sup>4</sup> website contains helpful information. The Center includes health, counseling, and recreation services to promote health and well-being for the mind, body, and spirit. Using a biopsychosocial-spiritual model that addresses student needs, the Center is a wonderful resource for student wellness and health of all forms. The Center has partnered with Oasis, an app that is designed to support student mental health and well-being; the app can be downloaded at [oasisapp.com/](https://oasisapp.com/).

Counseling Services: The [Duquesne University Counseling Services Department](#) <sup>7</sup> offers free confidential personal counseling services and is an available resource for University students. Counseling Services provides telehealth as an option for care when on campus or off campus including all clinical rotation sites. In addition, crisis support is available to all students 24 hours per day, seven days per week by calling ReSolve Crisis Service at 1.888.796.8226. Note also that each clinical site region provides students with access to care at the nearby hospital, emergency department, physician practices, and FQHCs (where applicable), and before beginning clinical rotations, students are provided a list of nearby physical and mental health resources by the COM Office of Clinical Affairs.

Power Center Recreation and Fitness Facility: All students have access to the 80,000-square-foot [Health and Recreation Facility](#) <sup>14</sup> featuring an array of fitness classes, cardio machines, multiple weightlifting options, an indoor track, and more.

Spiritan Campus Ministry: The Spiritan Campus Ministry seeks to welcome all Duquesne community members, regardless of denomination or faith tradition. The [Spiritan Campus Ministry](#) <sup>17</sup> offers liturgical and worship ministries, faith-sharing programs, and social outreach opportunities.

Duquesne University CARES (Alcohol and Drug Awareness): [DU CARES](#) <sup>3</sup> is a resource for students encompassing information on drugs and alcohol run by Dr. Daniel Gittins, Associate Director for Alcohol and Drug Education. It is an important part of the Office of Residence Life at Duquesne University. DU CARES uses educational awareness and harm prevention programs as an integral part of the SBIRT (a nationally recognized approach) model of

intervention, which includes S = Screen, BI = Brief Intervention, and RT = Referral to Treatment.

### **11.5.2 Fatigue Mitigation**

Because Duquesne University and the COM understand the rigors of medical school are great, and chronic stress and sleep deprivation are detrimental to the physical, mental, and spiritual wellness of an individual, the COM provides fatigue mitigation training for students during orientation, to assist students in learning techniques to help them reduce fatigue and manage it in situations such as exam weeks, busy clinical rotations, etc. Any student may initiate a discussion regarding fatigue mitigation by raising the concern with the COM Director of Student Affairs or their supervisor. Once a fatigue concern has been reported, the Director of Student Affairs or the supervisor will discuss the concerns with the student and together will establish a plan for fatigue mitigation.

### **11.5.3 External Consulting**

Students consulting with external licensed professionals may be asked to sign an Authorization for Release/Receipt of Information Form allowing for communication and sharing of appropriate information between such specialists and DUQCOM. Giving this permission is voluntary but advisable, as it is intended to allow the Director of Behavioral Health to monitor services and facilitate academic progress and treatment compliance through coordination of support. Providing authorization for the release/receipt of information is mandatory in situations involving a violation of DUQCOM zero-tolerance policies such as drug and alcohol use. When students are referred by DUQCOM for independent examination or evaluation for alcohol and drug screens or other behavioral concerns, students are required to comply with these requirements.

Documentation of consultation services with the Director of Behavioral Health is kept confidential and stored in secure files and separate from a student's permanent academic record. Certain matters, such as grades, are kept confidential. However, general communication with faculty members, even on topics of a personal nature, may be shared with other faculty members or members of the administration only if the student poses a threat to other students or staff.

### **11.5.4 Faculty Recusal from Student Academic Activities**

Students are encouraged to seek medical care from trusted health professionals who are not actively engaged in their educational program as current or anticipated supervisors or evaluators and to communicate with health care providers who are involved in their academic assessment or promotion to identify possible academic conflicts.

If a COM faculty member is providing health services, through a physician-patient relationship, to any COM student, such faculty member must recuse himself/herself/themselves from the following activities:

1. Decisions related to the academic or clinical assessment of the student
2. Decisions related to the advancement or graduation of the student
3. COM Committee reviews the student's academic or professional performance
4. All other decisions related to the academic assessment or promotion of the student receiving health services by the faculty member

Faculty members are expected to notify the appropriate Associate Dean of the need to recuse as soon as the potential conflict is identified, so that a reassignment can be made to facilitate the student's academic assessment and promotion needs.

## **11.6 Student Leadership and Engagement**

DUQCOM wishes to promote a culture in which students support their Mission through leadership, community service, and professional engagement. The COM supports several student organizations listed below. Each organization has a faculty advisor, who is appointed by the Dean, and all organization events must be approved by the Dean and the Associate Dean for Academic Affairs. Events must be scheduled in advance and cannot conflict with previously scheduled academic or campus events.

### **11.6.1 Student Professional Organizations**

Student professional organizations provide a great avenue for students with similar interests to learn together, participate in community outreach, offer seminars, arrange guest speakers for topics of special interest, and participate in scholarly activity. Student groups who may be interested in starting a new student organization should contact the COM's Office of

Student Affairs for guidance. Proposals for new student organizations will be reviewed and approved by the senior administration of the COM on an as-needed basis. Student groups that have been approved will receive a small budget for each academic year and may consider conducting COM-approved fundraising activities as needed. Several examples of key student organizations are listed below. Please note that the use of DUQCOM and DU facilities, as well as the use of the DU or DUQCOM logo or white coats, must be approved before any event hosted by the student organization.

[American College of Osteopathic Emergency Physicians – Resident Student Organization](#) <sup>23</sup>

[Catholic Medical Association](#) <sup>24</sup>

[Christian Medical and Dental Association](#) <sup>25</sup>

[Gold Humanism Honors Society](#) <sup>27</sup>

[Sigma Sigma Phi Honorary Osteopathic Service Fraternity](#) <sup>31</sup>

[Student American Academy of Osteopathy](#) <sup>32</sup>

[Student American Osteopathic Academy of Sports Medicine](#) <sup>33</sup>

[Student Association of the American College of Osteopathic Family Physicians](#) <sup>34</sup>

[Student Association of Military Osteopathic Physicians and Surgeons](#) <sup>35</sup>

[Student Chapter of the American College of Osteopathic Neurologists and Psychiatrists](#) <sup>36</sup>

[Student Chapter of the American College of Osteopathic Obstetricians and Gynecologists](#) <sup>37</sup>

[Student Chapter of the American College of Osteopathic Pediatricians](#) <sup>38</sup>

[Student Chapter of the American Osteopathic Association](#) <sup>39</sup>

[Student Chapter of the Pennsylvania Osteopathic Medical Association](#) <sup>40</sup>

Each year, Pennsylvania's Osteopathic Medical Colleges host stethoscope and white coat ceremonies for their first-year



osteopathic medical students. These ceremonies are an important step in an osteopathic student's career as they represent each student's entrance into the osteopathic profession and establish a psychological contract that stresses the importance of compassionate care for the patient, profession, and scientific proficiency.

[Student Chapter of the Pennsylvania Rural Health Association](#) <sup>41</sup>

[Student National Medical Association](#) <sup>42</sup>

[Student Osteopathic Internal Medicine Association](#) <sup>43</sup>

[Student Osteopathic Medical Association](#) <sup>44</sup>

[Student Osteopathic Surgical Association](#) <sup>48</sup>

### **11.6.2 Student Leadership Opportunities**

Students will have a variety of opportunities to serve in leadership positions during their medical school program. These opportunities will support the efforts of the students, the COM, the University, and the profession. Examples of leadership positions include the following, but are not limited to:

- Student ambassadors
- Class officers
- Student organization officers
- Student government positions
- Student appointment to college committees

### **11.7 Student Engagement in Research**

DUQCOM is committed to training students in research and scholarly activity through the educational curriculum that is applied by students culminating in the completion of a scholarly project. The COM curriculum includes a longitudinal Foundations of Medical Research Course, educating students on key topics related to research and scholarly activity. More information may be found in the Curriculum Overview portion of this Handbook.

### **11.8 Clinical Shadowing**

Clinical shadowing refers to an observational experience in which an MS1 or MS2 student spends time following a physician to learn more about patient care, a specific specialty, residency program, or clinical facility, or to increase their experience and exposure to the practice of medicine. Many

students choose to engage in clinical shadowing experiences during breaks in their formal medical school curriculum such as during Block breaks, summer breaks, or weekends. Shadowing experiences can be extremely valuable, and students may choose to include these experiences in their resume, personal statement, or Dean's letter (Medical Student Performance Evaluation or MSPE). It is essential, however, that students engaging in shadowing experiences understand that there is an important difference between shadowing and the clinical rotations/experiences students participate in as part of their medical school curriculum.

Clinical experiences that occur in conjunction with the clinical curriculum such as Early Clinical Learning and Service Experiences (volunteer service and shadowing at a DUQCOM-approved site), DUQCOM medical mission trips, and MS3/MS4 scheduled rotations, are completed at DUQCOM-approved clinical sites and follow very specific guidelines regarding students' roles, responsibilities, supervision requirements, and feedback and evaluation processes. In addition, students participating in the clinical curriculum, as described above, are provided malpractice insurance that covers them while functioning in these defined supervised clinical rotations/experiences.

Shadowing experiences for MS1 and MS2 students that do not occur as part of the approved sites within the students' required medical school curriculum may occur with non-appointed faculty and may lack the defined structure, supervision, feedback mechanisms, and medical-legal protection (insurance) required of formal clinical rotations/experiences.

Students engaging in shadowing experiences should be aware of the guidelines below:

- Shadowing experiences for MS1 and MS2 students are meant to be observational and if any hands-on activity occurs with patients, it should be patient examination only and MUST be repeated by the physician.
- To protect patients and students, invasive exams such as pelvic, rectal, and genitourinary exams should not be performed during shadowing experiences.
- MS1 and MS2 students are not protected by malpractice insurance while engaged in clinical shadowing experiences outside of the clinical curriculum at DUQCOM-approved sites. In this case, DUQCOM students are required to let the physicians they are shadowing know that they are not covered by DUQCOM insurance.
- Students engaging in clinical shadowing that has not been approved by DUQCOM must not wear their DUQCOM white coats during these experiences.

- Students must ensure they follow all hospital system, facility, and/or ambulatory policies when engaging in any shadowing type of experience. Individual physicians a student chooses to shadow may not be familiar with the facility’s policies, so it is the responsibility of the student to ensure to review, understand, and comply with all facility or system-specific policies. Students are bound to HIPAA regulations while shadowing.
- Supervising practitioners that students may be shadowing may not know the student’s level of training and it is therefore the student’s ethical and professional duty to fully explain their level of training and to not participate at a level beyond their training.
- If an MS3 or MS4 student chooses to participate in a volunteer clinical experience that is not a part of the required curriculum, and the experience is approved by the Office of Clinical Affairs, the experience is considered volunteer time. DUQCOM recognizes that MS3 and MS4 students may volunteer for additional hours outside of their required rotations to experience clinical specialties before residency selection. If such clinical experiences are scheduled at a DUQCOM-approved site and approved by the Office of Clinical Affairs in advance, the experience is considered an approved clinical curriculum, and DUQCOM’s malpractice insurance covers such activity. DUQCOM must hold an agreement with any hospital where the student is completing a clinical rotation or experience. Volunteer hours are considered non-credit hours and will not be reported on the transcript.

## 11.9 Identification Cards

Duquesne University issues identification cards to all students. Students can learn more about the DU Card on [DORI](#) <sup>8</sup>. This card is your official ID card and provides access to:

- Buildings and residence halls
- Power Center Recreational Facility
- Dining and meal plans
- Gumberg Library
- Computer labs
- Return and resale of textbooks

## 11.10 University Safety

The safety of the University community, including members of the COM, is important to Duquesne. The following is not intended to be an exhaustive list, but rather is intended to provide a reference for COM students related to certain University safety resources:

- The Duquesne University Public Safety Department is available to

students. COM students can contact security using the numbers listed below.

- Emergencies -- call Campus Police at 412.396.2677
- Non-emergencies -- call Campus Police at 412.396.6002
  
- The COM encourages students to report all crimes to Public Safety. Reporters and victims of such crimes will have access to University and COM psychological and pastoral support and counseling as needed.
  
- Duquesne University [TAP #36](#) <sup>54</sup> entitled, “College and University Security Information Act,” provides information about on-campus law enforcement, guidance on reporting criminal actions or other emergencies, a statement on sexual assault and abuse, programs to promote campus safety, reporting and dissemination of information, and a statement on individual responsibility.
  
- Duquesne University [TAP #48](#) <sup>55</sup> entitled, “Weapons and Violence – Campus and Workplace,” identifies prohibited behaviors and outlines reporting expectations of workplace violence, concerning the prohibition of weapons on campus. More specifically, the University is committed to maintaining a safe learning and working environment for all members of the University community. In case of an emergency or life-threatening situation, immediately call the Department of Public Safety at 412.396.COPS (2677), and be prepared to provide as much information as possible including what is happening, the location of the incident, who is involved, what type of weapon is involved if any, and your name and current location. Non-emergent situations may be handled through immediate supervisors or Human Resources.
  
- The Duquesne University’s Emergency Management Team meets regularly to identify and prepare for a variety of possible emergency incidents. More information is available on the [DU Emergency Management Team](#) <sup>9</sup> website and the University’s Emergency Operations Plan can be found on DORI.
  
- The Campus Community Risk Team (CCRT), is a multidisciplinary team comprised of members representing various departments from the University including Academic Affairs, Residence Life, Campus Police, Student Conduct, Campus Ministry, Center for Student Well-Being, Human Resources, and Legal Affairs. The CCRT is responsible for evaluating risks to the safety and well-being of the campus community and recommending countermeasures as appropriate. The CCRT provides guidance, ensures readiness, develops awareness, helps to avert violence, and assures the safety of the living, working, and learning environment of Duquesne University.

- The University's [Clery Report/Annual Security and Fire Safety Report](#) <sup>5</sup> provides information related to matters including crime statistics, crime reporting, annual fire safety reporting, fire statistics, reporting criminal incidents, confidential crime reporting, campus security authorities, timely warning notices, public safety advisories, daily crime logs, public record of sex offenders, academic buildings and campus facilities, and policy information regarding weapons, drugs and alcohol, sexual violence and relationship violence, and missing student emergency contact policy and protocol.
- The Duquesne University Fire Safety website provides information regarding fire hazards and safety.
- Code Blue Telephones - There are eight Code Blue Telephones on campus located at various locations outside of buildings to gain direct access to Public Safety. The locations are listed below:
  - i. Bluff Street near Rooney Field
  - ii. Locust Circle near Gumberg Library
  - iii. Shingiss Street at Rockwell Hall
  - iv. Gibbon Street at Magee Street
  - v. Locust Street at McAnulty Drive near Rangos School of Health Sciences
  - vi. Fisher Hall Sky Walk
  - vii. Forbes Avenue Parking Lot
  - viii. Power Center at Forbes Avenue
- Duress Alarms - Duress Alarms are for any situation where an individual feels uncomfortable or threatened; or for any medical emergency. The University has installed over 300 Duress Alarms around campus. When activated, all of these Alarms connect directly to Public Safety and will result in a response from the Campus Police within minutes. These Alarms can be found in study rooms in the Gumberg Library, locker rooms at the Power Center, and in various other strategic areas around campus.
- Escort Service – The DU Public Safety Department provides a personal safety escort to all members of the DU community. The service is campus-wide, to or from your car, residence hall, academic building, or office. The service is designed to enhance your safety and peace of mind if you must walk alone. It is intended to be primarily a walking service with a mobile escort provided when determined to be appropriate. The primary goal is to enable you to travel from one location to another with a greater sense of security. A safety escort

may be requested by calling the DU Campus Police at 412.396.6002.

- DU Alert - Current students can sign up for [DU Alert](#)<sup>2</sup>, an automated message notification system for emergencies or major disruptions to campus services. Text and voice messages are sent directly to students to notify them of any emergency.
- Campus Phone Line - To the extent such messages are recorded, messages regarding cancellations, delays, or campus matters are available by calling 412.396.1700.

### 11.11 Safety and Security at Off-Campus Training Locations

COM students are required to complete orientation regarding the safety and security policies of each off-campus training location and comply with these policies throughout their clinical rotations.

### 11.12 Parking and Transportation Services

#### 11.12.1 Parking

Duquesne University offers both garage and surface parking options. Parking permits may be purchased on your [DORI](#)<sup>8</sup> account: please select “Parking and Permits” in the Services and Information box on the left to view permit rates. The [DU Parking](#)<sup>13</sup> website details parking rates and additional information about permit expiration dates, temporary permits, citation appeals, and other parking information.

#### 11.12.2 Shuttle Service

The University offers a **FREE** shuttle service between campus and South Side for Duquesne students. Students will only be required to show their official Duquesne University ID to gain access to the Shuttle. Only Duquesne University students may ride the South Side Shuttle. Shuttle operations follow the DU Academic calendar. There is NO service on weekends, during breaks, the summer semester, or holidays. The Shuttle will operate from 7 a.m. to 10 p.m., Monday through Friday during the University's academic calendar and ending each semester on the last day of finals. The South Side Shuttle Service is a convenient, safe, and inexpensive way to get to campus for students living on the South Side. You would not have to worry about finding a parking space when students return home, digging their car out in the winter, or wasting gas.

### 11.13 Inclement Weather Policy

DUQCOM will abide by the DU Inclement Weather Policy: weather-related delays or cancellations will be shared through DU Alerts, the University home page, the DORI intranet page, the University's social media channels, the local media, and via an official University email. In addition, students can call the weather/emergency hotline at 412.396.1700 for up-to-date delays or cancellations. The protocols for emergency closures or partial shutdowns of the University can be found in [TAP #22](#)<sup>47</sup>. Students at clinical sites should follow the guidance of the assigned clinical site and contact the COM Office of Clinical Affairs with any questions or concerns that arise.

#### **11.14 Animals on Campus**

Animals on campus can pose risks to the campus community. The University, therefore, has developed the Policy contained in [TAP #59](#)<sup>57</sup> to define categories of animals that are anticipated to be present from time to time on the University's campus and to set forth guidelines regarding their presence on campus as well as handler/owner responsibilities. Students are not permitted to bring pets to clinical sites.

## **12 ACADEMICS AND ASSESSMENTS**

DUQCOM is committed to ensuring competency- and ethics/professionalism-based medical education throughout the four-year program. Both competency and ethics/professionalism are essential components of the academic curriculum. Under the supervision of the Department of Academic Affairs, the COM has designed a curriculum to include activities and assessments that reflect appropriate educational objectives and incorporate the seven AOA Core Competencies within the 14 AACOM Core Competencies. Students will be taught and assessed according to knowledge and skills related to these key competencies.

### **12.1 The AACOM Core Competencies**

#### **1. OSTEOPATHIC PRINCIPLES AND PRACTICE/OSTEOPATHIC MANIPULATIVE MEDICINE**

Demonstrate and apply knowledge of accepted standards in osteopathic manipulative treatment appropriate to the specialty. Remain dedicated to lifelong learning and practicing habits in osteopathic philosophy and OMM.

#### **2. MEDICAL KNOWLEDGE**

Demonstrate and apply knowledge of accepted standards of clinical medicine in the respective area; remain current with new developments in medicine and participate in lifelong learning activities.

#### **3. PATIENT CARE**

Demonstrate the ability to effectively treat patients and provide medical care that incorporates the osteopathic philosophy, empathy towards patients, awareness of behavioral issues, as well as the incorporation of preventive medicine and health promotion.

#### **4. INTERPERSONAL AND COMMUNICATION SKILLS**

Demonstrate interpersonal and communication skills that enable the student physician to establish and maintain professional relationships with patients, families, and other members of healthcare teams.

#### **5. PROFESSIONALISM**

Uphold the Osteopathic Oath in the conduct of one's professional activities, which promotes advocacy of patient welfare, adherence to ethical principles, collaboration with health professionals, lifelong learning, and sensitivity to the care of diverse patient populations, while being cognizant of the patient's physical, mental, and spiritual health to provide effective care.

#### **6. PRACTICE-BASED LEARNING AND IMPROVEMENT**

Demonstrate the ability to critically evaluate methods of clinical practice; integrate evidence-based medicine into patient care; show an understanding of research methods; and improve patient care practices.

#### **7. SYSTEMS-BASED PRACTICE**

Demonstrate an understanding of health care delivery systems; provide effective and qualitative patient care within systems; and practice cost-effective medicine.

#### **8. COUNSELING FOR HEALTH PROMOTION/DISEASE PREVENTION**

Demonstrate an understanding of preventive health care including screening and prevention guidelines and be able to apply this knowledge to provide patient-centered, team-based care.

#### **9. CULTURAL COMPETENCIES**

Demonstrate an understanding of culture and the elements that affect a patient's health care; demonstrate cultural sensitivity and communication skills to care for patients with varying backgrounds, beliefs, and cultures.

#### **10. EVALUATION OF HEALTH SCIENCES LITERATURE/SCIENTIFIC METHOD**

Utilize current technologies to assess and apply evidence-based scientific information to patient care.



## **11. ENVIRONMENTAL AND OCCUPATIONAL MEDICINE**

Demonstrate an understanding of the impact of the environment and a patient's occupation on a patient's health; demonstrate knowledge and skills to care for patients' environmental and occupational health care needs.

## **12. PUBLIC HEALTH SYSTEMS**

Apply understanding of public health, the social determinants of health, and health policies to an overall understanding of individual, system-based, and community health care.

## **13. GLOBAL HEALTH**

Demonstrate an understanding of the differences in diseases, preventive care needs, cultures, and health care systems outside of the United States.

## **14. INTERPROFESSIONAL COLLABORATION**

Work collaboratively within a healthcare team demonstrating understanding and respect for the roles and responsibilities of each member of the team.

### **12.2 Entrustable Professional Activities**

Entrustable professional activities (EPAs) are units of work, tasks, or responsibilities that graduating students are entrusted to perform unsupervised once they have attained sufficient specific competence. EPAs are independently executable, observable, and measurable in their process and outcome. They are derived from the American Association of Colleges of Osteopathic Medicine Osteopathic Considerations for Core Entrustable Professional Activities for Entering Residency. The EPAs include:

1. Gather a history and perform a physical examination
2. Prioritize a differential diagnosis following a clinical encounter
3. Recommend and interpret common diagnostic and screening tests
4. Enter and discuss orders/prescriptions
5. Document a clinical encounter in the patient record
6. Provide an oral presentation of a clinical encounter
7. Form clinical questions and retrieve evidence to advance patient care
8. Give or receive a patient handover to transition care responsibility
9. Collaborate as a member of an interdisciplinary team
10. Recognize a patient requiring urgent or emergent care and initiate evaluation and management
11. Obtain informed consent for tests and/or procedures
12. Perform general procedures of a physician
13. Identify system failures and contribute to a culture of safety and improvement

## **12.3 Curriculum Delivery and Self-Directed Learning**

DUQCOM is committed to providing each student with a variety of learning modalities for optimal educational experiences. Such learning modalities will include large classroom lectures, team-based learning, clinical case applications, hands-on laboratories for OMM and anatomy (cadaver and mixed-reality technology), small group learning, and self-directed learning with time for independent study. Taken together, the delivered content is designed for success on board examinations, development of intellectual curiosity and lifelong learning skills, and preparation for the safe and effective practice of medicine.

During all years of the curriculum, students will be provided with specific curricular content designed to be completed independently. The self-directed learning curriculum will include specific computer-based modules, assigned readings, practice questions, and open-resource quizzes. Students will have time in the academic calendar to manage and complete a self-directed learning curriculum.

## **12.4 Academic Standards and Credit Hour Policy**

### **12.4.1 Academic Standing**

Academic Standing is defined as a student's academic performance within their respective Block or clinical rotation. For students to remain in good academic standing, they must not have any unremediated course failures or rotations.

### **12.4.2 Student Promotion**

Students are evaluated for promotion and graduation based on established osteopathic core competencies required at the medical student level. The competencies include communication, problem-solving, critical thinking, clinical skills in patient care, osteopathic philosophy and manipulation, medical knowledge, and professionalism and ethics. These competencies are tested on written examinations and skills-based testing throughout the four-year curriculum. Grades are recorded on the students' transcripts at the end of each Block and the end of each year. Students may access an unofficial transcript of their progress at any time, free of charge.

Federal law requires that all students receiving federal financial assistance are required to maintain satisfactory academic progress. Satisfactory academic progress within the COM is defined as passing all required courses at the end of each term and completing all requirements of the program within 150% of the assigned time for the four-year curriculum (e.g., completing all required coursework and assignments within six years from the date of matriculation into the COM). Student progress is monitored regularly by the Office of Medical Education and formally evaluated by the Student Academic Progress and Promotion (SAPP) Committee after each academic year. Students who have successfully completed all academic requirements of the previous year will be recommended for promotion, and recommendations for graduation will be made by the COM Faculty Council. A more complete explanation of the duties of the SAPP Committee is contained in the SAPP Policy and Procedures portion of this Handbook, and a more detailed explanation of the duties of the COM Faculty Council is contained in the COM Faculty and Staff Handbook.

More details on requirements by year are included below:

MS1 and MS2 students must pass or successfully remediate all curricular components for each course, as well as all other requirements in all Blocks to advance to the next semester. If a course has multiple graded components (such as a lecture portion and a laboratory portion), the student may be required to pass each portion of the course as outlined in the course syllabus to achieve a passing grade for the course. A final course grade of less than 70% will normally require remediation of all portions of the course during the one week provided between Blocks. Remediation of a course requires the student to study on campus during the remediation week, as well as regular meetings with the course director before completing the remediation examination. Remediation examinations are comprehensive over the entire course material and must be successfully completed before the first day of the next Block.

Additionally, MS2 students must pass or successfully remediate COMLEX-USA qualification exams, end-of-year assessments, and all other requirements, including sitting for COMLEX-USA Level 1 to advance to the MS3 year. As further described in the COMLEX-USA and SAPP Policies, an exception may be granted by the COM Associate Dean for Academic Affairs to permit the student to take the MS3 Simulation Block, as long as the student is engaging in an

assigned Modified Course of Study, but the student is not eligible for full promotion to the MS3 year and/or to begin clinical rotations until they sit for the COMLEX-USA Level 1 examination.

MS3 students must pass or successfully remediate all clinical rotations, end-of-rotation exams, end-of-year assessments, the COMLEX-USA Level 2-Cognitive Evaluation (Level 2-CE) qualifying exam, and all other requirements including sitting for the COMLEX-USA Level 2-CE to advance to the MS4 academic year. As further described in the COMLEX-USA Policy, an exception may be granted by the COM Associate Dean for Academic Affairs, as long as the student is engaging in an assigned Modified Course of Study, but the student is not eligible for full promotion until they sit for the COMLEX-USA Level 2-CE examination.

MS3 and MS4 students must pass both the overall rotation as outlined in the syllabus and the end-of-rotation examination for core rotations to pass that rotation. The rotation assessments include a competency evaluation of metrics including medical knowledge, communication, physical examination skills, problem-solving and clinical decision-making, professionalism and ethics, and osteopathic-specific competencies. Students will be rated by their clinical preceptors on each of these metrics, and these ratings will be compiled to determine the student's final grade (e.g., H, HP, P, F). Students who do not pass the written examination with a 70% or greater will be required to pass a remediation examination administered by the COM within one month of receiving notice of the failed examination grade. Students who do not pass the clinical rotation competency evaluation or the remediation exam will be referred to the SAPP Committee to determine eligibility to repeat the failed rotation. Multiple failed clinical rotations may result in dismissal.

MS4 students must pass or successfully remediate all clinical rotations, end-of-rotation exams, and all other requirements to be eligible for graduation.

### **12.4.3 Grading Scale and Computation of Quality/Grade Point Average (GPA)**

DUQCOM utilizes the following grading scale:

- The maximum grade earned in any course cannot exceed 100%.
- Percentage grades are rounded to the nearest percentage from 0.5% upwards. (e.g., 89.50% - 90.49% = 90%, whereas

88.50% - 89.49% = 89%).

- H designates honors; HP designates high pass; P designates a passing grade; F designates a failing grade in a pass/fail course.
- \* designates a course or rotation passed after successful remediation of an initial failure.

Duquesne University COM Grading Scale and GPAs (Quality Points)									
MS1-MS2 Courses		Quality Points per credit	MS3-MS4 Rotations					Other Grades	
			Preceptor Eval Grade	Exam Grade	Overall Final Grade	Grade Awarded	Quality Points		
<b>A</b>	90-100%	4	Honors	Honors	Honors	<b>H</b>	4	<b>I</b>	Incomplete
<b>B</b>	80-89%	3	Honors	High Pass	Honors	<b>H</b>	4	<b>W</b>	Withdrawal
<b>C</b>	70-79%	2	High Pass	Honors	Honors	<b>H</b>	4		
<b>C*</b>	70%	2	High Pass	High Pass	High Pass	<b>HP</b>	3		
			Honors	Pass	High Pass	<b>HP</b>	3		
<b>P</b>	70-100%	0	High Pass	Pass	High Pass	<b>HP</b>	3		
<b>P*</b>	70%	0	Pass	Honors	High Pass	<b>HP</b>	3		
<b>F</b>	<70%	0	Pass	High Pass	High Pass	<b>HP</b>	3		
			Pass	Pass	Pass	<b>PC</b>	2		
			H, HP, PC, or PC*	Remediated Pass	Remediated Pass Clinical	<b>PC*</b>	2		
			Fail			<b>F</b>	0		

#### 12.4.4 Incomplete Grades

An incomplete is the grade given when there are extenuating circumstances that prevent the student from completing all course requirements. An incomplete grade can only be assigned with permission from the appropriate Associate Dean. Incomplete grades must be resolved before the first day of the next semester or the incomplete grade automatically becomes a failing grade.

#### 12.4.5 GPA and Class Rank

The student's grade point average (GPA) is measured on a scale from 0 to 4.0; it is the cumulative average of the grades in all subjects and is calculated by dividing the total amount of quality points earned by the total amount of credit hours attempted. Additionally, percentage points per course will be recorded and in the event of multiple students with the same GPA, percentage points will be utilized to determine class rank. Students may access their GPA on

the Banner system and may request their class rank from the Medical Registrar's Office.

## **12.5 The Comprehensive Osteopathic Medical Licensing Exam – COMLEX-USA**

In addition to passing all required coursework in the curriculum, all students must achieve a passing score on the National Board of Osteopathic Medical Examiners (NBOME) COMLEX-USA Level 1 and COMLEX-USA Level 2-CE licensing examinations within the number of allowable attempts and the time frames established by the COM and NBOME to be considered eligible for graduation. This Policy identifies the time frame for taking the COMLEX-USA examinations, the number of allowable attempts to pass the COMLEX-USA examinations, and the prerequisites required to sit for the COMLEX-USA examinations.

### **12.5.1 COMLEX-USA Level 1**

Students are required to sit for the COMLEX-USA Level 1 examination at the end of the MS2 year before progressing to MS3 clinical rotations. Students are permitted to register for the COMLEX-USA Level 1 exam before the start of the second semester of the MS2 year. Students are encouraged to register for the exam early to obtain optimal testing date and location. Students must sit for the COMLEX-USA Level 1 exam before the first day of the MS3 Simulation Block.

To be considered eligible to be released by the COM to sit for the COMLEX-USA Level 1 exam, students are required to meet specific qualifying metrics on any one of three qualifying exams developed and/or proctored by the COM, such as a COM-proctored College of Osteopathic Medicine Self-Assessment Exam (COMSAE). The COM purchases the first qualifying exam for students, and students may be required to purchase subsequent qualifying exams. The COM identifies the qualifying metrics for each qualifying examination.

Students who do not meet or exceed the qualifying metrics after the initial attempt at a COMLEX-USA Level 1 qualifying exam are required to engage in a COM-approved board exam preparation program which is part of the COM curriculum. After completing this board exam preparation program, students whose initial qualifying examination score was below a threshold predetermined by the COM will then take a subsequent qualifying examination after successful completion of the board exam preparation program and must achieve a qualifying score on this qualifying exam to be released to sit for the COMLEX-USA Level 1 exam. The board exam

preparation program, as well as the subsequent qualifying exam, and sitting for the COMLEX-USA Level 1 exam, must occur before the first day of the MS3 Simulation Block.

Students who fail to achieve a qualifying score after their second attempt on any one of the three qualifying exams are not released to sit for the COMLEX-USA Level 1 exam and will be placed on a Modified Course of Study, the terms of which will be established by the COM's Associate Dean for Academic Affairs, and the student must comply with the terms of the plan. A student in a Modified Course of Study (if they are not currently under a learning contract) will be permitted to take the MS3 Simulation Block by the COM Associate Dean for Academic Affairs but will not be eligible to be promoted to the MS3 year and begin clinical rotations until they take the COMLEX-USA Level 1 examination. Students under a learning contract must go before the SAPP Committee before a decision about the MS3 Simulation Block can be made. As long as the student adheres to the Modified Course of Study, they will remain in full-time status as a student and as such will be eligible for financial aid. Students who are non-compliant with the Modified Course of Study will be referred to the COM's SAPP Committee for sanctions as further described in the SAPP Committee Policy. Students on a Modified Course of Study will complete a COM-selected board preparation program. Upon completion of the board preparation program, the student must achieve a qualifying score on a subsequent qualifying exam before being released to sit for the COMLEX-USA Level 1 exam. All such board preparation programs and related qualifying exams are completed at the student's expense.

Students on a Modified Course of Study must be eligible to sit for COMLEX-USA Level 1 and sit for the exam by the end of the third clinical Block of the COM MS3 academic calendar, and then be entered into the next available Block of rotations on an alternate schedule as determined by COM's Office of Clinical Rotations. If unable to sit for the exam within this time frame, the student will be referred to the SAPP Committee and potentially receive sanctions or disciplinary actions up to and including academic dismissal for failure to progress.

Students who decline a Modified Course of Study are choosing to withdraw from the COM. Students who do not achieve a passing score within six months of withdrawing from the COM will be dismissed. Students are encouraged to work with the Associate Dean for Academic Affairs to create an independent study program before withdrawal. These students must achieve a passing score on COMLEX-USA Level 1 within six months of the date of withdrawal to

be eligible for reinstatement and would be eligible to begin the MS3 year on a modified schedule as determined by the Office of Clinical Rotations.

### **12.5.2 COMLEX-USA Level 2-Cognitive Examination**

Students are required to take the COMLEX-USA Level 2-Cognitive Examination (Level 2-CE) at the end of the MS3 year before progressing to MS4 clinical rotations. Students are permitted to register for the COMLEX-USA Level 2-CE exam before the start of the second semester of the MS3 year. Students are encouraged to register for the exam early to obtain an optimal testing date and location.

To be considered eligible to be released by the COM to sit for the COMLEX-USA Level 2-CE exam, students are required to meet specific qualifying metrics on a qualifying examination developed and/or proctored by the COM, such as a COM-proctored COMSAE. The COM purchases the first qualifying examination for students, but students may be required to purchase subsequent qualifying exams. The COM identifies the qualifying metrics for each qualifying examination.

Students who do not meet or exceed the qualifying metrics after the initial attempt on a COMLEX-USA Level 2-CE qualifying exam will be required to engage in a COM-approved board exam preparation program. Students whose initial qualifying examination score was below a threshold predetermined by the COM will then take a subsequent qualifying examination after successful completion of the board exam preparation program and must achieve a qualifying score on this qualifying exam to be released to sit for the COMLEX-USA Level 2-CE exam. The board exam preparation program, subsequent qualifying exam, and sitting for the COMLEX-USA Level 2-CE exam must occur before the first day of the MS4 clinical rotations.

Students who fail to achieve a qualifying score after their second attempt are not released to take the COMLEX-USA Level 2-CE exam and will be placed on a Modified Course of Study, the terms of which will be established by the COM's Associate Dean for Academic Affairs, and the student must comply with the terms of the plan. A student on a Modified Course of Study (if they are not currently under a learning contract) will be permitted to engage in an MS4 clinical rotation as an exception by the COM Associate Dean for Academic Affairs, but the student is not eligible for full promotion until they sit for the COMLEX-USA Level 2-CE examination. As long as the student is adhering to the Modified Course of Study, they will remain



in full-time status as a student and as such will be eligible for financial aid. Students who are non-compliant with the Modified Course of Study will be referred to the SAPP Committee for sanctions as described in the SAPP Committee Policy. Students on a Modified Course of Study will complete a COM-selected board preparation program. Upon completion of the board preparation program, the student must achieve a qualifying score on a subsequent qualifying exam before being released to take the COMLEX-USA Level 2-CE exam. All such board preparation programs and related qualifying exams are completed at the student's expense.

The student must be eligible to sit for the COMLEX-USA Level 2-CE exam and take it by the end of the third clinical Block of the MS4 academic calendar, and then be entered into the next available Block of rotations on an alternate schedule as determined by the COM's Office of Clinical Rotations. If unable to sit for the exam within this time frame, the student will be referred to the SAPP Committee for sanctions as described in the SAPP Committee Policy.

Students who decline a Modified Course of Study are choosing to withdraw from the COM. Students who do not achieve a passing score within six months of withdrawing from the COM will be dismissed. Students are encouraged to work with the Associate Dean for Academic Affairs to create an independent study program before withdrawal. These students must achieve a passing score on COMLEX-USA Level 2-CE within six months of the date of withdrawal to be eligible for reinstatement and would be eligible to begin the MS4 year on a modified schedule as determined by the Office of Clinical Rotations.

### **12.5.3 COMLEX-USA Level 2-Performance Examination**

As of the date of this Handbook, the NBOME, and the COCA have temporarily waived the passing of the COMLEX-USA Level 2-Performance Examination (Level 2-PE) as a graduation requirement. As such, to be eligible to graduate, each student must pass a summative Objective Structured Clinical Examination (OSCE), developed and proctored by the COM.

### **12.5.4 COMLEX-USA Examination Failures**

Students who fail a COMLEX-USA exam are required to meet with the SAPP Committee as further described in the SAPP Committee Policy and are subject to the sanctions described in this Policy.

## **12.6 Attendance**

The COM provides a curriculum that employs a variety of learning modalities in the training of future physicians. These modalities include but are not limited to lectures, laboratories, team-based learnings, clinical application sessions, skills development exercises, group learnings, and simulations. Because consistent attendance is a significant component of professionalism and is a critical component of the practice of medicine, COM students are expected to attend all aspects of the provided educational content. Minimum attendance requirements per year are as follows:

- MS1 and MS2 students must maintain a minimum required attendance of 80% of all lectures in each course and 100% attendance for all laboratory sessions, group- and team-based learning activities, clinical skills, OMM, clinical application sessions, simulations, and testing.
- MS3 and MS4 students are required to attend all clinical rotation activities, exams, and COM educational sessions such as callback Fridays as outlined in the Curriculum Overview.

## 12.7 Excused Absences

At DUQCOM, we prioritize student health. Students requiring diagnostic and preventative health services are advised to seek those appointments outside of the normal curriculum if possible. It is recognized that therapeutic health services are often unpredictable and interruptions in the curriculum are unavoidable in these circumstances. Whether the student is seeking a diagnostic, preventative, or therapeutic health service, if a pre-planned medical appointment or procedure must be scheduled during a class period or an exam, the student must complete the Excused Absence Request Form, submit it to the Department of Medical Education before the day of absence, and work with the Medical Education personnel and the appropriate course directors to make up the missed content promptly. Documentation of the appointment or procedure is required as a component of the excused absence approval process. Please note that generally, excused absences for pre-planned appointments or procedures will be accounted for in the 20% absence allowance for the block. The COM is committed to working with students, and the Office of Disability Services as appropriate, on meeting their program requirements. Where practicable, requests for planned absences must be requested with the Excused Absence Request Form at least 10 business days before the requested absence.

Similarly, if a student has an upcoming planned absence (e.g., funeral, conference, etc.), the student must obtain permission in advance for this absence through the Medical Education Office (MS1 and MS2 students) or

Office of Clinical Rotations and preceptor (MS3 and MS4 students). Please note that excused absences for funerals, conferences, etc., will also be accounted for in the 20% absence allowance for the Block.

If the student experiences a medical or another emergency that is unplanned, the student must notify the Office of Medical Education (MS1 and MS2 students) or the Office of Clinical Rotations and preceptor (MS 3 and MS4 students) via phone call or email before 8:00 a.m., if possible, on the day of the absence, complete the form to request an excused absence and provide appropriate documentation as above. When experiencing a medical emergency, students are advised to call 911 immediately, call the [Duquesne University Health Services](#) <sup>11</sup> at 412.396.1650, or contact the Clinic at [duhealth@duq.edu](mailto:duhealth@duq.edu).

Any unexcused absences may result in a reduction in the overall course grade and/or a referral to the Professionalism and Ethical Conduct Committee (PECC). Additionally, as timely arrival to all educational activities is another important sign of professionalism and is considered a sign of respect to faculty and fellow classmates, repeated tardiness may also result in a reduction of the student's overall grade, and/or student referral to the PECC. Missing an exam without an excused absence granted by the COM will result in zero points earned for that exam.

It will be the standard practice of the COM to only consider granting an excused absence for a wedding if the student is the bride or groom or an immediate family member of the bride or groom.

If a medical condition requires absence from the curricular program for greater than seven consecutive days, generally a medical leave of absence must be taken. Requests for a medical leave of absence must be approved by the Dean, pending submission of all required documentation, including a letter from the treating physician describing the nature of the student's condition, and the anticipated date of return to all duties required of the student. If the student is unable to make up all missed work upon returning to class promptly (e.g., to remain current with their class), the student will be granted a medical withdrawal. A student who is in good academic standing at the time of medical withdrawal will be allowed to join the next academic class year if the medical withdrawal is less than 180 cumulative days within 12 months. If the time of medical withdrawal exceeds 180 days, the student will be required to reapply to the COM.

Request for reinstatement from involuntary medical leave or withdrawal must be made consistent with the involuntary leave process in the University's Student Handbook, and the Office of the Dean will be consulted to consider whether the student can meet the COM's Health and Technical Standards, with or without accommodation, and can safely progress with the curriculum.

## 12.8 Student Retention

The COM deeply values each student for their commitment to the profession and their future contribution to the betterment of health care in our region and beyond. As such, the COM places a strong emphasis on student success and well-being. Because some of the main reasons that students may leave a higher education program include cost, isolation, social difficulties, and unclear expectations, the COM has put in place several retention strategies to best support our students:

- a. The COM and DU maintain an environment to promote and support wellness. Key resources available to students are included in this Handbook and outlined in the COM's Wellness, Mental Health, and Fatigue Mitigation Policy.
- b. The COM employs personnel who will assist students in improving their skills in the areas of studying, test-taking, goal setting, time management, and stress management. Such personnel will also work individually with students who have specific academic concerns or difficulties, to help students obtain and maintain successful strategies and ensure success in the curriculum.
- c. Students will be assigned an academic advisor for additional academic support and guidance, and the COM will maintain an open-door policy for students to seek guidance from trusted faculty members and administrators.
- d. The COM Office of Student Affairs will remain available to support students, particularly for non-academic concerns and difficulties.

## 12.9 Graduation Requirements

To be eligible for graduation, students must meet **all** of the following criteria:

- Successfully pass each required course in the COM curriculum
- Achieve a passing score on the National Board of Osteopathic Medical Examiners (NBOME) COMLEX-USA Level 1 and COMLEX-USA Level 2-CE licensing examinations within allowable attempts and timelines
- Meet all academic requirements and professional and ethical conduct expectations as outlined in the COM Student Handbook
- Complete all program requirements within six calendar years from the date of matriculation inclusive of any program extensions for any

reason

- Complete all exit paperwork required by the COM and University
- Satisfy all financial obligations to the COM and University

## **12.10 Academic Progress**

### **12.10.1 The MS1 and MS2 Promotion Process**

The SAPP Committee oversees promotion from the MS1 to MS2 year and MS2 to MS3 year. The Associate Dean for Biomedical Affairs will review all student grades at the end of each Block, from Blocks 1 through 8, to determine eligibility for progression to the next Block and/or promotion to the next academic year. The Associate Dean for Biomedical Affairs will present students who have successfully completed/passed all requirements for the academic year to the SAPP Committee for approval and promotion to the next academic year and will refer any student who was not able to successfully pass a course(s) or other requirement within Blocks 1 through 8 to the SAPP Committee, which generally occurs at the end of the Block in which the failure(s) occurred.

Note that MS2 students must sit for COMLEX-USA Level 1 to be promoted to the MS3 year. As more fully articulated in the COMLEX-USA Policy, in some cases a student who has not taken COMLEX-USA Level 1 may be granted permission to take the MS3 Simulation Block, but the student is not eligible for full promotion to the MS3 year and/or to begin clinical rotations until they sit for the COMLEX-USA Level 1 examination.

### **12.10.2 The MS3 Promotion Process**

The SAPP Committee oversees promotion from the MS3 year to the MS4 year. The Associate Dean for Clinical Affairs will review all components of the MS3 year and ensure that all such components have been successfully completed/passed. This includes a review of the clinical rotations for the MS3 year, end-of-rotation exams, comprehensive exams, and a review of whether all COMLEX-USA exam requirements have been met (see the COMLEX-USA Policy for additional details regarding COMLEX-USA exam requirements).

Note that MS3 students must sit for the COMLEX-USA Level 2-CE examination to be promoted to the MS4 year. As more fully articulated in the COMLEX-USA Policy, in some cases a student who has not taken COMLEX-USA Level 2-CE may be granted permission to begin MS4 rotations, but the student is not eligible for full

promotion to the MS4 year until they sit for the COMLEX-USA Level 2-CE examination.

The Associate Dean for Clinical Affairs will present students who have successfully completed/passed all requirements for the MS3 academic year to the SAPP Committee for approval and promotion to the MS4 year and will refer any student who is unable to successfully pass a rotation or other requirement within the MS3 year to the SAPP Committee, which generally occurs at the end of the rotation in which the failure occurred.

### **12.10.3 The Medical Student Performance Evaluation (MSPE)**

The Medical Student Performance Evaluation (MSPE, also referred to as the Dean's letter) is a summary letter of evaluation intended to provide residency program directors with an honest and objective summary of a student's experiences, attributes, and academic performance as compared to their graduating cohort. Each student must meet the COM's established deadlines for information to be included in their MSPE and must have completed core clerkships for the COM to be able to submit a complete MSPE into their ERAS application. The MSPE includes information about the following:

- MS1 and MS2 GPA, as compared to cohort
- COMLEX-USA and USMLE (optional) performances
- Clerkship sites and locations
- Clinical academic performance in clerkships compared to cohort
- Professionalism performance compared to the cohort from clerkship evaluations
- Overall evaluation level (adjective) compared to cohort
- Leadership, service, and professional activities performed by the student

In addition to an overall ranking of the students as compared to their cohort, a summary of each student is provided in the areas of academics; medical knowledge and clinical skills; communication and interpersonal skills; and leadership, service, and research.

### **12.10.4 The MS4 Promotion Process and Recommendation for Graduation**

The SAPP Committee recommends MS4 students for graduation. The Associate Dean for Clinical Affairs will review all components of the MS4 year and ensure that all such components have been successfully completed/passed. This includes a review of the required MS4 clinical rotations and comprehensive exams and a

review of whether all COMLEX-USA exam requirements and other graduation requirements have been met. The Associate Dean for Clinical Affairs will refer any student who is unable to successfully pass a rotation or other requirement within the MS4 year to the SAPP Committee for review, which generally occurs at the end of the rotation in which the failure occurred.

The Associate Dean for Clinical Affairs will present a list of MS4 students who are eligible for graduation to the SAPP Committee who will then approve and recommend the potential graduates to the COM Faculty Council. The COM Faculty Council will review and recommend those students who have met all academic and graduation requirements to the Dean and the governing body for graduation.

To be eligible for graduation, a student must meet all of the following criteria:

- Successfully pass each required course in the COM curriculum
- Achieve a passing score on the National Board of Osteopathic Medical Examiners (NBOME) COMLEX-USA Level 1 and COMLEX-USA Level 2-CE licensing examinations within allowable attempts and timelines
- As of the date of this Policy, the NBOME and the COCA have temporarily waived the passing of the COMLEX-USA Level 2-Performance Examination (Level 2-PE) as a graduation requirement. As such, to be eligible to graduate, each student must pass a summative Objective Structured Clinical Examination (OSCE) developed and proctored by the COM
- Meet all academic requirements and professional and ethical conduct expectations as outlined in the Student Handbook
- Complete all program requirements within six calendar years from the date of matriculation inclusive of any program extensions for any reason
- Complete all exit paperwork that is required by the COM and University
- Satisfy all financial obligations to the COM and University

### **12.11 The Student Academic Progress and Promotion (SAPP) Committee**

The Student Academic Progress and Promotion (SAPP) Committee oversees student academic progress, as more fully discussed below,

including the process for student academic promotion and graduation. The Committee also meets regularly to review individual student progress and address concerns related to student academic performance.

The COM's Associate Dean for Academic Affairs serves as the Chair of the SAPP Committee and the Associate Deans for Clinical Affairs and Biomedical Affairs serve on the Committee with duties as outlined below. Other Committee members include the COM's Medical Registrar, the Assistant Dean for Academic Affairs and Assessment, the Director of Medical Education, the Director of Clinical Rotations, and representative clinical and biomedical faculty as determined by the COM Faculty Association. Additional members of the SAPP Committee may be appointed by the COM Dean.

The proceedings and deliberations of the SAPP Committee are confidential, and members are not permitted to discuss the proceedings outside the SAPP Committee other than with the Associate Deans, Dean, and other appropriate University administrators with a need to know.

#### **12.11.1 Assessment of Academic Progress**

In addition to the SAPP Committee's responsibilities concerning academic year promotion and graduation, the SAPP Committee is also responsible for assessing and making recommendations to the Dean regarding the academic progress of individual students toward the Doctor of Osteopathic Medicine degree. The SAPP Committee will meet at least four times per year to identify students who may be at risk for academic difficulty or failure based upon multiple course grades below 77%, a GPA of 2.75 or lower, and/or the failure of a student to remediate any curricular component of a course. These students may be required to engage in a remedial program at the request of the SAPP Committee based on their review of the student's grades and GPA progress. The SAPP Committee will also meet as needed throughout the academic year to address any student concerns as presented by the Associate Deans and to address COMLEX-USA exam issues.

#### **12.11.2 Special Meetings of the SAPP Committee**

Students who have any of the following concerns will be referred to the SAPP Committee:

1. Course failure
2. COMLEX-USA failure: students who have any of the following COMLEX-USA concerns will be referred to the SAPP



#### Committee

- Failure of any level of COMLEX-USA examination
  - Failure to follow a Modified Course of Study for COMLEX-USA
  - Failure to successfully pass any level or attempt of COMLEX-USA within the required time frame
  - Failure to sit for COMLEX-USA Level 1 by the first day of the MS3 year without prior approval by the Associate Dean for Academic Affairs
  - Failure to sit for COMLEX-USA Level 2-CE by the first day of the MS4 year without prior approval by the Associate Dean for Clinical Affairs
  - Failure to successfully pass COMLEX-USA Level 2-CE by the time of graduation
3. Failure of an end-of-rotation remediation exam
  4. Failure of more than one end-of-rotation exam
  5. Failure to successfully remediate a Standardized Patient Exam
  6. Failure to successfully remediate a course failure
  7. Demonstrated inability to perform a minimum level of competency. An area of competency that is repeatedly marked low on competency-based assessments or across clinical rotations may also be a sign of an inability to make academic progress. When the student scores low or repeatedly low in the competency of professionalism or has concerns related to ethical behaviors, this may be a reason for calling a Professional and Ethical Conduct Committee (PECC) meeting rather than a SAPP Committee meeting at the discretion of the respective Associate Dean.
  8. Placement in the curriculum of a student who has been suspended, on leave for an extended period, or readmitted after withdrawal to determine appropriate placement in the curriculum
  9. Continued course grades below 77% or a GPA below 2.75 despite remedial programming
  10. Other referrals by the Dean or Associate Deans

### **12.11.3 SAPP Committee Procedures**

The following procedures apply when a student is required to meet with the SAPP Committee:

- a. Students will be given at least a 24-hour written notice via their Duquesne University email address, including the reason for the referral, before meeting with the SAPP Committee.
- b. Such notice will be sent by the Secretary of the SAPP Committee and will include information about the SAPP Committee procedures and the student's responsibilities. This

includes making the student aware that:

1. Before the SAPP Committee meeting, each student may submit a letter presenting any issues, considerations, or extenuating circumstances that may have contributed to the reason they are being brought before the SAPP Committee.
  2. The student's physical attendance at the SAPP Committee meeting is generally required. MS3 or MS4 students at distant clinical sites (more than a four-hour drive) may attend via video conference.
  3. The student will be allowed a 10 minute presentation of any issues, considerations, or extenuating circumstances they may wish to make known to the SAPP Committee. Following the student's presentation, the members of the SAPP Committee may address the student and ask questions.
  4. Students are not permitted legal representation or other representation at SAPP Committee meetings, and except to the extent a reasonable accommodation for this has been granted consistent with [TAP #56](#) <sup>56</sup>, they must attend without the accompaniment of guests.
  5. Similarly, except to the extent a reasonable accommodation regarding recording has been granted consistent with [TAP #56](#) <sup>56</sup>, the student is not permitted to record the meeting, and the student must leave all backpacks, coats, phones, electronics, and other recording devices outside of the room.
- c. The Office of Academic Affairs, including the COM's Medical Registrar, will report on the student's academic record including GPA, any prior failures or repeated courses, and any other information relevant to the student's academic progress during the SAPP Committee meeting.
  - d. Following the meeting with the student, the SAPP Committee will deliberate based on the information presented to them. Following a discussion of the options available, the SAPP Committee will present a decision to the Dean based on a majority vote; this decision is communicated to the student as detailed below.

## **12.11.4 SAPP Committee Decisions**

### **12.11.4.1 Course Failures or Repeated Failure of End-of-Rotation Exams**

In the event of an F course grade or failure of a repeat end-of-rotation examination, the SAPP Committee will make one of the following decisions:

1. Require the student to remediate the failed course. Students who fail a remediated course will be required to meet again with the SAPP Committee with the likelihood of being dismissed.
2. Dismiss the student from their current curricular year and recommend the student be permitted to repeat the academic year with a learning contract. If a student fails a course during a repeat year, dismissal should be expected.
3. Dismiss the student from the program. The SAPP Committee will recommend dismissal if the student's overall performance shows a failure to make academic progress, as evidenced by factors including but not limited to a low GPA below 2.75, multiple failures including courses and board exams since matriculation, poor clinical competency evaluations, or concerns related to progress in a previously assigned performance improvement plan. It should be noted that students who fail more than two courses in one academic year or more than three courses across all academic years will generally be dismissed.

#### **12.11.4.2 COMLEX-USA Exam Failure**

In addition to passing all required coursework in the curriculum, all students must achieve a passing score on the National Board of Osteopathic Medical Examiners (NBOME) COMLEX-USA Level 1 and COMLEX-USA Level 2-CE licensing examinations within allowable attempts and timelines to be considered eligible for graduation. Students must follow the COMLEX-USA Policy.

If a student does not qualify to sit for the COMLEX-USA examination and is assigned a Modified Course of Study as outlined in the COMLEX-USA Policy, they must follow the plan according to all requirements and deadlines. If a student fails to follow a Modified Course of Study for a COMLEX-USA exam by the assigned deadline, the SAPP Committee may make one of the following decisions:

1. Allow the student additional time to sit for the exam while continuing to follow a Modified Course of Study with or without additional elements incorporated into the plan
2. Dismiss the student due to failure to progress in the curriculum

In the event of a COMLEX-USA exam failure, the SAPP Committee will make one of the following decisions:

1. Recommend that students who fail to achieve a passing score on a COMLEX-USA exam on their first attempt be permitted to complete their current rotation before being removed from clinical rotations. All students who fail to achieve a passing score on a COMLEX-USA exam will be placed on a Modified Course of Study and be required to participate in a COMLEX-USA preparation program, selected by the COM, which will be at the student's expense. Students may return to clinical rotations while awaiting the score.
2. Recommend that students who fail to achieve a passing score on a COMLEX-USA exam on the second attempt be permitted to complete their current rotation before being removed from clinical rotations. All students who fail to achieve a passing score on a COMLEX-USA exam will be placed on a Modified Course of Study and be required to participate in a COMLEX-USA preparation program, selected by the COM, which will be at the student's expense. Students must successfully pass COMLEX-USA on the third attempt to be eligible to resume rotations and begin the MS3 year on a modified schedule as determined by the Office of Clinical Rotations.
3. Students with three COMLEX-USA examination failures or two COMLEX-USA failures and one or more course failures since matriculation will generally be dismissed.

#### **12.11.5 Additional Recommendations**

The SAPP Committee may make one or more of the following recommendations for students referred to the SAPP Committee for academic reasons other than course failures:

1. Specify a timeline or manner in which any remediation or testing must occur.
2. Require assessment of any student, including but not limited to medical evaluations, drug or alcohol screening/testing, or other evaluations required by the SAPP Committee that allow them to make appropriate recommendations. The SAPP Committee will require a written evaluation from the party of the referral to

determine if the student presents a risk to themselves, the institution, students, or patient care. Where there is a concern that the student presents a risk of harm to themselves or others, the student will be referred to the CCRT.

3. Require evaluation by a drug and alcohol addiction specialist chosen by the COM following but not limited to a positive drug and alcohol screen or DUI, and may require participation in a drug and alcohol treatment program if recommended by the addiction specialist, at the student's expense.
4. Suspend a student with requirements for reinstatement.
5. Suspend a student from the academic activity and delay the decision pending further evaluation and treatment.
6. Require participation in an academic assistance program or a formal performance improvement plan.
7. Limit extracurricular activities.
8. Identify other sanctions for the student as deemed appropriate by the SAPP Committee.

#### **12.11.6 SAPP Committee Decision Notification and Appeals Process**

The chair of the SAPP Committee will meet with the student to discuss the Committee's decision, provide the information in writing via Duquesne University email, and mail the decision to the student. Appropriate COM and University administrators including the Dean will also be notified.

If a student seeks to appeal the SAPP Committee's decision, the appeal must be made in writing via Duquesne University email or hard copy delivery (hand-delivered or through the U.S. Postal Service) to the COM Dean's Office within five business days of being notified. Requests for appeal are only permitted based upon 1) significant procedural error that affected the outcome and 2) new and significant information that was not reasonably available to the SAPP Committee at the time of the SAPP Committee meeting that could affect the outcome.

The Dean will consider the request for appeal and will notify the student in writing via Duquesne University email, and with a hard copy mailed to the student's permanent address of their decision within 10 business days of receiving the formal appeal, or will specify a later date for the determination should further investigation be required. The Dean may deny or grant the appeal. If the Dean grants the appeal, he/she/they may require further sanctions or requirements for the student, including but not limited to a learning contract/consent agreement. The decision of the Dean on the appeal

is final.

## 13 CURRICULUM OVERVIEW

### 13.1 MS1 Year

The first two years will contain two semesters per year, each divided into two Blocks. Four longitudinal courses will provide instruction in OMM, Clinical Skills, the Foundations of Medical Research (experimental design, research methodology, biostatistics, evidence-based medicine, and epidemiology), and Professional Medical Practice (medical ethics, medical jurisprudence, humanities, health systems science, global health, professionalism, and the social determinants of health). Early clinical learning and service experiences are an integral portion of the student learning experience and will be included in the Clinical Skills Course.

Biomedical foundations content will be introduced in the first semester (e.g., Blocks 1 and 2), and will be presented in discipline-specific courses including Human Anatomy, Cell and Molecular Biology, Genetics, Physiology, and Foundations of Immunology, Microbiology, Pharmacology, and Pathology, as depicted below. Biomedical science courses will be delivered in a clinically integrated manner including case-based lectures, clinical cases, independent study modules, laboratories including cadaveric dissection, and small-group learning exercises in addition to traditional lectures and laboratories.

Students will engage in hands-on learning in laboratory and simulation settings and serve in the community through early clinical learning and service experiences. Exam weeks are followed by a one-week period, serving as an opportunity for students to remediate missed/failed work, take a wellness break, engage in scholarly projects, and/or participate in medical mission trips. The first and second semesters of this year will be divided by a winter break.

YEAR 1 BLOCK 1												
Week	1	2	3	4	5	6	7	8	9	10	11	12
	Human Anatomy 1 (Gross Anatomy, Embryology)										Exam Week	Remediation and Break
	Cell and Molecular Biology											
	Genetics											
	Physiology											
	Foundations of Immunology											
	Osteopathic Manipulative Medicine 1											
	Clinical Skills 1											
	Foundations of Medical Research 1											
	Professional Medical Practice 1											

YEAR 1 BLOCK 2										
Week	13	14	15	16	17	18	19	20	21	22
	Human Anatomy 2 (Gross Anatomy, Embryology)								Exam Week	Remediation and Break
	Foundations of Microbiology									
	Foundations of Pharmacology									
	Foundations of Pathology									
	Osteopathic Manipulative Medicine 2									
	Clinical Skills 2									
	Foundations of Medical Research 1									
	Professional Medical Practice 1									

The second semester of the first year, (e.g., Blocks 3 and 4), begins an intensive study of the organ systems of the body. Each Block details how the form and function of each organ system operate in health, utilizing case-based lectures, clinical cases, independent study modules, laboratories, and small-group learning exercises in addition to traditional lectures and laboratories. Holioanatomy, ultrasound, radiology, simulated patient learning, standardized patient encounters, and other technologies will play prominently in student instruction. This understanding of the organ system is then applied to the study of the diagnosis, management, and prevention of disease in that system including pharmacologic, surgical, and nutritional therapies, osteopathic manipulation, etc.

The course content within each systems-based Block is organized so that the student first gains a strong understanding of the normal form and function of each component of the organ system, followed by an intensive study of the mechanisms, diagnosis, and management of disorders of that organ system. Basic anatomic, histologic, and physiologic concepts are reinforced with clinical cases of specific disorders, which are reinforced with the pathophysiologic study of that disease, and pharmacologic management of the disorder.

YEAR 1 BLOCK 3										
Week	1	2	3	4	5	6	7	8	9	10
	Dermatology	Musculoskeletal Medicine							Exam Week	Remediation and Break
		Neurology 1: Peripheral Nervous System								
	Osteopathic Manipulative Medicine 3									
	Clinical Skills 3									
	Foundations of Medical Research 2									
	Professional Medical Practice 2									

YEAR 1 BLOCK 4												
Week	11	12	13	14	15	16	17	18	19	20		
	Neurology 2/ENT: Central Nervous System						Psychiatry, Social Determinants of Health		Exam Week	Remediation and Break		
	Osteopathic Manipulative Medicine 4											
	Clinical Skills 4											
	Foundations of Medical Research 2											
	Professional Medical Practice 2											

Following successful completion of the first year, students will have approximately five weeks of summer vacation, at which time they may choose to work, travel, rest, participate in a variety of summer activities on campus, engage in a research project, perform community service, or participate in regional or international mission experiences as available.

### 13.2 MS2 Year

The second year of medical school continues the study of each organ system as in the prior semester, including continued longitudinal integration of OMM, clinical skills, research, and professional medical practice.

The second year is concluded with a four-week medical knowledge integration program which serves as an intensive board preparation program, thus preparing the students for the first set of national board exams and orientation into third-year clinical rotations.

YEAR 2 BLOCK 5												
Week	1	2	3	4	5	6	7	8	9	10		
	Cardiology					Pulmonology			Exam Week	Remediation and Break		
	Osteopathic Manipulative Medicine 5											
	Clinical Skills 5											
	Foundations of Medical Research 3											
	Professional Medical Practice 3											

YEAR 2 BLOCK 6												
Week	11	12	13	14	15	16	17	18	19	20		
	Nephrology		Hematology, Immunology								Exam Week	Remediation and Break
	Osteopathic Manipulative Medicine 6											
	Clinical Skills 6											
	Foundations of Medical Research 3											
	Professional Medical Practice 3											



YEAR 2 BLOCK 7												
Week	1	2	3	4	5	6	7	8	9	10		
	Endocrinology			Gastroenterology					Exam Week	Remediation and Break		
	Osteopathic Manipulative Medicine 4											
	Clinical Skills 7											
	Foundations of Medical Research 4											
	Professional Medical Practice 4											

YEAR 2 BLOCK 8															
Week	11	12	13.00	14	15	16.00	17	18	19	20	21	22	23	24	25
	OB/GYN, Urology			Medical Knowledge Integration					Exam Week	Remediation and Break	COMLEX 1 BOARD PREP AND EXAM				
	OMM 4														
	CS 8														
	FMR 4														
	PMP 4														

Throughout the curriculum, and especially during periods of remediation and preparation for national board exams, the Assistant Dean for Academic Excellence and Accreditation, Learning Specialists, Academic Advisors, teaching faculty, and the Office of Student Affairs support the academic success, wellness, and advisement of students.

In a typical week, classroom-based learning sessions are scheduled Monday through Thursday mornings, with OMM, clinical skills, and integrated anatomy, radiology, and ultrasound laboratories generally occurring in the afternoons. Friday mornings are reserved for a weekly, low-stakes formative or summative evaluation followed by clinical case integration in small groups to reinforce content learned within that week, and content from the Foundations of Medical Research and Professional Medical Practice, along with opportunities for community service projects, occurring on Friday afternoons.

**13.3 MS3 Year**

The COM is committed to ensuring excellence in clinical education to prepare students to meet the Mission of the COM. Students are trained to be leaders in all medical specialties with a focus on primary care. The COM has designed the clinical curriculum and partnered with clinical training sites to foster student learning towards achieving its Mission, Vision, and Goals.

The COM partners with health systems and community hospitals to provide well-rounded clinical training experiences. Core hospital assignments are determined through a selection process in the MS2 year. Students will complete the majority of their MS3 rotations and core MS4 rotations within the geographic region of this core clinical site. Students are responsible for providing their own means to travel to clinical rotations within the region and

back to the COM campus for shelf exams and key educational days. Students are also responsible for securing housing, and clinical sites will provide students with information regarding regional housing opportunities. Information about MS3 rotations and core MS4 rotations is provided during year two. The curriculum is designed for students to attain appropriate levels of achievement for each AOA core competency to best prepare them to enter graduate medical education (GME).

Students are eligible to enter the clinical rotations when they successfully complete the years one and two curricula, receive approval for promotion to the MS3 year by the SAPP Committee, meet all paperwork requirements to enter clinical training (e.g., immunizations, certifications, background checks, etc.), and sit for the COMLEX-USA Level 1 examination.

Clinical training site orientation, including becoming familiar with hospital policies and procedures, is required before commencing clinical rotations. Additional paperwork, including signing their part in the affiliation agreement, successfully completing background checks, training (e.g., HIPAA, OSHA, and ACLS/BLS), and all health requirements (e.g., immunizations, drug screenings), is required. Students are also required to maintain health insurance.

Throughout clinical training, students are expected to represent themselves and the University with excellence in ethical and professional conduct. During clinical education, students will engage in clinical activities under the supervision of COM-appointed faculty in hospitals, clinics, and other affiliated healthcare settings.

After this four-week course, MS3 students transition to their clinical sites and engage in site-specific orientation activities over a one-week time period. Students then follow their assigned clinical rotation schedule, engaging in 10 four-week clinical rotation Blocks. Each student's schedule will vary in order of rotations and all students complete the required rotations. COM students spend at least one clinical rotation learning and caring for patients alongside residents enrolled in GME programs within COM-affiliated clinical training sites. Students engage in clinical activities alongside their physician supervisor, complete educational activities and assignments as part of their coursework, and participate in formative and summative assessment activities including end-of-rotation examinations and clinical competency evaluations such as Objective Structured Clinical Encounters (OSCEs) or preceptor evaluations.

The last Friday of each rotation Block consists of an end-of-rotation examination for most rotations. Students return to the COM campus for their morning examinations and to engage in callback Friday educational activities in the afternoons. These activities include education, hands-on

experiences, OMM workshops, simulation exercises, and other key educational experiences to prepare students for their ongoing clinical rotations. MS3 and MS4 students will engage in a longitudinal curriculum designed to further teach students to integrate OPP and OMM into clinical practice. Students will receive teaching through periodic didactic and hands-on skills sessions during MS3 and MS4 years. Students will also be able to apply their skills alongside osteopathic physicians during clinical rotation experiences.

Students will participate in patient care activities under the supervision and alongside other health care professionals as part of the health care team. Students are expected to experience a wide variety of clinical presentations and pathology during their clinical rotations. Students are expected to be active participants in the care of patients while following the clinical site and the supervising physician’s guidelines and directives. Supervising physicians retain the ultimate responsibility for patient care. Under supervision, students will assist with taking patient histories, performing physical examinations, interpreting diagnostic test results, documenting patient encounters, performing patient presentations to various members of the health care team, performing patient procedures including OMM, and discussing care with patients and families. Students will be assigned clinical time in inpatient, outpatient, surgical, labor and delivery, and emergency room settings throughout their clinical training. Students are expected to review the syllabus for each rotation which includes types of patients and clinical conditions for that specialty. The MS3 rotations are listed below (each rotation is four weeks in duration; \* denotes core rotation):

- Simulation Lab
- Internal Medicine 1-2\*
- Medical Selective
- Surgery\*
- Obstetrics/Gynecology\*
- Pediatrics\*
- Psychiatry\*
- Family Medicine\*
- Rural and International Underserved Care
- Medical-Surgical Selective
- Professional Medical Practice 5-6

MS 3 -- Semester 1																													
	Block 1					Block 2					Block 3					Block 4					Block 5					Block 6			
Weeks	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25				
	Simulation Lab					Internal Medicine 1*				Internal Medicine 2*				Medical Selective				Surgery*				OBGYN*							
	Professional Medical Practice 5																												

MS 3 -- Semester 2																				COMLEX 2 CE EXAM						
Block 7				Block 8				Block 9				Block 10				Block 11				BOARD PREP & EXAM						
Weeks	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Weeks	1	2	3	4	5
	Pediatrics*				Psychiatry*				Family Medicine*				Underserved				Med-Surg Selective									
	Professional Medical Practice 6																									

### 13.4 MS4 Year

COM students in year four engage in clinical experiences according to the required curriculum. Students follow their assigned clinical rotation schedule, engaging in 10 four-week clinical rotation Blocks. Each student's schedule will vary in order of rotations and all students complete the required rotations.

MS4 students can complete elective and selective rotations at their core hospital site or outside affiliated sites with approval. A formal process for requesting outside rotations and developing MS4 schedules will be shared with students during year three. The MS4 curriculum rotation Blocks are included below (each rotation is four weeks in duration; \* denotes core rotation):

- Medical Selective 1-2
- Surgical Selective
- Primary Care Selective
- Geriatrics\*
- Emergency Medicine\*
- Electives 1-4 (one elective should be a sub-internship in the student's specialty of choice)
- Transition to Residency 1
- Transition to Residency 2

MS 4 -- Semester 1																									
Block 1				Block 2				Block 3				Block 4				Block 5				Block 6					
Weeks	1	2	3	4	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
	Medical Selective 1				Medical Selective 2				Elective 1				Primary Care Selective				Elective 2				Surgical Selective				
	Transition to Residency 1																								

MS 4 -- Semester 2																Graduation	
	Block 7				Block 8				Block 9				Block 10				
Weeks	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15		16
	Geriatrics*				Elective 3				Emergency Medicine*				Elective 4				
	Transition to Residency 2																

#### 14 STUDENT EVALUATION OF CURRICULUM, CLINICAL SITES, FACULTY, AND PROGRAM

After each course and rotation, an electronic evaluation form will be sent to each student in the course/rotation. These forms will be completed anonymously, and submitted electronically, and the data will be retrieved by the Office of Medical Education (MS1 and MS2 courses) and the Office of Clinical Education (MS3 and MS4 rotations). The feedback from these evaluations will be provided to the course directors, course faculty, and the COM's Curriculum Committee to be used in conjunction with other metrics and outcomes for the continuous quality improvement of the curriculum. The effect of changes made to the curriculum based on the feedback from student evaluations will be evaluated to determine the outcome of the change.

#### 15 INTERPROFESSIONAL EDUCATION AND TEAM-BASED COLLABORATIVE CARE

Duquesne University has been a leader in health professional education with well-established programs in nursing, pharmacy, physician assistant, speech-language pathology, and physical and occupational therapy. The University has annual interprofessional educational programs where students from the various health science programs come together for education and training in the academic environment. The COM is actively collaborating with these programs and establishing opportunities to integrate medical students into these educational programs.

In addition, the COM is working collaboratively with the health sciences programs to develop new curricular opportunities such as standardized patient and simulation interprofessional clinical cases. The COM is also working with clinical sites to establish opportunities for students to work collaboratively on teaching teams with residents and other members of the health care team during select clinical rotations.

#### 16 PERFORMING PATIENT CARE ACTIVITIES

Student involvement in patient care is permitted when authorized by the COM and the assigned clinical faculty member. Supervision by a physician or authorized medical professional (e.g., PA, APN) who is under the supervision of the faculty

physician is required. In certain cases, another healthcare professional may be an appropriate supervisor (e.g., medication counseling with a pharmacist). The student's supervising faculty/preceptor is the faculty member who is responsible for the patient's care. The COM's Clinical Division Chiefs ensure all core clinical faculty have the appropriate credentialing for student supervision. Students may not perform any medical treatment or procedures without appropriate supervision. Student involvement should be appropriate for their level of training. The faculty member/preceptor should be present for any treatment, procedure, or invasive examination. Students are not to take the place of qualified staff. Students may not write patient care orders independently and all such orders must be reviewed and approved by the faculty member/preceptor. Students may not accept payment or remuneration for services.

### **16.1 Supervision of Students**

A student on clinical rotations must be supervised in patient care situations. Supervision involves a responsible licensed physician to:

- Be physically located in the facility where patient treatment is rendered
- Grant authorization of services provided by the student doctor
- Examine all patients seen by the student doctor
- Supervise procedures when performed by the student doctor
- Be physically present during any invasive procedure or examination
- Assure another clinical staff is present during any invasive or sexual organ examination
- Assure that the documentation in the patient's medical record is appropriate

### **16.2 Assurance of Students' Health Before Involvement in Patient Care**

Upon admission, students are required to obtain and provide the required documentation indicating that they do not have conditions that would endanger the health and well-being of patients. The documentation includes immunizations and titers for immunity, verification from a physician who has performed a medical history and physical examination of the health of the student, and background checks for legal history. Students must also sign a document that they are free from contagious diseases before caring for a patient. When this is in question, the student and the COM must follow CDC guidelines. The presence of communicable diseases may limit a student's participation in clinical care. A student must be able to demonstrate that their health and abilities will enable them to meet the technical standards of the program. A copy of all immunizations and laboratory tests will be obtained and shared with the clinical site.

### **16.3 White Coats and COM ID Badges**

The COM's short white coat and ID badge identify the individual as a COM medical student. Students must wear their coat and ID badge provided by the COM in all COM-designated clinical settings and designated and approved COM events. COM students should not wear their COM white coat or Duquesne University ID badge or verbally represent themselves as representing the COM for non-COM sponsored events. These include but are not limited to, shadowing experiences that are not part of the required COM curriculum, volunteer activities that are not COM-sponsored, or non-COM events such as those that are of a political or social nature.

Students are not permitted to give their white coat or ID badge to another student or to an individual who is not a COM student. If the COM white coat or ID badge is missing or stolen, the student must report this to the Director of Clinical Rotations as soon as possible. Not wearing the white coat and ID badge as required, wearing the COM white coat or ID badge to non-sponsored events, or giving or loaning these items to others is considered unprofessional behavior and subject to disciplinary action.

### **16.4 Patient Confidentiality**

During the course of study, students will come in contact with a patient's confidential information. Laws such as the Health Insurance Portability and Accountability Act (HIPAA), govern the release of confidential patient information to others. Students are expected to undergo regular HIPAA training as required by the COM and affiliated clinical training sites.

In general, students are permitted to discuss patient information with medical personnel who are directly involved in providing the patient's care. In some cases, in making a medical presentation in an academic classroom setting, a patient's condition may be discussed but must be presented without any personally identifiable information.

Students must obtain permission to use patient information in scholarly publications and must not divulge a patient's name or other identifying information that is considered confidential in academic reports.

Any discussion of a patient, peer, physician, or health care facility should be a professional discussion and not cause misunderstanding or distrust of the medical care offered at the site. Failure to adhere to this professional behavior constitutes a professionalism violation.

Students are expected to undergo yearly HIPAA training as required by the COM and affiliated clinical training sites.

## **16.5 Medical Records/Charting**

The responsibility given to students for medical records varies among the hospitals and clinics. Clinical training sites are encouraged to allow students to write full progress notes and orders directly into the patient's chart. These notes must be immediately co-signed by the supervising physician and that physician must follow this with their physician's note. Some other hospitals/clinics have separate pages in charts set aside for student progress notes. These should also be reviewed and co-signed by the attending physician. Notes are usually written or entered in the SOAP format. If dictation or computerized entry is allowed by students at a particular hospital or clinic, the resulting notes must also be reviewed and approved by the attending physician. The student is responsible for obtaining charting instructions from the preceptor or rotation coordinator.

Medical records that are falsified or left uncompleted when it is the responsibility of the student to complete, are considered a professional or ethical violation, and the student will be subject to the policies and procedures in this Student Handbook that apply to the violation.

The student is responsible for knowing the proper procedure and must sign and date all entries on the medical record by name and educational status (e.g., John Doe, MS3).

## **17 GRADUATE MEDICAL EDUCATION**

DUQCOM is committed to supporting and developing GME programs. In addition, the COM intends to partner with GME programs to support the clinical education of COM students during medical school and create pathways for students to enter GME upon graduation from the COM.

### **17.1 Supporting Graduate Medical Education**

The COM partners with clinical education sites including FQHCs, several hospitals with existing GME programs in Western Pennsylvania, and the surrounding communities. The COM supports these programs by providing educational resources to support resident and faculty development. Resources may include library access, educational programming, simulation experiences, assistance with accreditation, assistance with osteopathic recognition application and maintenance, etc. based on identified needs.

### **17.2 Developing Graduate Medical Education**

Where the COM enters into clinical education agreements with clinical sites, the COM also engages in discussion regarding GME development and/or



expansion. The COM will conduct feasibility studies at clinical sites where needed to determine the ability to secure GME development and/or expansion. In addition, the COM is committed to providing resources to ensure GME development. This is evidenced by COM leadership positions dedicated to GME development (e.g., Associate and Assistant Deans of GME), site letters of intent indicating expressed interest, and plans to facilitate sponsoring institution applications and related services as needed.

### **17.3 Partnering with Graduate Medical Education Programs**

The COM intends to develop and/or partner with GME programs affiliated with each core clinical site to provide third- and fourth-year student rotations alongside tiered teaching teams with residents engaged in GME programs. The COM intends to assist with the development of residents and faculty as educators supporting medical student and resident education.

## **18 LEARNING RESOURCES AVAILABLE TO STUDENTS**

### **18.1 The Medical Library**

DUQCOM's Library is a state-of-the-art electronic medical resource center housed on the third floor of the Duquesne University [Gumberg Library](#) <sup>10</sup>. This facility serves faculty, preceptors, staff, and students, and also contains a modest collection of textbooks and print literature; University librarians are available to offer additional student support regarding centers and collections, information and help, programs and events, and research tools and tips. The Medical Library also contains 20 small group rooms for team-based learning and study; additional seating for approximately 80 students is also available on the third floor of Gumberg for individual study. Hours of operation for the Gumberg Library are available on their [website](#). The Medical Library may offer extended or overnight hours as needed during exam weeks or busy times of the year. The electronic library is available 24 hours a day.

### **18.2 Department of Academic Excellence**

DUQCOM is committed to the success of our students. We provide several levels of academic support to all students throughout the continuum of the medical education program. Academic advising for students is primarily provided by the COM's Department of Academic Excellence, in which an Assistant Dean for Academic Excellence and Accreditation, an Academic Excellence Coordinator, and a Learning Specialist work cooperatively with students. Students can be self-referred, referred by faculty, or identified through the COM's Academic Affairs Office as needing academic assistance. These students who need support to improve their academic success may work one-on-one or in groups with the COM's Department of

Academic Excellence to improve several skills necessary for academic success, including but not limited to:

- Time management, work-life balance, and adjustment to professional school
- Performance anxiety concerning written and oral assessments and clinical rotation effectiveness
- Identification of the student's optimal learning style
- Critical thinking skills and problem-solving
- Adult learning styles including self-directed learning
- Identification and utilization of learning resources
- Improving GPA or national board examination performance/construction of a study plan
- Seeking referrals to other physical/mental health or academic resources for additional support

### **18.3 Peer Tutoring**

In addition to the COM's Department of Academic Excellence, the COM will provide peer tutoring during the first and second years. Peer tutors will be selected from a pool of willing volunteers by the COM's Department of Academic Affairs; these peer tutors will meet with course directors and teaching faculty regularly to seek advisement on topics to emphasize during peer tutoring sessions, including high-yield information, and concepts that have been determined to be challenging to students. Peer tutors may provide practice questions or clarify required curricular content to peer students, but may not teach new content that was not covered in class.

### **18.4 Faculty Advisors**

The COM has adopted an open-door policy, where students are encouraged to seek assistance and guidance from any member of the faculty, staff, or administration in support of their academic success and overall wellness. Specifically, students are encouraged to work with teaching faculty and course directors to receive clarification on curricular content presented in the educational program. Additionally, each student will be assigned a biomedical science faculty advisor who will meet regularly with each of their student advisees to provide insight and additional academic support. During the spring of the second year, students will then be assigned a clinical advisor, preferably one who specializes in an area of greatest interest of the student. This clinical advisor will guide the student regarding success in clinical rotations, interviews and audition rotations, and residency selections, and will assist in the preparation for the residency match process.

## 18.5 Duquesne University Writing Center

The [Writing Center at DU](#) <sup>22</sup> provides writing instruction and support for writers and teachers of writing at every level in the University community and beyond. The mission of the Writing Center is to serve as a space for productive dialogue about writing not only to help improve writing projects but also to make better writers. The Writing Center's trained staff of graduate and undergraduate student writing consultants meet one-on-one with writers via Zoom and in person to answer questions, share feedback, and offer suggestions. Writers are welcome to bring in any text they would like to discuss, including academic and extracurricular projects. We work with any kind of writing from academic papers, professional applications, and resumes to websites, presentations, and other projects. Consultants help at any point in the process from outlines and notes to drafts and revisions. Writers do not need a complete draft to visit. All they need is a writing task and a willingness to engage actively in conversation about their work. To schedule an appointment, please first utilize this [form](#) to register for a new account with the Writing Center.

## 18.6 Career Counseling

The DUQCOM Clinical Affairs and Post-Graduate Affairs departments, with the assistance of clinical faculty, will collaborate to instruct and support students regarding the steps to becoming physicians during each year of their education. The career counseling process will consist of education, mentorship, and resources to support students as they explore career options and GME training programs.

Career counseling will be provided to COM students during each year of the curriculum. During the first year, students will learn about the various career options available for residency, fellowship, and practice. During the first two years, students will learn about the residency application process as well as how to choose a specialty.

During the third year, students will learn about the residency match process and receive specific education about choosing a residency program, writing a personal statement, updating their curriculum vitae, and applying for fourth-year audition rotations. Students will learn to incorporate data such as GPA, board scores, and clinical rotation feedback to determine competitiveness for various residency programs.

Towards the end of the third year and during the beginning of the fourth year, students will receive mentorship regarding residency interview preparation, audition rotation performance, residency match process participation, and match strategy development.

Students will receive mentorship regarding career paths through an individualized mentoring process with a COM clinical faculty advisor. Students will be assigned a clinical faculty advisor based on their clinical specialty interests. Clinical faculty advisors will meet with their assigned students to discuss their career paths, guide success in clinical rotations, interviews, audition rotations, and residency selections, as well as assist in the preparation for and throughout the participation in the residency match process.

COM clinical faculty advisors will review the students' residency program applications, curriculum vitae, and personal statements and provide individualized feedback. The clinical faculty advisors will oversee the career counseling for their assigned students and provide regular updates to the Associate and Assistant Deans for Clinical and Postgraduate Affairs for the rising MS4 students starting in the spring of their MS3 academic year. The Associate and Assistant Deans will collaborate to offer additional support to students when needed.

Clinical faculty advisors will receive training and resources from the COM regarding career counseling for students. Advisors and students will receive memberships and access to the American Association of Colleges of Osteopathic Medicine's (AACOM) "Resources for Residency Readiness," which includes the AAMC "Careers in Medicine Program." These electronic resources provide a wealth of up-to-date information to support faculty advisors and medical students. Students and faculty will follow a COM-designed career counseling program and timeline that includes reviewing and utilizing these resources.

## **19 INFORMATION TECHNOLOGY**

The Duquesne University [TAP #26](#) <sup>48</sup> highlights the acceptable use of the University's computing resources, to safeguard against risks including virus attacks, data losses, compromises of network systems and services, and other risks. This TAP guides the intended use of Duquesne University property, personal responsibility, and security, interfering with the University's operations, and how to report a violation. Additional information about the appropriate use of electronic mail, electronic devices, etc. is detailed below.

### **19.1 Email**

All COM students are provided with professional email accounts through Duquesne University. A student's Duquesne University email account is the official method of communication for Duquesne administrative matters and activities. It is expected that all professional communications are performed using the DU-provided email address, as the COM faculty and administration cannot verify the recipient of personal emails (Gmail, AOL,

Yahoo, etc.). Students are expected to check their Duquesne email at least every 24 hours, as this will be one of the primary modes of communication with students. Failure to check their email account does not excuse students or exempt them from any actions required of them by the COM or the University. Students can forward their Duquesne email account to one that is checked more frequently to ensure they do not miss any important information, but forwarding of email does not absolve a student of the responsibilities associated with communication sent to official Duquesne email addresses.

## **19.2 Electronic Devices Including Cell Phones, Tablets, Computers**

Students will also be provided with a COM tablet that will be used for all classroom, laboratory, and testing experiences. The student is expected to maintain this device in good working order, bring it and its charger to every learning opportunity, and utilize this device only for academic purposes; likewise, it is expected that all students will have their own cell phones for communication, although cell phones are not permitted in any testing environment.

## **19.3 Unauthorized Technology Use**

Unless instructed otherwise by DUQCOM faculty or administration, cell phones must be turned off during all educational activities on and off campus. Texting and any other electronic communications unrelated to the academic or clinical activities will not be tolerated during any academic or educational activity. Use of laptop computers in the classroom to take notes or conduct class-related functions is permitted; however, the use of laptop computers for activities unrelated to the class function is strictly prohibited and may result in the permanent loss of the privilege to use laptops or other electronic media in class.

## **19.4 Class Recording**

Use of any recording device is prohibited in any didactic or clinical course/experience without prior written permission of the course instructor/supervisor and subjects being recorded. When permitted to record, the student must understand that (1) a single recording is to be made, (2) it is not to be duplicated, excerpted, transferred, placed on the internet, or shared with others, (3) all HIPAA laws will be followed, and (4) the recording is to be erased by the end of the semester, as requested by any of the interested parties mentioned above. Failure to abide by this Policy is a violation of the COM Policy on Professionalism. This section will be interpreted consistent with [TAP #56](#) <sup>56</sup>.

## 19.5 GI Bill Feedback System

DUQCOM follows the U.S. Department of Veterans Affairs' (VA) Principles of Excellence Program, which requires that schools receiving federal funding through programs such as the GI Bill follow certain guidelines, found on the [Principles of Excellence](#) <sup>46</sup> website. The [GI Bill Feedback System](#) <sup>26</sup> is also available as a collaboration between the Departments of Veterans Affairs, Defense, Education, and Justice, the Consumer Financial Protection Bureau, and the Federal Trade Commission. This system allows students using VA education benefits to submit any complaints directly to the VA. Students may submit complaints either anonymously or by name, and either for themselves or on behalf of another individual.

## APPENDIX: LIST OF WEBSITES REFERENCED IN MEDICAL STUDENT HANDBOOK

### DUQUESNE UNIVERSITY WEBSITES

1. Dean's Welcome  
<https://www.duq.edu/academics/colleges-and-schools/college-of-osteopathic-medicine/about-us/deans-welcome.php>
2. DU Alert  
<https://www.duq.edu/life-at-duquesne/our-campus/campus-safety/index.php>
3. DU CARES  
<https://www.duq.edu/life-at-duquesne/student-services/du-cares.php>
4. Duquesne University Center for Student Wellbeing  
<https://www.duq.edu/life-at-duquesne/health-recreation-wellness/index.php>
5. Duquesne University Clery Report/Annual Security and Fire Safety Report  
<https://www.duq.edu/life-at-duquesne/our-campus/campus-safety/clery-report.php>
6. Duquesne University Consent and Release Form  
<https://www.duq.edu/documents/academics/colleges-and-schools/law/photography-consent-and-release.pdf>
7. Duquesne University Counseling Services  
<https://www.duq.edu/life-at-duquesne/health-recreation-wellness/counseling-services/index.php>
8. Duquesne University DORI  
<https://portal.duq.edu/duqcentral/apps/cas/index.jsp>
9. Duquesne University Emergency Management Team  
<https://www.duq.edu/life-at-duquesne/our-campus/campus-safety/emergency-management-team.php>
10. Duquesne University Gumberg Library  
<https://www.duq.edu/academics/gumberg-library.php>
11. Duquesne University Health Services  
<https://www.duq.edu/life-at-duquesne/health-recreation-wellness/health-services/index.php>
12. Duquesne University HIPAA Policy  
<https://www.duq.edu/work-at-du/required-notice.php>

13. Duquesne University Parking  
<https://www.duq.edu/about/our-campus/parking/index.php>
14. Duquesne University Power Center  
<https://www.duq.edu/life-at-duquesne/health-recreation-wellness/recreation-services.php>
15. Duquesne University Student Health Insurance  
<https://go.gallagherstudent.com/Universities/Duquesne%20University/Home>
16. Duquesne University Risk Management Forms  
<https://www.duq.edu/about/departments-and-offices/risk-management/forms.php>
17. Duquesne University Spiritan Campus Ministry  
<https://www.duq.edu/social-impact/mission-and-spiritan-values/spiritan-campus-ministry/index.php>
18. Duquesne University Student Accounts  
<https://www.duq.edu/admission-and-aid/billing-and-payments/index.php>
19. Duquesne University Student Loans  
<https://www.duq.edu/admission-and-aid/billing-and-payments/loans.php>
20. Duquesne University Student Services  
<https://www.duq.edu/life-at-duquesne/student-services/index.php>
21. Duquesne University Tuition Payment Portal  
<https://www.duq.edu/admission-and-aid/billing-and-payments/index.php>
22. Duquesne University Writing Center  
<https://www.duq.edu/academics/academics-advising-and-support/writing-center/index.php>

## **STUDENT ORGANIZATION WEBSITES**

23. American College of Osteopathic Emergency Physicians – Resident Student Organization  
<https://acoep-rso.org/students/>
24. Catholic Medical Association  
<https://www.cathmed.org/>
25. Christian Medical and Dental Association  
<https://cmda.org/>
26. GI Bill Feedback System



<https://www.afterthedd214.com/gi-bill-feedback-system/>

27. Gold Humanism Honors Society  
<https://www.gold-foundation.org/programs/ghhs/chapter-resources/>
28. Health Professions Scholarship Program  
<https://www.medicinandthemilitary.com/applying-and-what-to-expect/medical-school-programs/hpsp>
29. National Health Services Corps  
<https://nhsc.hrsa.gov/>
30. Pennsylvania Osteopathic Medical Association  
<https://poma.memberclicks.net/scholarships>
31. Sigma Sigma Phi Honorary Osteopathic Service Fraternity  
<http://www.sigmasigmaphi.org/>
32. Student American Academy of Osteopathy  
<https://www.academyofosteopathy.org/about-saao>
33. Student American Osteopathic Academy of Sports Medicine  
<https://www.aoasm.org/membership>
34. Student Association of the American College of Osteopathic Family Physicians  
[https://www.acofp.org/acofpimis/Acofporg/Members/Student\\_Members/Acofporg/Membership/Students.aspx?hkey=2b1cc80c-0d5e-459a-a4ea-db4a0999c38f](https://www.acofp.org/acofpimis/Acofporg/Members/Student_Members/Acofporg/Membership/Students.aspx?hkey=2b1cc80c-0d5e-459a-a4ea-db4a0999c38f)
35. Student Association of Military Osteopathic Physicians and Surgeons  
<https://www.amops.org/students>
36. Student Chapter of the American College of Osteopathic Neurologists and Psychiatrists  
<https://www.acn-acomp.org/MedStudents/>
37. Student Chapter of the American College of Osteopathic Obstetricians and Gynecologists  
<https://www.acog.org/membership/join/medical-students>
38. Student Chapter of the American College of Osteopathic Pediatricians  
<https://www2.acopedes.org/students/clubs.iphtml>
39. Student Chapter of the American Osteopathic Association  
<https://osteopathic.org/students/>

40. Student Chapter of the Pennsylvania Osteopathic Medical Association  
<https://www.facebook.com/people/PCOM-Student-Osteopathic-Medical-Association-SOMA/100066772676764/>
41. Student Chapter of the Pennsylvania Rural Health Association  
<https://paruralhealth.org/>
42. Student National Medical Association  
[https://snma.org/general/register\\_member\\_type.asp](https://snma.org/general/register_member_type.asp)
43. Student Osteopathic Internal Medicine Association  
<https://www.acoi.org/membership/student-membership-application-form>
44. Student Osteopathic Medical Association  
<https://studentdo.org/>
45. Student Osteopathic Surgical Association  
[https://www.facos.org/OS/Navigation/Membership/Student\\_Join/Student\\_Join.aspx](https://www.facos.org/OS/Navigation/Membership/Student_Join/Student_Join.aspx)
46. U.S. Department of Veterans Affairs' Principles of Excellence Program  
<https://www.va.gov/education/choosing-a-school/principles-of-excellence/>

#### **KEY DUQUESNE UNIVERSITY ADMINISTRATIVE POLICIES (TAPs)**

47. TAP #22 Emergency Closing or Partial Shutdown of University  
<http://www.duq.edu/tap-22>
48. TAP #26 Acceptable Use of Computing Resources  
<http://www.duq.edu/tap-26>
49. TAP #28 Family Educational Rights and Privacy Act (FERPA)  
<http://www.duq.edu/tap-28>
50. TAP #29 Environmental Health and Safety  
<http://www.duq.edu/tap-29>
51. TAP #30 Affirmative Action, Equal Educational and Employment Opportunity, and Human Relations in the Workplace and Classroom  
<http://www.duq.edu/tap-30>
52. TAP #31 Sexual Misconduct and Gender Discrimination  
<http://www.duq.edu/tap-31>
53. TAP #32 Drug-Free and Alcohol-Free Working and Learning Environment  
<http://www.duq.edu/tap-32>

- 54. TAP #36 College and University Security Information Act  
<http://www.duq.edu/tap-36>
- 55. TAP #48 Weapons and Violence – Campus and Workplace  
<http://www.duq.edu/tap-48>
- 56. TAP #56 Americans with Disabilities (ADA) and Requests for Reasonable Accommodation  
<http://www.duq.edu/tap-56>
- 57. TAP #59 Animals on Campus  
<http://www.duq.edu/tap-59>
- 58. TAP #61 Interim Policy on Title IX Sexual Harassment  
<http://www.duq.edu/tap-61>