Idaho College of Osteopathic Medicine

1401 E. Central Dr.
Meridian, ID 83642
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idahocom.org

COLLEGE CATALOG

2022-2023

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DOCTOR OF OSTEOPATHIC MEDICINE (DO) PROGRAM

Table of Contents

Table of Contents **2**

Administration **4**

Leadership **4**

Academic Calendar and Hours of Operation **7**
- OMS I Course Schedule 8
- OMS II Course Schedule 9
- OMS III & IV Course Schedule 10

Course Lists and Credit Hours **11**
- Calculation of Credit Hours 13

About Idaho College of Osteopathic Medicine **14**
- History 14
- Facilities and Library 14
- Our Mission 16
- Our Vision 16
- Programmatic Level Educational Objectives 16

Policy and Statement of Non-Discrimination **17**

Policy and Statement of Diversity, Equity, and Inclusion **18**

Policy and Statement of Title IX, Anti-Harassment, and Sexual Harassment **20**

Accreditation **24**
- Complaints Regarding Accreditation 24

Institutional Data and Outcomes **26**

Student Assumption of Risk **27**

Office of Student Services **28**
- Office of Admissions 28
- Office of the Registrar 46
- Office of Financial Aid 54
- Office of Student Affairs 57
- Behavioral Health and Counseling Services 78

Tuition and Fees **81**
- Tuition Refund Policy 83
- Return of Title IV Funding 84
- Non-Payment of Tuition 85

Curriculum **86**

Pre-Clinical Education (Years 1 & 2) 86
Clinical Education (Years 3 & 4) 86
Academic Opportunities 87

Offices of Academic Affairs and Clinical Affairs 93
Student Attendance 93
Grades and Grading Policy 95
Standards of Behavior for Examinations 98
Course Audit Policy 101
Course Grade Appeal Policy 101
Course Remediation 103
Student Performance and Academic Standing 104
Academic Support Services 108
Medical Student Doctor Shadowing 109
COMLEX-USA® Examinations 112

Facilities and Campus Policies 114
Campus Safety and Emergency Services 114
Weapons 114
Animals on Campus Policy 114
Smoking Policy 115
Alcohol and Drugs Abuse and Prevention 115
Information Technology and Educational Resources 117
Information Technology Resources and Computer Information 118
Information Access and User Policy 119

Honor Code 123

Dress Code 126

Grievances 128

Graduation Requirements and Time to Degree 134

Courses in Alphabetical Order by Course Code 135

Organizational Overview 158

Changes to The Catalog 159

Idaho College of Osteopathic Medicine

Campus Address: 1401 E. Central Dr. Meridian, ID 83642

School Website: idahocom.org

Main Telephone: (208) 795-4266

Email Address: info@idahocom.org

Administration

Leadership

Tracy Farnsworth, EdD, MHSA, MBA, FACHE
President & Chief Executive Officer

Larry Tisdale, MBA, FACHE
Vice President of Finance & Chief Financial Officer

Kevin Wilson, DO, FACOI, FACP
Interim Dean and Associate Dean of Clinical Affairs

Rita Getz, PhD, FNAOME
Senior Associate Dean of Learner Outcomes and Assessment

Luke Mortensen, PhD, FAHA, FNAOME
Associate Dean of Educational Development, Innovation and Diversity

Robyn Dreibelbis, DO, FACOFP
Associate Dean for Graduate Medical Education

Thomas Moorman, EdD
Associate Dean of Student Services

Mark Slivkoff, PhD
Assistant Dean of Academic Affairs

Dennis Rau, Jr., DO
Assistant Dean of Osteopathic Integration

John Fullerton, JD
Chief Legal & Compliance Officer

Administration and Operations

Ariane Ahmadian
Registrar

Brian Atkinson
Director of IT

Shannon Blackstock, SHRM-SCP, SPHR
Director of Human Resources

Stephanie Dillon
Director of Marketing & Communications

Michael Kreider
Director of Graduate Medical Education & Continuing Medical Education

Janette Martin, MEd
Director of Admissions

Nicole McMillin, MPA
Director of Financial Aid

Molly Montgomery, MLS, MS
Director of Library Services

Sara Reiter
Director of Clinical Clerkships

Elizabeth Watson
Director of Student Affairs

Casi Wilson, RRT, CHSE
Director of Clinical Simulation

Chris Wilson
Director of Facilities

Department of Anatomy
Blaine Maley, PhD
Chair

Department of Biomedical Sciences
Launa Lynch, PhD
Chair

Department of Primary Care
Rodney Bates, DO, FACOI
Chair

Department of Radiology
Todd Burt, MD

Department of Research & Biostatistics
Todd Coffey, PhD
Chair

Department of Specialty Medicine
Jessica Ziebarth, DO
Chair

Academic Calendar and Hours of Operation

The College's normal hours of operation are 8:00 am-5:00 pm. OMS I and OMS II students attend class regularly between the hours of 8:00 am and 5:00 pm. Students are generally offered lunch breaks at noon each day, and have approximately ten-minute breaks between each scheduled learning session. OMS III and OMS IV students are required to follow the hours of their clinical clerkships.

FALL SEMESTER 2022	
Clinical Rotations Begin (OMS III)	July 1
Orientation (OMS I)	July 26 – 28
White Coat Ceremony (OMS I)	July 29
Orientation (OMS II)	August 1
First Day of Fall Semester (OMS I/II)	August 1
Labor Day	September 5
Thanksgiving Break	November 23 – 25
Final Exams Week (OMS I/II)	December 12 – 16
Last Day of Fall Semester (OMS III/IV)	December 9
First Day of Spring Semester (OMS III/IV)	December 12
Last Day of Fall Semester (OMS I/II)	December 16
Winter Break (OMS I/II)	December 19 – January 6
Winter Break (OMS III/IV)	December 25 – January 1
Fall Semester Remediation Exams (OMS I/II)	January 3

SPRING SEMESTER 2023	
First Day of Spring Semester (OMS I/II)	January 9
Martin Luther King Day	January 16
Match Day (OMS IV)	March 17
Spring Break (OMS I/II)	March 20 – 24
Clinical Rotations End (OMS IV)	April 7
Final Exams Week (OMS II)	April 10 – 14
Clinical Small Groups Sensitive Examinations (OMS II)	April 17 – 20
COMSAE (OMS II)	April 28
Last Day of Spring Semester (OMS II)	April 28
Spring Semester Remediation Exams (OMS II)	May 4
Graduation – (OMS IV, Class of 2023)	May 19
Final Exams Week (OMS I)	May 22 – 26
Last Day of Spring Semester (OMS I)	May 26
Spring Course Remediation Exams (OMS I)	June 16
Last Day of Spring Semester (OMS III)	June 30

OMS I Course Schedule

July 2022

S	M	T	W	T	F	S
					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	26	**27**	**28**	**29**	30
31						

August 2022

S	M	T	W	T	F	S
	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	26	27
28	29	30	31			

September 2022

S	M	T	W	T	F	S
				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	26	27	28	29	30	

October 2022

S	M	T	W	T	F	S
						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	26	27	28	29
30	**31**					

November 2022

S	M	T	W	T	F	S
		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**	26
27	28	29	30			

December 2022

S	M	T	W	T	F	S
				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	**26**	**27**	**28**	**29**	**30**	31

January 2023

S	M	T	W	T	F	S
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	26	27	28
29	30	31				

February 2023

S	M	T	W	T	F	S
			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
26	27	28				

March 2023

S	M	T	W	T	F	S
			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
26	27	28	29	30	31	

April 2023

S	M	T	W	T	F	S
						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	26	27	28	29
30						

May 2023

S	M	T	W	T	F	S
	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**	**26**	27
28	29	30	31			

June 2023

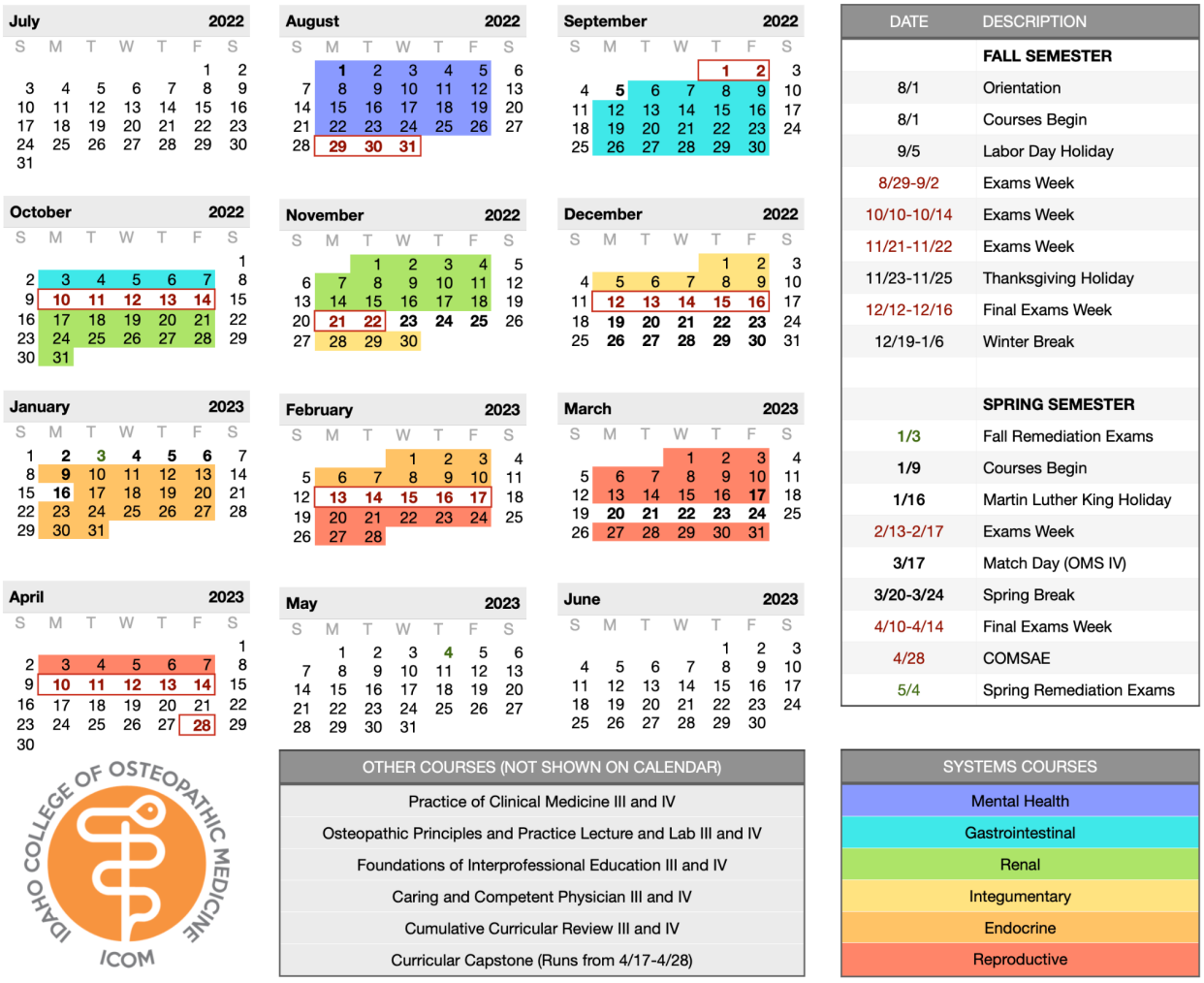
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	**16**	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

DATE	DESCRIPTION
	FALL SEMESTER
7/26-7/29	Orientation
7/29	White Coat Ceremony
8/1	Courses Begin
9/5	Labor Day Holiday
9/12-9/16	Exams Week
10/31-11/4	Exams Week
11/23-11/25	Thanksgiving Holiday
12/12-12/16	Final Exams Week
12/19-1/6	Winter Break
	SPRING SEMESTER
1/3	Fall Remediation Exams
1/9	Courses Begin
1/16	Martin Luther King Holiday
2/20-2/24	Exams Week
3/17	Match Day (OMS IV)
3/20-3/24	Spring Break
4/17-4/21	Exams Week
5/22-5/26	Final Exams Week
6/16	Spring Remediation Exams

SEMESTER LENGTH COURSES (NOT SHOWN ON CALENDAR)
Gross Anatomy and Lab (8/1-12/16)
Practice of Clinical Medicine I and II
Osteopathic Principles and Practice Lecture and Lab I and II
Foundations of Interprofessional Education I and II
Caring and Competent Physician I and II
Cumulative Curricular Review I and II

SYSTEMS COURSES
Clinical Foundations
Musculoskeletal
Blood, Immune and Infection
Neurosensory
Cardiovascular
Respiratory

OMS II Course Schedule



DATE	DESCRIPTION
	FALL SEMESTER
8/1	Orientation
8/1	Courses Begin
9/5	Labor Day Holiday
8/29-9/2	Exams Week
10/10-10/14	Exams Week
11/21-11/22	Exams Week
11/23-11/25	Thanksgiving Holiday
12/12-12/16	Final Exams Week
12/19-1/6	Winter Break
	SPRING SEMESTER
1/3	Fall Remediation Exams
1/9	Courses Begin
1/16	Martin Luther King Holiday
2/13-2/17	Exams Week
3/17	Match Day (OMS IV)
3/20-3/24	Spring Break
4/10-4/14	Final Exams Week
4/28	COMSAE
5/4	Spring Remediation Exams

OTHER COURSES (NOT SHOWN ON CALENDAR)
Practice of Clinical Medicine III and IV
Osteopathic Principles and Practice Lecture and Lab III and IV
Foundations of Interprofessional Education III and IV
Caring and Competent Physician III and IV
Cumulative Curricular Review III and IV
Curricular Capstone (Runs from 4/17-4/28)

SYSTEMS COURSES
Mental Health
Gastrointestinal
Renal
Integumentary
Endocrine
Reproductive

Actual weekly schedules for OMS I/II vary based on course content and educational needs. Lecture-discussions are complemented by labs and skills sessions, with embedded study time. OPP and other clinical skills are taught longitudinally throughout the two years in a progression designed to integrate with and provide seamless entry into the third and fourth years of the curriculum. Content is presented by physicians and biomedical scientists using concepts of team teaching and team learning. Evaluation includes integrated exams, quizzes, objective structured clinical examinations (OSCEs), oral presentations, graded skill demonstrations, and end-of-course and end-of-year evaluations.

OMS III & IV Course Schedule

	Rotation 1	Rotation 2	Rotation 3	Rotation 4	Rotation 5	Rotation 6
	7/1/2022-7/22/2022	7/25/2022-8/19/2022	8/22/2022-9/16/2022	9/19/2022-10/14/2022	10/17/2022-11/11/2022	11/14/2022-12/09/2022
OMS III - FALL:	Clinical Preparation (ICOM) and Onsite Orientation	Elective Rotation	Internal Medicine	Internal Medicine Subspecialty	Vacation	Family Medicine
	Required Longitudinal OPP Course in Fall for both OMS III and IV					
OMS IV - FALL:	Elective Rotation 1	Elective Rotation 2	Elective Rotation 3	Elective Rotation 4	Elective Rotation 5	Elective Rotation 6

	Rotation 7	Rotation 8	Rotation 9	Rotation 10	Rotation 11	Rotation 12	Rotation 13
	12/12/2022-1/13/2023 Holiday Break: 12/24-1/1/2023	1/16/2023-2/10/2023	2/13/2023-3/10/2023	3/13/2023-4/07/2023	4/10/2023-5/05/2023	5/08/2023-6/02/2023	6/05/2023-6/30/2023
OMS III - SPRING:	Pediatrics	Psychiatry	Women's Health	General Surgery	Surgical Subspecialty	Scholary Activity	Residency Preparation
	Required Longitudinal OPP Course in Spring for both OMS III and IV						
OMS IV - SPRING:	Elective Rotation 7	Vacation	Emergency Medicine Elective Rotation	Primary Care Elective Rotation			

Each third and fourth year rotation must amount to a total of 4.0 credits each. The only exception to this criteria are the 0.5 credit longitudinal OPP courses offered throughout each semester of years 3 and 4, and the 2.0 credit Residency Preparation course offered in year 3.

Third year student doctors will be required to complete 12 core rotations, with an added vacation rotation built into their schedule. Fourth year student doctors must complete 9 elective rotations.These electives are often utilized for audition rotations at sites with residency programs, or to obtain additional experience in the student doctor's areas of interest. At least one of these 9- fourth year electives must be in a primary care specialty, and at least one in Emergency Medicine. Student doctors also have a vacation rotation built into their schedules in year 4.

Course Lists and Credit Hours

Below is a list of all OMS I courses, including the codes, names, and credit hours of each. The following page contains a list of all OMS II courses. More detailed information about courses offered at ICOM is included near the end of this Catalog under “Alphabetical List of All Courses”.

ALPHABETICAL LIST OF OMS I COURSES BY SEMESTER

FALL SEMESTER		
COURSE CODE	COURSE NAME	COURSE CREDIT HOURS
ANAT1002	Gross Anatomy	7.0
BIIC1301	Blood, Infection, and Immune	3.0
CARE1001	Caring & Competent Physician I	1.5
CCRC1000A	Cumulative Curricular Review I	2.5
CIPE1000A	Foundations of Interprofessional Education I	0.5
CMED1501	Practice of Clinical Medicine I	2.5
FOUN1102	Clinical Foundations	4.5
MSKS1401	Musculoskeletal System	4.5
OPPC1501A	Osteopathic Principles and Practice I	1.0
OPPC1501B	Osteopathic Principles and Practice Lab I	1.0

SPRING SEMESTER		
COURSE CODE	COURSE NAME	COURSE CREDIT HOURS
CARD1602	Cardiovascular System	5.5
CARE1002	Caring & Competent Physician II	2.0
CCRC1000B	Cumulative Curricular Review II	2.5
CIPE1000B	Foundations of Interprofessional Education II	0.5
CMED1902	Practice of Clinical Medicine II	0.5
NEUR1801	Neurosensory System	5.5
OPPC1951A	Osteopathic Principles and Practice II	1.0
OPPC1951B	Osteopathic Principles and Practice Lab II	1.0
RESP1701	Respiratory System	3.5

ALPHABETICAL LIST OF OMS II COURSES BY SEMESTER

FALL SEMESTER		
COURSE CODE	**COURSE NAME**	**COURSE CREDIT HOURS**
CARE2001	Caring & Competent Physician III	**2.0**
CCRC2000A	Cumulative Curricular Review III	**2.5**
CIPE2000A	Foundations of Interprofessional Education III	**0.5**
CMED2401	Practice of Clinical Medicine III	**1.0**
GAST2001	Gastrointestinal System	**4.5**
INTG2201	Integumetary System	**2.0**
MNTH2301	Mental Health System	**4.0**
OPPC2451A	Osteopathic Principles and Practice III	**1.0**
OPPC2451B	Osteopathic Principles and Practice Lab III	**1.0**
RENL2101	Renal System	**4.5**
SPRING SEMESTER		
COURSE CODE	**COURSE NAME**	**COURSE CREDIT HOURS**
CARE2002	Caring & Competent Physician IV	**1.0**
CCAP2900	Cumulative Curricular Capstone	**0.5**
CCRC2000B	Cumulative Curricular Review IV	**1.5**
CIPE2000B	Foundations of Interprofessional Education IV	**0.5**
CMED2701	Practice of Clinical Medicine IV	**0.5**
ENDO2501	Endocrine System	**4.5**
OPPC2801A	Osteopathic Principles and Practice IV	**0.5**
OPPC2801B	Osteopathic Principles and Practice Lab IV	**0.5**
REPR2601	Reproductive System	**5.5**

Calculation of Credit Hours

The Office of Academic Affairs is charged with ensuring appropriateness of credit assignments within the ICOM curriculum. Corresponding credits will be assigned to all courses in the curriculum, including clinical rotations, based on contact hours as described below. Credit assignments will be continually evaluated and assigned on the basis of the Carnegie unit credit hour as provided by the U.S. Department of Education, and consistent with the glossary of the AOA Commission on Osteopathic College Accreditation (COCA) Accreditation of Colleges of Osteopathic Medicine's "COM Standards and Procedures."

The amount of academic work or instructional time reported in contact hours and used to calculate credit hours is as follows:

- **One credit hour** of lecture or seminar (small group activity, alternative learning activity) encompasses 1 hour of scheduled class/seminar time plus 2 corresponding hours of student preparation time.
- **One laboratory credit hour** (anatomy, OMM etc.) encompasses 2 hours of scheduled supervised or independent laboratory work plus 2 corresponding hours of student preparation time.
- **One practice credit hour** (supervised clinical rotation clerkship etc.) encompasses 3-4 hours per week of supervised and/or independent practice.
- **One self-directed learning hour** is calculated similarly to one practice credit hour.

ICOM assigns grades to all credit-bearing courses and the credits for each course are determined based on contact hours in 0.5 credit increments.

Credit Review Process

ICOM assigns the amount of credit awarded for student doctor work to assure a high-quality program that is based on the most current educational models and best-practices delivery. The criteria utilized in this process conform to commonly accepted practices of higher education. ICOM awards credit values to course offerings based on delivery method and duration, utilizing standards endorsed by the American Association of Collegiate Registrars and Admission Officers (AACRAO), as well as the minimum Federal Financial Aid regulations and by the regulations of the U.S. Department of Education. All proposed curricular changes, including minor and substantive changes, will be brought to the Curriculum Committee for review, followed by review at the Academic Leadership Council with final approval by the ICOM Dean. Minor changes include such matters as the addition/elimination of a course, modifications to an existing course, or minor changes to existing program requirements. Substantive changes are those that involve extensive new patterns of requirements for existing student doctors, or that have a significant impact on the programs within ICOM. For proposed non-substantive curricular changes in all years, with minimal impact on other programs or on student doctor requirements, approval will be required first through the Course Directors, and discussed in the Curriculum Committee. Upon approval by the Curriculum Committee, such changes are presented to the Academic Leadership Council with final approval by the Dean. Any proposed substantive changes, as defined by the Commission on Osteopathic College Accreditation (COCA), follow procedures and deadlines as outlined in the COCA Accreditation of Colleges of Osteopathic Medicine Accreditation Substantive Changes document.

About Idaho College of Osteopathic Medicine

History

The Idaho College of Osteopathic Medicine (ICOM) is a private medical school affiliated with Idaho State University. The mission of ICOM is to train osteopathic physicians prepared to care for persons in Idaho, Montana, Wyoming, North Dakota, South Dakota and beyond.

ICOM was founded by Daniel Burrell, JD, and John Hummer, in partnership with Idaho State University and other senior Idaho healthcare and government officials to help address the current and growing shortage of physicians in the Mountain West region and beyond. Although Idaho is among the most rapidly growing areas of the country, the state ranks 50th for the number of active physicians and resident physicians per capita, and 45th for the number of primary care physicians, according to the Association of American Medical College's (AAMC) 2021 State Physician Workforce Data Report. Prior to the formation of ICOM, Idaho was the most populous state in the nation without a medical school of its own.

With approval from the Idaho State Board of Education, Governor C.L. "Butch" Otter announced the creation of ICOM in February of 2016, and the College graduated its inaugural class in May of 2022. ICOM received full accreditation from the Commission on Osteopathic College Accreditation (COCA) in May of 2022.

Facilities and Library

Overview

ICOM is located at 1401 E. central Dr., Meridian, ID 83642 (Ph: 280-795-4266). ICOM's facility houses more than 12,000 feet of classroom space, including: two lecture halls, each with 250 seats; a state-of-the-art clinical simulation center; a 3,500-square-foot medical library; and a 3,479-square-foot Osteopathic Manipulative Medicine (OMM) Lab. Additionally, 12 Objective Structured Clinical Examination (OSCE) rooms are located on the second floor — the largest OSCE suite in the State of Idaho.

The design of ICOM goes beyond state of the art medical education spaces. It incorporates biophilic design principles to encourage good health in students and faculty, and reinforces wellness as a primary tenet of osteopathic medicine. The building provides access to daylight and views, infusing the building with natural light and promoting movement by making the three-story central stair prominent and inviting. ICOM believes that an environment that promotes wellbeing is particularly important for the students, faculty and staff of Idaho's first osteopathic medical college.

Study Areas

Student study spaces are available throughout the building. From high-top seating and study carrels to group study rooms and lounge seating, varying configurations allow ICOM's diverse student population ample opportunity to study in a way that works best for them.

OMM Lab

The Osteopathic Manipulative Medicine (OMM) Lab, located on the second floor, is the key component in the training of all osteopathic physicians. Here, students learn the art of physical examination and develop their palpatory skills which are useful in assisting with the diagnosis of a patient's medical condition, as well as treating their musculoskeletal dysfunction.

The OMM Lab accommodates 40 hydraulic tables for students to learn the techniques of manipulation in a room with an abundance of bright, natural light from the floor-to-ceiling windows. Seven high-definition monitors and multiple cameras allow students to view instruction throughout the room.

Clinical Simulation Center

ICOM's Clinical Simulation Center is an interactive clinical skills education, testing and evaluation space. The center includes 12 patient exam rooms, six clinical simulation rooms, and three control rooms. All 18 patient rooms are equipped with ceiling cameras and microphones. Additionally, the six simulation rooms have state-of-the-art patient monitors which show real-time vital signs. Any events in these rooms are recorded for interactive evaluation purposes.

The clinical simulation center provides students the opportunity to practice core clinical skills, develop team communication and demonstrate that they have achieved clinical competence prior to starting clinical rotations.

Research Lab

ICOM's Biosafety Level 2 (BSL-2) Research Laboratory provides 1,674-square-feet of wet and dry space for students and faculty to pursue research. ICOM's Research Lab meets and exceeds the standards of a BSL-2 designation, which refers to the safety precautions that have been engineered into the lab. In a BSL-2 laboratory, researchers are able to work safely with microbes that would otherwise pose a moderate risk to human health, such as HIV, Hepatitis A, B, and C, and Salmonella.

In addition to the main laboratory, there is also a tissue culture room with two biosafety cabinets. Equipment includes a flow cytometer, plate reader, PCR machines, and other standard instrumentation. Campus infrastructure and site utilities available in the lab include: electrical service, plumbing, lab vacuum, lab air, natural gas, wireless access, data and telephone.

Library

The ICOM library is in a 3,500 square foot space that includes a variety of study spaces including four group study rooms, several tables, and 25 study carrels. There is a student-accessible work room that includes the printer/copier. The library houses approximately 500 print textbooks, including at least 2 copies of each required and recommended book for each course. The library's collection is primarily online with over 12,000 e-books, 6,000 e-journals, and 40 databases. The library also owns anatomical models, flash cards, whiteboards, common chargers (iPads, iPhones, etc), and even board games.

Our Mission

The mission of the Idaho College of Osteopathic Medicine is to train osteopathic physicians prepared for caring for persons in Idaho, Montana, North Dakota, South Dakota, Wyoming and beyond.

Our Vision

The vision of the Idaho College of Osteopathic Medicine is to be the nation's leader in training caring and expert osteopathic physicians in support of our mission.

Programmatic Level Educational Objectives

By the time they graduate from ICOM, students should be able to:

1. Integrate osteopathic philosophy and osteopathic manipulative medicine principles into the practice of medicine. (Osteopathic Philosophy/Osteopathic Manipulative Medicine)
2. Gain a breadth and depth of knowledge of, and be able to apply, the basic biomedical and clinical sciences for successful completion of the COMLEX-USA licensing examinations. (Medical Knowledge)
3. Provide quality, patient-centered medical care that incorporates osteopathic philosophy and compassion for the effective prevention and treatment of health issues in a diverse patient population. (Patient Care; Professionalism)
4. Effectively communicate and collaborate with patients, families, the public and other healthcare professionals. (Interpersonal and Communication Skills)
5. Apply medical knowledge, research methods, and clinical practice to identify and take action in opportunities for improvement in patient care practices. (Practice-based Learning and Improvement)
6. Demonstrate an awareness of, and responsiveness to, the larger context and system of healthcare, as well as an ability to call effectively on other resources in the system to provide optimal healthcare. (Systems-based Practice)

The Programmatic Level Educational Objectives are based on the Osteopathic Core Competencies.

Policy and Statement of Non-Discrimination

ICOM strives to create and maintain a work environment in which people are treated with dignity, decency and respect that is characterized by mutual trust and the absence of intimidation, oppression and exploitation. ICOM does not discriminate on the basis of race, ethnicity, national origin, color, sex, sexual orientation, gender, gender identity, marital status, religion, age, disabilities, veteran status or genetic information.

ICOM believes that employees should be able to work and learn in a safe, yet stimulating atmosphere. The accomplishment of this goal is essential to the mission of the school. For that reason, ICOM will not tolerate unlawful discrimination nor harassment of any kind. Through enforcement of this policy and by education of employees, ICOM will seek to prevent, correct and discipline behavior that violates this policy.

All employees, regardless of their positions, are covered by and are expected to comply with this policy and to take appropriate measures to ensure that prohibited conduct does not occur. Appropriate disciplinary action will be taken against any employee who violates this policy. Based on the seriousness of the offense, disciplinary action may include verbal or written reprimand, suspension or termination of employment.

It is a violation of ICOM's policy to discriminate in the selection of administrative personnel, faculty and staff, and students, the provision of employment opportunities, benefits or privileges; to create discriminatory work conditions; or to use discriminatory evaluative standards in employment if the basis of that discriminatory treatment is, in whole or in part, race, ethnicity, color, sex, sexual orientation, gender, gender identity, religion, national origin, age, or disabilities.

Further, it is a violation of ICOM policy to discriminate in the selection of administrative personnel, faculty and staff, and students if the basis of that discriminatory treatment is, in whole or in part, genetic information or marital status in its programs, activities, hiring, or the admission of students. Discrimination may also be strictly prohibited by a variety of federal, state and local laws, including but not limited to Title VII of the Civil Rights Act 1964, Title IX of the Educational Amendments of 1972, the Age Discrimination Act of 1975, and the Americans with Disabilities Act of 1990. This policy is intended to comply with the prohibitions stated in these anti-discrimination laws.

Policy and Statement of Diversity, Equity, and Inclusion

ICOM is committed to fostering a culture of diversity, equity, and inclusion that promotes and sustains an affirming educational environment where opportunities for collaboration and innovation can succeed for all of its members. We value and embrace the distinctive ethnicities, races, cultures, ages, abilities, sexual identities,and creeds that comprise the ICOM family. We are resolved to cultivating an academic environment and osteopathic physician workforce that is prepared to meet the diverse healthcare needs of all those living in our mission states and beyond.

ICOM does not discriminate in its recruitment and selection process for employees or students. We believe that diversity contributes to the richness of the College and enhances workplace and educational quality and satisfaction where we gain greater understanding from those whose experiences, beliefs, perspectives, talents, and contributions are different from our own. As such, ICOM supports and encourages a culture of open inquiry, inquisitiveness, and mutual respect where all employees and students are treated with courtesy, respect, and dignity.

ICOM recognizes, values, and affirms that diversity contributes richness to ICOM and enhances the quality of education, research, clinical care, and service. Students, faculty, staff, and administration are valued for their diversity. ICOM is committed to providing and nurturing an academic and employment environment in which students and employees are treated with courtesy, respect, and dignity.

It is the policy of ICOM that no student or employee will be excluded from participating in, be denied the benefits of, or be subjected to discrimination in any program sponsored by ICOM. In our resolve to always be attentive to our commitment to our diversity goals and principles, we will:

- promote diversity, equity, and inclusion in recruitment, admissions, hiring, retention, and advancement.
- provide a focus on diversity and inclusion in the development and revision of ICOM policies and procedures.
- regularly review diversity and inclusion efforts by developing, refining, and continually improving metrics to assess the effectiveness of diversity and inclusion initiatives for employees and students, to ensure that the outcomes bring ICOM closer to reflecting the diversity found in our patients, community, and nation.
- strive to approach equity in recruitment and retention of racial, ethnic, and other populations that are underrepresented in the medical profession, relative to their numbers in the general population. This includes African American/Black, Hispanic/Latino, and Native American students and employees.
- recognize and critically assess the fragilities and strengths of our actions and outcomes to actively promote social justice, challenge discrimination, and address disparity, inequity, and barriers to inclusion.

- acknowledge the diversity that each member of our community offers – including, but not limited to – race, ethnicity, sex, gender identity, sexual orientation, socioeconomic background and circumstance, national origin, geographic background, ability and disability, physical characteristics, veteran status, political ideology, creed, and age.
- provide a safe environment where all members of our community can engage in dialogue, question, learn and contribute to their fullest potential.
- respect the dignity of all members of our community and aspire to ensure that all feel valued and supported.
- provide education and training that emphasize respect for differences in culture, language, and life experience and that address both health disparities and the role that implicit and explicit bias can play in decision making.
- support community engagement and partner with our local, national, and global communities to advance the diversity pipeline and eliminate health disparities.
- provide institutional resources to support these efforts in diversity, equity, and professional development of our employees and students.

Policy and Statement of Title IX, Anti-Harassment, and Sexual Harassment

The U.S. Department of Education's Office for Civil Rights (OCR) enforces Title IX of the Education Amendments of 1972. The purpose of Title IX is to protect people from discrimination based on sex in education programs or activities that receive federal financial assistance. It states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance."

The scope of this Title IX policy provides protection to students and employees against sexual harassment, bullying, pregnancy discrimination, gender-based stereotyping, gender-based harassment and sexual assault/violence. Key issue areas in which ICOM has Title IX obligations include: recruitment; admissions; counseling; financial assistance; employment; sex-based harassment (which encompasses sexual assault/violence, treatment of pregnant and parenting students, and treatment of LGBTQI+ students).

Anti-Harassment

ICOM prohibits harassment, including sexual harassment, of any kind, and will take appropriate and immediate action in response to complaints or knowledge of violations of this policy. For purposes of this policy, harassment is any verbal or physical conduct designed to threaten, intimidate, or coerce students, employees, or anyone working for or on behalf of ICOM. Verbal taunting (including racial and ethnic slurs) that one's opinion impairs job performance ability is included in the definition of harassment.

The following examples of harassment are intended to be guidelines and are not exclusive when determining whether there has been a violation of this policy:

- Verbal harassment includes comments, epithets, slurs and stereotyping that are offensive or unwelcome regarding nationality, origin, race, color, religion, sex, gender, gender identity, sexual orientation, age, body, disability, or appearance, marital or other protected status.
- Nonverbal harassment includes distribution, display, or discussion of any written or graphic material that ridicules, denigrates, insults, belittles or shows hostility, aversion, or disrespect toward an individual or group regarding nationality, origin, race, color, religion, sex, gender, gender identity, sexual orientation, age, body, disability, or appearance, marital or other protected status.

Title IX and Sexual Harassment

Sexual harassment is a form of unlawful discrimination under Title VII of the Civil Rights Act of 1964 and Title IX of the Educational Amendments of 1972; it is prohibited under ICOM's anti-harassment policy. Sexual harassment is unwelcome and/or unsolicited conduct of a sexual nature. It includes unwelcome sexual advances, requests for sexual favors (quid pro quo), and other verbal, nonverbal, or physical conduct of a sexual nature. Additionally, for employees, the

Equal Employment Opportunity Commission (EEOC) definition applies to any basis of employment decisions or such conduct that has the purpose or effect of creating an intimidating, hostile or offensive working environment.

Title IX requires academic institutions to take steps to prevent and remedy two forms of sex-based harassment: gender-based harassment and sexual harassment (including sexual violence).

- Gender-based harassment is unwelcome conduct based on a person's sex, gender, or Gender identity, with harassing conduct based on a person's failure to conform to the offender's sex stereotypes.
- Sex-based harassment can be committed by school employees, other students, and third parties.
- "Quid pro quo" harassment, where submission to harassment is used as the basis for academic or employment decisions. For employees, benefits such as raises, promotions and better working hours are directly linked to compliance with sexual advances; therefore, only someone in a supervisory capacity (with the authority to grant such benefits) can engage in quid pro quo harassment. Other examples: 1) a supervisor promising an employee a raise in exchange for a date; 2) a professor implies that if a student engages in sexual activity, the professor will give the student a better grade.
- "Hostile environment," where the harassment creates an offensive and unpleasant working or learning environment. A hostile environment can be created by anyone in the institution's work or academic environment, whether it be supervisors, other employees, peers, students, or customers. Hostile environment harassment consists of verbiage of a sexual nature, unwelcome sexual materials, or even unwelcome physical contact as a regular part of the institutional environment. Texts, e-mails, cartoons, or posters of a sexual nature; vulgar or lewd comments or jokes; or unwanted touching or fondling all fall into this category.

Sexual harassment may take different forms. The following examples of sexual harassment are intended to be guidelines and are not exclusive when determining whether there has been a violation of this policy:

- Verbal sexual harassment includes innuendoes, suggestive comments, jokes of a sexual nature, sexual propositions, lewd remarks, and threats; requests for any type of sexual favor (this includes repeated, unwelcome requests for dates); and verbal abuse or "kidding" that is oriented toward a prohibitive form of harassment, including that which is sexual in nature and unwelcome.
- Nonverbal sexual harassment includes the distribution, display or discussion of any written or graphic material, including calendars, posters and cartoons that are sexually suggestive or show hostility toward an individual or group because of sex; suggestive or insulting sounds; leering; staring; whistling; obscene gestures; content in letters and notes, facsimiles, e-mail, photos, text messages, tweets and internet postings; or other form of communication that is sexual in nature and offensive.
- Physical sexual harassment and violence includes unwelcome, unwanted physical contact, including touching, tickling, pinching, patting, brushing up against, hugging,

cornering, kissing, and fondling and forced sexual intercourse or assault. Sexual violence refers to physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent. A number of different acts fall into the category of sexual violence, including rape, sexual assault, sexual battery, sexual abuse, and sexual coercion.

Courteous, mutually respectful, pleasant, non-coercive interactions between individuals that are appropriate within the institution and acceptable to and welcomed by all present are not considered to be harassment, including sexual harassment.

Retaliation

No hardship, loss, benefit, or penalty may be imposed on an employee or student in response to:

- Filing or responding to a bona fide complaint of discrimination or harassment.
- Appearing as a witness in the investigation of a complaint.
- Serving as an investigator of a complaint.

Retaliation or attempted retaliation in response to lodging a complaint or invoking the complaint process is a violation of this policy. Any person who is found to have violated this aspect of the policy will be subject to sanctions up to and including termination of employment or enrollment.

Complaint Process

ICOM will courteously treat any person who invokes this complaint procedure and will handle all complaints swiftly and confidentially to the extent possible in light of the need to take appropriate corrective action. Lodging a complaint will in no way be used against the employee or student or have an adverse impact on the individual's employment or academic status. Because of the damaging nature of harassment to the victims and to the entire workforce, aggrieved employees and students are strongly urged to use this procedure. However, filing groundless or malicious complaints is an abuse of this policy and will be treated as a violation. Any complainant who feels they have been harassed, discriminated against, or retaliated against for filing a complaint may initiate the complaint process by filing a complaint in writing with ICOM's HR Department, Title IX Coordinator, or designee.

The Title IX Team

The Title IX Team assists the ICOM Title IX Coordinator with respect to the College's Title IX compliance efforts and provides the College with advice on promoting a campus culture of respect and responsibility and in identifying and deploying effective measures, including training and educational programming and complaint and disciplinary processes, to prevent and address sex- and gender-based discrimination and sexual misconduct. Members may be called upon by the Title IX Coordinator to participate in investigations of Title IX infringement.

Confidentiality

During the complaint process, the confidentiality of the information received, the privacy of the

individuals involved, and the wishes of the complaining person will be protected to as great a degree as is legally possible. The expressed wishes of the complaining person for confidentiality will be considered in the context of ICOM's legal obligation to act on the charge and the right of the charged party to obtain information. In most cases, however, confidentiality will be strictly maintained by ICOM and those involved in the investigation. In addition, any notes or documents written by or received by the person(s) conducting the investigation will be kept confidential to the extent possible and according to any existing state or federal law.

Accreditation

On May 11, 2022, the Idaho College of Osteopathic Medicine was granted full-accreditation status with the American Osteopathic Association's Commission on Osteopathic College Accreditation (COCA) for a seven-year period ending in 2029. ICOM is accredited by COCA operating under authority granted to it by the U.S. Department of Education, to offer an academic program leading to the Doctor of Osteopathic Medicine (D.O.) degree. The degree is conferred by the Board of Trustees of the College on those candidates successfully completing the program of study and recommended by the College's Professionalism and Academic Probation (PAR) Committee.

Commission on Osteopathic College Accreditation
142 East Ontario Street
Chicago, IL 60611

Toll-free phone: (800) 621-1773
Department of Accreditation: (312) 202-8124
Department of Accreditation Fax: (312) 202-8424

Complaints Regarding Accreditation

Description of How Complaints are Filed

Students who have concerns regarding ICOM's capability to achieve the standards of accreditation or comply with policies and procedures of the AOA Commission on Osteopathic College Accreditation (COCA) may file a confidential grievance. Formal grievances must be submitted in writing to the Senior Associate Dean for Learner Outcomes and Assessment. All such complaints will remain confidential.

The written grievance should include the following: student name and contact information, the date of the grievance, the specific COCA accreditation standard, policy or procedure that is involved, and a description of the specific grievance.

Resolution and Adjudication Process

The grievance will be reviewed by the Senior Associate Dean for Learner Outcomes and Assessment and referred to the ICOM Dean and Chief Academic Officer or ICOM President and Chief Executive Officer within ten business days for investigation, review, and appropriate action. Students should expect a timely, fair, and comprehensive review of their complaints to include personal discussions with appropriate administrators, and the opportunity to supply supportive documentation or the testimony of fellow students regarding their concerns. Students will be notified regarding the outcome of the review and any actions planned or taken within 15 business days of the complaint being received by the Dean and CAO or President and CEO.

Notice Regarding Retaliation

All parties to a complaint (complainant, respondent, witnesses, and appropriate administrators or supervisors) will be informed that retaliation by an individual or an individual's associates against any person who files a complaint or any person who participates in the investigation of a complaint is prohibited. Individuals who engage in retaliation are subject to disciplinary action.

Maintenance in ICOM's Records Retention System

A record of written grievances regarding the College's adherence with accreditation standards or related policies and procedures, including the original grievance and administration's response, will be maintained in the Office of the Senior Associate Dean for Learner Outcomes and Assessment for review by appropriate accreditation agencies, unless otherwise prohibited by local, state or federal law. Appropriate information addressed in such grievances will be utilized in ICOM's assessment, planning and self-study processes.

Filing Confidential Complaints with the COCA and the Contact Information for COCA

The accreditation standards, policies and procedures for ICOM can be found at: https://osteopathic.org/wp-content/uploads/2018/02/complaint-review-procedures.pdf

Students who are not satisfied with the response from the ICOM's administration or who wish to file a confidential complaint with the COCA may submit their grievance directly to the COCA by contacting the American Osteopathic Association (AOA)/ Commission on Osteopathic College Accreditation (COCA), 142 E. Ontario St., Chicago, IL 60611, at predoc@osteopathic.org or (312) 202-8174.

Institutional Data and Outcomes

The National Board of Osteopathic Medical Examiners (NBOME) administers the Comprehensive Osteopathic Medical Licensing Examination (COMLEX-USA®) that consists of three levels: Level 1, 2CE (cognitive evaluation), and 3. The purpose of the COMLEX-USA® board examination series is to assess the osteopathic medical knowledge and clinical skills essential for practice as an osteopathic physician. Passage of the Level 1 and Level 2 CE examinations is a requirement for graduation.

Information regarding the College's pass rates for the COMLEX-USA® exam as well as residency match rates is available on our website at:

https://www.idahocom.org/about/outcomes/

Student Assumption of Risk

By entering into an agreement with the Idaho College of Osteopathic Medicine to engage in your osteopathic medical education you are voluntarily consenting to participate in educational activities, including required clinical skills experiences, with an understanding of the inherent risks, both known and unknown, associated with your professional training and the practice of medicine. As a medical student at the College, you acknowledge and assume responsibility for the inherent risks of adverse health events due to the nature of the general training and the specific clinical patient care environments. These risks may include, but are not limited to, occupational hazards and injuries, the transmission of communicable diseases, blood borne pathogen exposure, emotional stress, and bodily injury.

Office of Student Services

The Office of Student Services oversees all issues related to: Admissions and Recruitment, Registrar Services, Financial Aid, Student Affairs, and Counseling Services.

Office of Admissions

Recruitment

The Office of Admissions is responsible for developing and coordinating all recruitment efforts. The office serves as the primary contact for students applying to ICOM. All recruitment efforts will be driven by the mission and the vision of ICOM.

Goals of Recruitment

- To recruit students from Idaho, Montana, North Dakota, South Dakota, Wyoming, and beyond who are committed to caring for persons from these states.
- To establish local recruitment efforts at the high school level through onsite visits, service projects developed by ICOM students, and invitations to visit ICOM's campus.
- To develop and maintain close relationships with premedical advisors at local college campuses, as well as regional and national undergraduate institutions.
- Organize events on the ICOM campus for advisors and faculty who work with premedical students.
- Develop affiliation agreements with colleges from the five-state region and work closely with these institutions to promote the osteopathic profession.
- Develop programs aimed at recruiting a diverse student body by targeting outreach efforts for underrepresented minorities.
- ICOM representatives will attend conferences and career fairs that have a focus on recruiting minority students.
- Increase ICOM's visibility and promote osteopathic medicine in the five-state region of the United States.

Recruitment Activities

The recruitment of students to the program is not limited to the Office of Admissions but is the responsibility of all faculty and staff at ICOM, in accordance with applicable law and regulation, to support the recruitment initiatives of the school. Recruitment Activities will include but are not limited to:

- Open House events
- Visiting undergraduate colleges and universities, classroom sessions or pre-med clubs
- Alpha Epsilon Delta, Pre-SOMA, AMSA, MAPS (Minority Association of Premed Students)
- Graduate Fairs
- Establish relationships with health profession advisors
- Network with osteopathic physicians throughout the region and United States
- Attend osteopathic organizational meetings such as the Idaho Osteopathic Physicians Association, American College of Osteopathic Family Physicians, American Osteopathic

Association national meeting and American Osteopathic Directors and Medical Educators. (National and regional health professional advisor's meetings)
- Focused Recruitment Events

Criteria and Technical Standards

The Office of Admissions ensures qualified students will be selected for matriculation to the Doctor of Osteopathic Medicine Program at Idaho College of Osteopathic Medicine.

ICOM is committed to selecting applicants who meet our mission, align with our values, and who are an asset to the profession of osteopathic medicine. When reviewing applications, the goal of the Office of Admissions is to evaluate:

- Each applicant as a whole person
- Each applicant who has interest in serving the region included in ICOM's mission
- Each applicant's potential for success in the Doctor of Osteopathic Medicine (D.O.) Degree Program
- Each applicant's commitment and aptitude as a future practicing osteopathic physician
- Each applicant for their compassion, knowledge, and commitment to health care and the ICOM Mission

The ICOM Admissions Committee, under the direction of the Associate Dean for Student Services, will consider an applicant's academic background, achievements, personal statement, Medical College Admissions Test (MCAT) scores, letters of recommendation, health-related work or research and volunteer experiences.

In addition to academic performance, the Admissions Committee places emphasis on the demonstration of personal merit, compassion, community involvement, communication skills, teamwork, leadership, professionalism, integrity, dedication to professional goals, and the promotion of diversity.

Through the evaluations provided after the candidates have been interviewed, the Admissions Committee will decide on whether to accept, deny acceptance, or waitlist interviewed candidates.

The requirements to succeed at ICOM will be those necessary to successfully complete the curriculum and to practice osteopathic medicine with full practice rights. Students must be able to function in a variety of learning and clinical settings, and to quickly, accurately, and consistently learn and process data. Osteopathic physicians utilize palpation (clinically appropriate touching) as part of the osteopathic approach to treatment. As part of the educational process, ICOM students must be able to tolerate being touched, examined and receive osteopathic manipulation by members of all genders, and to touch others (of all genders) in order to acquire the skills necessary for palpation and examination. This palpation is performed in a professional and appropriate manner.

Acquiring the skills to palpate and examine patients requires a student to examine disrobed patients of all genders and is mandatory for successful completion of the curriculum at ICOM. Students are required to participate fully as both the examiner and examinee in various clinical laboratory experiences. In clinical skills and osteopathic manipulative medicine laboratory experiences, as well as other clinical laboratories where skills are acquired, students are required to participate in the examination of fellow students of all genders who may be partially disrobed.

In order to be able to gain appropriate clinical exposure to the regions being examined and osteopathic manipulative techniques to be provided, students need to wear attire such as shorts and partially disrobe for certain laboratory experiences. Please refer to the Dress Code Policy section of the catalog for additional information.

Additionally, ICOM utilizes cadavers as part of anatomy laboratories. As such, ICOM students must be able to tolerate working with and touching cadavers. No photographic devices, including cell phones, are permitted in the gross anatomy lab.

ICOM students also participate in ultrasound labs and, as such, may be required to perform ultrasound examinations of fellow students of all genders who may be partially disrobed.

These are requirements for all students, regardless of cultural beliefs, in order for the student to acquire the skills necessary to practice osteopathic medicine. Students who have any concern should discuss them with the Director of Admissions prior to applying.

ICOM will make reasonable accommodations as required by law for students whose disabilities will not prevent them from successfully completing the entire ICOM curriculum and graduating as an osteopathic physician. Students, however, are required to function with independence and perform at all skill levels described below, which ICOM holds as mandatory for the safe and effective practice of osteopathic medicine.

ICOM is committed to patient safety and assuring a safe and effective environment that does not place patients, students, or others at risk. Each technical standard has been chosen from standards osteopathic physicians deem necessary for the safe and effective practice of osteopathic medicine. *Applicants who do not meet technical standards should not apply to* ICOM.

Applicants must possess the abilities and skills in the following five areas:

1. Observation
   The student must be able to visually observe laboratory demonstrations, microscopic tissue with the aid of the microscope, and computer-based pictures used in laboratory demonstrations. The student must be able to visually and accurately observe physical signs and symptoms of a patient used in diagnosis and management.

The use of a trained intermediary in such cases would compromise performance, as it would be mediated by another individual's power of selection, observation, and experience. Observation requires the functional use of vision and somatic sensations and is enhanced by the sense of smell.

2. Communication
   The student must be able to communicate effectively in English as the curriculum and clinical experiences are offered in English. Students are encouraged to learn other languages for medical communication; however, all curriculum and assessment are given in English. ICOM requires the functional ability to speak, hear, and observe patients in order to elicit accurate medical information. The student must be able both to describe changes in mood, activity, posture, and other physical characteristics and to perceive nonverbal communication.

   The student must be able to communicate effectively and efficiently in verbal and written form. The student must be able to communicate effectively and efficiently with the patient and with all members of the health care team in order to successfully complete the curriculum.

3. Motor
   Students must have sufficient motor function to gather information from patients by palpation, percussion, and other diagnostic measures. The student must have sufficient motor function to carry out maneuvers of general and emergency care and of osteopathic manipulation. Examples of emergent motor functions include, but are not limited to, cardiopulmonary resuscitation, administration of intravenous fluids and intravenous medications, management of an obstructed airway, hemorrhage control, closure by suturing of wounds, and obstetrical deliveries. In addition, the delivery of osteopathic manipulation requires the use of extremities in palpation, positioning, and carrying out maneuvers of manipulation. These actions require fine and gross motor and sensory functions, as well as the senses of touch and adequate vision for inspection. Additionally, students must be able to generate sufficient force, and be able to receive these same forces, to successfully learn and provide effective osteopathic manipulative treatments for all techniques taught in the curriculum. These techniques include, but are not limited to, muscle energy, counter strain, Still technique, and high-velocity, low amplitude (HVLA) techniques.

4. Intellectual
   Students must have the ability to reason, calculate, analyze, measure, and synthesize information delivered in a variety of formats, including, but not limited to electronic/digital sources, EKGs, medical images, and similar modalities. The student must be able to comprehend, memorize, synthesize, and recall a large amount of information without assistance, to successfully complete the curriculum. The student must be able to comprehend three-dimensional relationships and understand spatial relationships to successfully complete the curriculum and apply fundamental concepts to the provision of

patient care. The student must be able to acquire and synthesize knowledge through all types of learning materials and formats utilized in the ICOM curriculum. In addition, students must be able to perform pattern recognition, memorization, recall information, identify, and discriminate important information, problem solve, calculate and make decisions in timed situations and in the presence of noise and distraction.

The above intellectual abilities are essential, as students and graduates are expected and required to perform pattern recognition, immediate recall of learned material, discrimination to elicit important information, problem solving, and decision-making in the emergent diagnosis and treatment of patients. Students must be able to recall and apply important information to generate a differential diagnosis and to develop a therapeutic management for emergent conditions. This type of demonstrated intellectual ability must be performed in a rapid and time-efficient manner in order to provide appropriate care to patients with emergent conditions so as not to place patients in emergent conditions at risk.

It is common for emergent situations to occur in the presence of visually distracting and noisy environments. Such emergent situations include, but are not limited to, cardiopulmonary compromise, cardiopulmonary resuscitation, obstetrical and neonatal emergencies, trauma presentations, poisonings and toxic exposures, shock, and hemorrhage.

5. Behavioral and Social Attributes
   The student must have the emotional health needed for full use of his/her intellectual capabilities at all times. The emotional health required for effective communication and for professional, mature, sensitive, and compassionate patient/physician or patient/student relationships must be present.

   Students must be able to function effectively under stress and with physically taxing workloads, such as during lectures, labs, written and practical examinations, and on clinical rotations. Students must have the emotional health to be able to function without the aid of medications that are known to affect intellectual abilities and judgment. The student must have the emotional stability and motivation to deliver patient care and to make emergent decisions at all times.

The ability to adapt to changing environments and stressful situations and to display compassion and integrity, while maintaining the necessary intellectual capacity to care for patients, is evaluated during the interview process and throughout the student's progress in the medical school curriculum. An ability to demonstrate the emotional health necessary for the delivery of quality and safe medical care is mandatory throughout medical school. ICOM considers drug and alcohol addiction or abuse as a risk factor for unsafe care and poor patient outcomes. As such ICOM has developed clear policies regarding alcohol and substance abuse which are described further in the handbook. Applicants must identify to the Office of Admissions all areas where there is a question in meeting these technical standards. If an

applicant has a question about his/her ability to meet the minimal technical standards, the applicant is required to notify the Office of Admissions in advance of applying so reasonable testing and evaluation may occur.

ICOM will determine the type of testing required based on the area(s) identified by the applicant. All testing must be performed by a licensed healthcare professional practicing at the highest level of their respective licensure. The applicant must provide ICOM a written statement by the treating provider that the testing supports that the student is capable of meeting the technical standards and physical requirements of the curriculum. Please refer to the accommodation section further in the document.

An offer of acceptance may be rescinded should an accepted applicant be found not able to meet the technical standards.

For matriculated students, inability to maintain compliance with educational training technical standards may result in dismissal from the program.

ICOM'S Non-Discrimination Policy and Admissions

It is the firm policy of the Board of Managers and ICOM not to discriminate on the basis of race, ethnicity, color, sex, sexual orientation, gender, gender identity, national origin, age or disabilities, and religion.

The Office of Admissions strictly adheres to this policy, and will make every effort to recruit students from a diverse background to foster cultural richness, and to meet its mission, goals, and objectives.

American with Disabilities Act

ICOM is operating in compliance with the timeline established by the Americans with Disabilities Act of 1990 (ADA), and the ADA Amendments Act of 2008 (ADAAA), both as amended, to assure that its facilities, programs and student policies are accessible to individuals with disabilities. Students and applicants with specific needs should contact the ICOM Office of Student Services.

ICOM will determine the type of testing required based on the area(s) identified by the applicant. All testing must be performed by a licensed healthcare professional practicing at the highest level of their respective licensure. The applicant must provide ICOM a written statement by the treating provider that the testing supports that the student is capable of meeting the technical standards and physical requirements of the curriculum.

An offer of acceptance may be rescinded should an accepted applicant be found to not be able to meet the technical standards.

For matriculated students, inability to maintain compliance with educational training technical standards may result in dismissal from the program

If an applicant signs that he/she meets the minimum health requirements and technical standards for admission, but it is discovered after matriculation that the student signed knowing he/she did not meet these minimum standards, then the student may receive sanctions up to and including dismissal from the program.

Minimum Requirements and Procedures for Admission

To be considered for an interview for admission, ICOM applicants are required to have completed a minimum of 75 percent of the necessary credits for a bachelor's degree. All credits must be completed from an institution accredited by an agency recognized by the United States Department of Education.

To be considered for admission, all applicants must earn a baccalaureate degree prior to matriculation. Applicants should have achieved at least a 3.2 cumulative grade point average (GPA) on a 4.0 scale to be considered.

The admissions process is competitive, and a higher-grade point average (above 3.2) results in improved chances for acceptance. The most competitive applicants would have a science and cumulative GPA of 3.2 or higher. ICOM also places emphasis on the applicant's interview.

The required undergraduate courses for entry are:

- Biological Sciences: One year with laboratory (8 semester hours/12 quarter hours)
- Physics: One year (6 to 8 semester hours/9 to 12 quarter hours)
- Inorganic/General Chemistry: One year with laboratory (8 semester hours/12 quarter hours)*
- Organic Chemistry: One year with laboratory (8 semester hours/12 quarter hours) *
- English: One year (6 semester hours/8 quarter hours)
- Six (6) additional science hours are highly recommended. ICOM recommends courses in the 300/400 level or beyond in subjects that will enhance performance in medical school such as Anatomy, Physiology, Biochemistry, Genetics, Microbiology and Immunology.

  **Depending on the sequence of chemistry courses taught, we will consider a combination of 16 hours of chemistry, organic chemistry, and biochemistry.*

Courses with equivalent content will be reviewed. Students must obtain a grade of "C" or better in each of the required courses above to fulfill the prerequisite course requirement.

Applicants must submit scores from the Medical College Admission Test (MCAT). For the current admissions cycle, ICOM will accept MCAT administration from up to three years prior to the date of matriculation. However, the Dean may grant exceptions to this timeline. At ICOM the MCAT is considered in connection with grades, personal qualities, and the student interview.

Applicants are required to meet the Technical Standards for admission and continued enrollment and affirm that he or she meets the standards. Any falsification or misinformation

regarding the ability to meet technical standards is a reason for rescinding the offer of admission, or after matriculation, dismissal from the program. Applicants must submit all required paperwork per deadlines. If paperwork is not submitted as required, an offer of admission may be retracted.

ICOM Application Procedures

Application Deadlines

The official AACOMAS application is available online at: www.https://aacomas.liaisoncas.com/ The deadline for ICOM applicants will fall on April 1 but is subject to change annually. Applicants should consult the website to ensure that deadlines are met. The last day for applicants to submit their Secondary Application and supporting materials will be April 15 but should be done much earlier to remain competitive.

Application Steps

Step 1: AACOMAS Application
ICOM will participate with other osteopathic colleges in a centralized application processing service called the American Association of Colleges of Osteopathic Medicine Application Service (AACOMAS). An application may be submitted online at: www.aacomas.liaisoncas.com or may be obtained in hardcopy format by contacting:

AACOMAS
P.O. Box 9137
Watertown, MA 02474
Telephone (617) 612- 2889

To initiate the application process, applicants must apply directly to AACOMAS. AACOMAS is available to students in an entering class from May to the following March (the year of program start). Detailed instructions can be accessed through www.aacomas.liaisoncas.com. Applicants must request official transcripts from all colleges and universities attended and ask that they be mailed directly from the institution(s) to the AACOMAS office. Students should also ensure all MCAT scores are forwarded directly to AACOMAS from the AAMC.

Applicants who have taken coursework and/or have earned a degree from a foreign institution must also submit to AACOMAS an evaluation of their transcripts in a course-by-course fashion from one of the AACOMAS approved evaluation services. The evaluation service must verify whether course work completed at an institution outside of the US is comparable to a regionally accredited US college. ICOM requires verification of applicant's' credentials from a college or university outside of the United States which have met the equivalency for the minimum requirements for admission.

Step 2: ICOM Secondary Application Process
After receipt of the primary application, ICOM performs an initial screening of the application. Applicants who pass the initial screening may be invited to submit an electronic secondary

application and supporting documents. Please note that ICOM screens all primary applications, but not all applicants will receive the invitation to submit a secondary application.

Applicants who are invited to submit a secondary application will receive notification through email. This email will contain information and instructions regarding how to complete the secondary application. A non-refundable fee of $65.00 will be payable upon submission of the secondary application for admission. Instructions on how to submit the fee is included in the invite for secondary application email. ICOM will waive the secondary application fee if the applicant has an approved AACOMAS fee waiver document.

The secondary application process consists of the ICOM Secondary Application, a nonrefundable processing fee, and two letters of recommendation. Letters of recommendation may not be written by a relative, including relatives through marriage. It is preferred that one letter be from either an osteopathic physician (D.O.) or an allopathic physician (M.D.). Although a letter from a physician is not required, it is strongly recommended. While shadowing of a D.O is also not required, applicants who have shadowing experience with a D.O. demonstrate commitment to the profession and understanding of the practice of osteopathic medicine. The second letter must be from a premedical advisory committee or science faculty member (PhD) familiar with the academic work of the applicant.

Letters of recommendation submitted as part of the pre-health committee packet will be accepted without signature or letterhead as long as the letters are sent directly from the authors to the pre-med advisors. ICOM will accept letters through AACOMAS, and by mail. ICOM welcomes additional letters of support or recommendation from those who are acquainted with the student's academic or professional ability. All letters of recommendation must be original copies on professional letterhead, signed by the evaluator and sent directly to AACOMAS. Additionally, letters of recommendation can be submitted via Interfolio, or directly via mail to the ICOM Office of Admissions.

Applicants who are of Permanent Residency Status must provide a copy of their Green Card for consideration for admission. Additionally, candidates born outside of the United States who have become United States Citizens should provide a copy of their Citizenship Certificate.

Selection Process

To be considered for an interview, an applicant must meet all the preceding admissions requirements and technical standards for admissions and have a complete file, including the AACOMAS application, two letters of recommendation, including a recommendation form/letter from a premedical or pre-health committee or science faculty, and the processing fee. After the Office of Admissions receives these materials, the applicant's file is reviewed to determine eligibility for an interview, based on the established criteria of the Admissions Committee.

Each applicant who accepts the invitation to interview will meet with members of the ICOM faculty, staff, and administration. Currently, interviews are being conducted virtually. This is subject to change at any time. During the interview, the applicant's academic history and

knowledge may be reviewed, as well as any attributes that demonstrate the potential to become a caring and competent physician- and a good fit for ICOM's mission.

At the conclusion of the interviews, the interviewers submit their electronic evaluations/recommendations to the Director of Admissions, and these evaluations/recommendations are presented and discussed during an Admissions Committee meeting. The Admissions Committee will review each applicant who interviews with ICOM. An admissions decision, based on academic performance, professional experience, and interview, will be provided to the applicant in a timely manner, usually within 2-3 weeks of the interview date.

Intentional misrepresentation or omission of information on any form relevant to admissions or records subjects the student to a retraction of an offer for admissions, or for dismissal in the case the misrepresentation / omission is discovered after admissions. ICOM reserves the right to deny admission to any applicant for any reason it deems sufficient. Matriculation may be denied to applicants who have failed to maintain a good record of scholastic performance or good record of personal conduct between the time of their acceptance and their matriculation at ICOM.

Inability to maintain compliance with educational training technical standards may also result in the revocation of acceptance or matriculation.

Additionally, applicants found to have screening tests positive for alcohol, prescription medications without a valid prescription, or substances which are illegal in the state of Idaho may result in revocation of an offer of acceptance or matriculation. Controlled substance screening results are viewed in light of Idaho and federal laws governing illegal substances.

For example, although the use of marijuana is legal in some states, the US Federal Drug Enforcement Agency lists it as an illegal drug. Its use or abuse impairs the ability of a healthcare professional to provide optimal care to his or her patients. As such, the use of marijuana in any form is a violation of ICOM policy.

Transfer Applicants

ICOM may consider transfer students under extenuating circumstances. Consideration will be given only to a student who is in good academic standing at another COCA-accredited College of Osteopathic Medicine (COM), or who is eligible for re-admission to a previously attended COM. Prior to consideration by the Admissions Committee, the student must fulfill the following requirements:

- Must have passed COMLEX-USA Level 1
- Must complete the last two years of medical school instruction at ICOM

The Admissions Committee will review the transfer applicant's materials, including but not limited to: undergraduate coursework and GPA, prior medical school coursework and GPA, MCAT scores, board scores and number of attempts, letters of recommendation, performance in clinical skills courses in medical school (if applicable), and verification of good standing from

the transferring institution. The committee will interview the applicant and provide their recommendation to the Dean. The Dean will make a final decision on the student's transfer.

If accepted, an evaluation of completed coursework will be conducted by the Assistant Dean for Academic Affairs and the Associate Dean of Clinical Affairs. The transfer student may be given credit for courses successfully passed at the previous institution that meet ICOM's curriculum requirements. Each course is evaluated on the course content, equivalency, and credit hours. Additional coursework may be required at the discretion of the Assistant Dean for Academic Affairs and the Associate Dean of Clinical Affairs.

Student Transfer Request Checklist

Students requesting consideration for transfer must submit the following to the Director of Admissions:

- ICOM student transfer application, including a letter indicating why they want to transfer.
- A $65.00 non-refundable application fee.
- Most recent MCAT score and official NBOME transcript with COMLEX-USA scores.
- Official copies of all undergraduate transcripts.
- Official copy of the osteopathic medical school transcript.
- A letter of good academic standing from the Dean of Students at the medical school the student is enrolled in. The letter must acknowledge that the Dean of the COM is aware of the request to transfer.

International Student Applicants

ICOM does not currently accept applications from students requiring F-1 student visa status, until such time that approval is granted by the Department of Homeland Security (DHS) and US Immigration and Custom Enforcement (ICE). ICOM is currently not seeking approval to accept International Students at this time. In addition, ICOM is not accepting DACA status students.

ICOM requires applicants who have completed coursework at foreign institutions to be evaluated for U.S. equivalency by one of the approved evaluation services listed on the AACOMAS web site at:
https://www.aacom.org/become-a-doctor/applying/aacomas-application-instructions

The evaluation service must verify whether course work completed at an institution outside of the US is comparable to a regionally accredited US college.

ICOM requires verification of applicant's' credentials from a college or university outside of the United States which have met the equivalency for the minimum requirements for admission.

ICOM Matriculation and Enrollment Information

Once accepted, students matriculating into ICOM are required to meet the following matriculation deadlines as described in their acceptance letter:

- Deposits paid prior to January 1, must complete matriculation requirements by March 15
- Deposits paid between January 1 and February 28th must complete matriculation requirements by April 15th

- Deposits paid between March 1 and April 30 must complete matriculation requirements by June 15th
- Deposits paid after May 1 must complete matriculation requirements within 30 days of depositing

Health, Vaccine, and Immunizations Requirements

All deposited ICOM students are required to provide the following:

- Completed medical history form
- Proof of immunization
- Completed drug screen (as described below)
- Completed physical examination conducted by a licensed physician using an ICOM form.

Students must obtain all ICOM required immunizations and corresponding titers, prior to matriculation and remain compliant with all immunization requirements through to graduation. Students must maintain all immunizations as required by ICOM to complete all required supervised clinical practice experiences in the osteopathic medical program curriculum. A complete description of all immunization requirements is available in the Office of Student Affairs and the Office of Admissions. Details of what is required is also provided in the offer of admissions letter. Entering OMS I (1st year) students who have not completed all ICOM immunization requirements may be called to the PAR Committee for review and adjudication.

In addition, non-compliance will result in the inability to participate in any laboratory activities (included but not limited to Anatomy, Osteopathic Manipulation, Standardized Patient encounters, OSCE's, and Clinical Rotations).

All students must provide proof of adequate immunization/immunity for the following:

- TB test (completed within 6 months prior to matriculation)
- Tetanus toxoid immunization (Tdap)
- Hepatitis B virus
- Measles (Rubeola), Mumps and Rubella
- Varicella
- Influenza
- Covid-19

In some situations, clinical sites may have additional immunization requirements above those required by ICOM.

ICOM does not waive immunizations or student health requirements for religious or personal preferences. Exceptions to this requirement based on medical reasons will be reviewed on a case-by-case basis. Requests should be directed to the Director of Admissions.

ICOM may revise the immunization requirements at any time as deemed necessary, and all students will be required to comply with subsequent changes.

Criminal Background Checks

Matriculants will complete their Criminal Background Check via the AACOMAS portal. AACOMAS representatives will communicate with Accepted Students via email.

ICOM applicants are required to self-disclose any charges, arrests, or convictions including misdemeanors, felonies, deferred adjudications, traffic violations, court martial, military nonjudicial punishments and general or less than honorable discharge from the military, (all hereinafter: “offenses”) with the understanding that non-disclosure/falsification may result in the revocation of the offer of admission from ICOM.

If prior offenses are not reported but are discovered after matriculation, a student may receive sanctions up to, and including dismissal from the program. If a student has any offenses pending final adjudication, it is the student’s responsibility to immediately inform ICOM.

Additionally, in response to requirements in the professional practice environment, and to minimize the risk to patients, a criminal background check (completed through AACOMAS) will be completed on all accepted applicants prior to matriculation, and on any student whose actions could potentially be considered a risk to others at any time.

Should any offenses, including deferred adjudications, occur after matriculation, the student must report the incident to ICOM within 30 days of the incident. Following review, disciplinary action may be instituted, up to and including dismissal from the program.

A background check will be done prior to clinical rotations, and all results are shared with the clinical site. By accepting admission to ICOM and matriculating, the student agrees that ICOM will share background check information in full with the student’s respective clinical site(s). Additional background checks may be performed at the discretion of ICOM or its patterning institution before accepting a student into a clinical rotation. Discovery of any previously non-reported incident may lead to referral to the Professionalism and Academic Review Committee (PAR Committee) and possible sanctions, to include, but not limited to dismissal.

ICOM has no control over the content of third-party background checks, which may include charges of driving under the influence. Even expunged records may appear on these checks. Background checks revealing prior offenses, even charges which may have been dismissed by the courts, could still result in consequences affecting clinical rotations, acceptance into residency programs, future licensing, specialty board certification, and/or employment opportunities.

Background checks revealing prior criminal activity may result in consequences affecting clinical rotations, acceptance into residency programs, future licensing, specialty board certification, and/or employment opportunities. ICOM cannot be held accountable for the clinical facility declining the student.

If a student cannot be placed successfully in a clinical setting and is not able to complete rotations due to the inability to pass background check requirements, the student will not be able to meet the requirements for graduation.

Also, students are advised to contact licensure boards to seek advice regarding eligibility for licensure as well as requirements needed to progress in a healthcare profession in the state where they intend to practice. It is recommended that students ensure that offenses will not prevent them from becoming licensed in that state in the future.

All current or former students returning from an approved extended period away from ICOM, such as a leave of absence or an offer to repeat an academic year, must notify ICOM in writing of any offenses, including deferred adjudications, at least sixty (60) days prior to the anticipated return date. An offense occurring less than sixty (60) days prior to the anticipated return date must be reported to the Director of Student Affairs within 24 hours of the offense.
Non-disclosure or falsification of any related information may result in the revocation of the offer to return to ICOM, or if already returned to ICOM, referral to the PAR Committee for possible sanctions up to, and including, dismissal from the program

ICOM retains the right to relinquish the seat of any current or former student returning from an extended absence if they have been criminally charged or convicted of a misdemeanor, felony, or traffic violation. Students who have already resumed classes following an extended absence, may be referred to the PAR Committee for sanctions up to, and including, dismissal from the program. As future physicians, students are held to a high standard of professionalism, ethics and honor, and ICOM has a duty to protect the public from potential harm by its students.

All current or former students returning from an approved period away from ICOM, such as a leave of absence or an offer to repeat an academic year, must submit a Readmission Petition to the Registrar, as well as complete a national background check, a controlled substance screening, and fulfill all immunization requirements, before returning. Additional requirements, such as a psychiatric evaluation or medical documentation, may be placed on returning students as deemed appropriate.

Students who do not return on the approved date, or otherwise do not fulfill all of the requirements for return, will need to re-apply through AACOMAS and will not be guaranteed re-admission.

Substance Abuse Screening
In response to requirements in the professional practice environment and to minimize the risk to patients, a controlled substance screening must be completed by all accepted applicants prior to matriculation. This screening must meet ICOM's standards and be conducted by an agency approved by ICOM.

Any substance-related incident which occurs before matriculation, including, but not limited to, charges/arrests for driving under the influence, must be reported by the student to the ICOM

Office of Student Affairs within thirty (30) days of the occurrence. Following review, the student's acceptance may be rescinded.

If the test result is positive (i.e. evidence of a controlled substance) or shows other abnormalities including, but not limited to: excessively diluted urine, the Dean will appoint an ad hoc committee consisting of members of the ICOM Admissions Committee to review the test results and the application for admission.

Controlled substance screening results are viewed in light of Idaho and federal laws governing illegal or controlled substances. Depending on the recommendation of the ad hoc committee, the student's acceptance may be rescinded.

For example, although the use of marijuana is legal in some states, the US Federal Drug Enforcement Agency lists it as an illegal drug. Its use or abuse impairs the ability of a healthcare professional to provide optimal care to his or her patients. As such, the use of marijuana in any form is a violation of ICOM policy.

By signing the attestation confirming that students have read and acknowledge compliance with the precepts contained in the ICOM Student Handbook and Academic Bulletin, each applicant to ICOM promises he/she is not currently using, and that he/she will not use while a ICOM student, any products or substances in any manner which are illegal in the state of Idaho.

Post-Matriculation Drug Screening

Any substance-related incident which occurs after matriculation, including, but not limited to, charges/arrests for driving under the influence, must be reported by the student to the ICOM Office of Student Affairs within thirty (30) days of the occurrence. Following review, disciplinary action may be instituted, up to and including dismissal from the program.

A controlled substance screening is required prior to starting clinical rotations, and all results are shared with the clinical sites. Additional screenings may be required, at any time, at the discretion of ICOM or partnering-institutions. By accepting admission to ICOM and matriculating, the student agrees that ICOM may share controlled substance screening results as deemed necessary.

ICOM has no control over the content of third-party background checks, which may include charges of driving under the influence. Even expunged records may appear on these checks. Background checks revealing prior Offenses, even Offenses which may have been dismissed by the courts, could still result in consequences affecting clinical rotations, acceptance into residency programs, future licensing, specialty board certification, and/or employment opportunities.

If the test result is positive (i.e. evidence of a controlled substance) or shows other abnormalities including, but not limited to: excessively diluted urine, the Dean will appoint an ad hoc committee consisting of members of the ICOM PAR Committee to review the test results and

the application for admission. Controlled substance screening results are viewed in light of Idaho and federal laws governing illegal or controlled substances. A more detailed description of ICOM's Substance Abuse Screening Protocol is found elsewhere in this Handbook.

Basic Life Support Skills

ICOM students will be required to have Basic Life Support training prior to matriculation. Each student must provide a copy of his or her BLS Certification card documenting successful completion of a Basic Life Support for Healthcare Providers course. ICOM will only accept courses authorized through the American Heart Association.

Transcripts

All ICOM students are required to provide official transcripts from all colleges and universities attended if they have coursework that was not included on the transcripts initially submitted through AACOMAS. All transcripts are included in the student's application, so ICOM only requires official transcripts from coursework not verified on the AACOMAS application.

All students must submit the required paperwork by the published deadlines. Failure to submit the information could result in an offer of admission being retracted or rescinded. Falsification of any document or omission of any pertinent information may result in dismissal if discovered after matriculation.

Medical Equipment

Required medical instruments can be purchased individually or through one of the medical equipment companies who have partnered with ICOM. The necessary medical equipment is as follows:

- Stethoscope
- Reflex Hammer
- Otoscope and Ophthalmoscope
- Sphygmomanometer
- Tuning fork and monofilament
- Hip length white coat

Deferrals

Accepted applicants that can demonstrate extenuating or unexpected circumstances may request a one-year deferment for consideration. Requests for deferral will be considered on a case-by-case basis. The College reserves the right to offer or deny a deferral request, at the discretion of the Director of Admissions and the Associate Dean of Student Services.

The applicant must submit a deferral request in writing, via email, to the Director of Admissions, who will review the reason for the deferral and any supporting documentation. The Director of Admissions will inform the applicant via email if the requested deferral is approved or denied. The deadline to request deferral is no less than 30 days prior to the beginning of orientation.

Deferment requests should not be made to delay a decision in the given acceptance timeframe or to wait for an admission offer from another medical school. An applicant may only request or be offered a 1-year deferment. If the deferred applicant does not matriculate the following cycle year, the admission offer will be rescinded. Deferred applicants who did not matriculate by the next allotted cycle must reapply and follow the same admissions processes as all other applicants.

In very rare circumstances, a second deferral may be requested. The applicant would be responsible for submitting a request to the Director of Admissions and Associate Dean of Student Services, with documentation, to extend the original deferral for a subsequent year.

ICOM Readmission Policy

General Readmission to ICOM

Students who have previously withdrawn or who have been administratively dropped from ICOM, regardless of the reason, may petition to be reinstated.

Applicants are required to complete the ICOM Readmission Petition and follow necessary procedures. Please contact the Associate Dean of Student Services for the petition form. In addition, applicants must submit a letter to the Associate Dean of Student Services which includes the following information:

- Reason for withdrawal or administrative drop
- Status/activities/academic and professional pursuits since withdrawal
- Reasons to be considered for readmission

All documents must be submitted at least 90 days in advance of the upcoming academic year, unless otherwise notified. The Associate Dean of Student Services will review the Petition for Readmission and reserves the right to request additional information or supporting documentation. The Associate Dean of Student Services will meet with the Admissions Committee, and either the Assistant Dean of Academic Affairs (for Years I and II) or Associate Dean for Clinical Affairs (for Years III or IV) to determine eligibility to return. All applicants will receive written notification of the decision from the meeting.

Readmission of Service Members to ICOM

Under the Higher Education Opportunity Act of 2008 (HEOA), institutions are required to readmit an individual who left school or did not accept an offer of admission in order to perform military service with the U.S. Armed Forces. The following sections explain the eligibility and re-admission requirements of this policy.

Students are eligible for readmission under this provision if, during the leave, the student performed or will perform voluntary or involuntary active-duty service in the U.S. Armed Forces-including active duty training and National Guard or Reserve service under federal (not state) authority. Students are not eligible if they received a dishonorable or bad conduct discharge. In

general, the cumulative length of absence and all previous absences for military service (service time only) must not exceed 5 years.

Notice requirement

Students planning to take leave for military service, must provide written notice to the Associate Dean of Students Services as far in advance as is reasonable under the circumstances. Alternatively, at the time of readmission, the student must submit an attestation of military service that necessitates absence from ICOM. No notice is required if precluded by military necessity, such as service in operations that are classified or would be compromised by such notice.

Students must also provide written notice of the intent to return to ICOM to the Associate Dean of Student Services. The notice must be submitted no later than 3 years after the completion of the period of service. If the student is recovering from a service- related injury or illness, they must notify the school no later than 2 years after their recovery. A student who fails to apply for readmission within the designated time limits may not be eligible for readmission.

In accordance with Federal Regulations, returning students who receive a dishonorable or bad conduct discharge from the Armed Forces (including the National Guard and Reserves) are not eligible for readmission.

Tuition and Fees

For the first academic year after return from military service, the student will be readmitted at the same tuition and fees rate that the student was or would have been assessed for the academic year of departure, unless there are sufficient veterans' educational benefits or institutional aid to pay the increased amount of tuition and fees. For subsequent academic years, the student will be charged the same tuition and fees as other students in the program.

Readmission Requirements

ICOM will allow the student to re-enroll in the next class or classes in the same program, with the same enrollment status, number of credits, and academic standing as when the student was last in attendance. Students may be subject to the degree requirements in effect at the time of readmission. The student may also request a later date of admission or, if unusual circumstances require it, the institution may admit the student at a later date. If the school determines that the student is not prepared to resume the program where he or she left off, the school must make reasonable efforts at no extra cost to the student to enable the student to resume and complete the program. Such reasonable efforts include, but are not limited to, providing a refresher course and allowing the student to retake a pretest, as long as they do not place an undue hardship on the school. If reasonable efforts are unsuccessful or the school determines that there are no reasonable efforts that the school can take, the school is not required to readmit the student.

Office of the Registrar

The Office of the Registrar is responsible for the coordination of course information, course registration, grading, degree progress, certification of enrollment, awarding of degrees, and the protection and release of academic records.

Academic Records

The College Registrar is the custodian of all official academic records. The Registrar ensures that all student records are secured and retained as required by regulatory agencies, accreditation standards, and local college policies. The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a federal law that protects the privacy of student education records. ICOM currently has in place procedures necessary to maintain compliance with FERPA guidelines.

FERPA

It is the policy of Idaho College of Osteopathic Medicine (ICOM) to release certain directory information on our students. In compliance with the Family Educational Rights and Privacy Act (FERPA/PL 93-380), the Idaho College of Osteopathic Medicine will continue the policy of releasing directory information. Such information being defined within the Act in some or all of the following categories: the student's name, address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, class pictures, dates of attendance, degrees, awards received, most recent or previous educational institution attended, electronic mail address, grade level, student's ID number, and enrollment status (undergraduate or graduate; full-time or part-time). Directory information is disclosed to students in the annual FERPA notification email, and the ability to opt-out is provided.

The ICOM Registrar's office will be responsible for the safekeeping of all ICOM student academic records. ICOM stores student information digitally, and has a secure, confidential, and computerized record system which is hosted offsite with secure backup. In the event of a disaster or the closing of the school, all online student files will be available through web access from the offsite secure servers. All items entered are kept as a part of the permanent student record. Students may request to inspect records by completing the Request to Review Education Records Form upon appointment with the Registrar. In accordance with FERPA rights, students will be given access to inspect and review education records within 45 days of submitting a request to review.

FERPA regulations restrict access of a student's educational record and academic information to those who have a legitimate educational need to know within the institution. Idaho College of Osteopathic Medicine guarantees each student certain rights in compliance with FERPA. These include the right to:

- Inspect and review their education records.
- Challenge, in hearing, the content of their education records, to ensure that they are not inaccurate, misleading, or in violation of their privacy rights.
- Be granted an opportunity to correct or delete any inaccurate, misleading, or inappropriate information contained in their education records. Students who are not

provided full resolution sought by the request to correct or delete misleading or inappropriate information, should be referred to the Associate Dean of Student Services, who will inform them of their right to a formal hearing. All requests for formal hearing must be made in writing to the College Dean, and the Associate Dean of Student Services.

- Nondisclosure without prior consent of their educational records, or of any information in those records that could reasonably reveal the eligible student's identity. (FERPA does allow non consensual disclosures of education records under specific limited circumstances.)
- Request nondisclosure of directory information.

Idaho College of Osteopathic Medicine will receive and consider any eligible student's request to exercise these rights. Eligible students requesting hearings concerning amendments must make these requests in writing.

Exceptions to FERPA regulations include but are not limited to:
The health and safety emergency exception states that the institution may disclose personally identifiable information from an educational record to appropriate parties, including parents, in connection with an emergency, if knowledge of the information is necessary to protect the health and safety of the student or other individuals.

More information can be found at:
http://ed.gov/policy/gen/guid/fpco/ferpa/students.html

Any student has the right to file a complaint with the U.S. Department of Education conceding alleged failures by ICOM to comply with the requirements of FERPA. Complaints regarding FERPA may be made with the following agency:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Ave, SW Washington, D.C. 20202-5920
Phone: 1-800-USA-LEARN (1-800-872-5327)

Release of Information Request

Students desiring to grant others permission to view and/or have access to their academic records may do so by submitting a Release of Information Request Form to the Office of the Registrar. The form is available by contacting the Registrar, or by going to the Registrar webpage on the ICOM website. These requests may be voided at any time via written authorization from the student.

Transcript Requests

Students may produce an unofficial transcript at any time via their SONIS Student Portal. Students requiring an official transcript, which includes the seal of the College and the

signature of the Registrar, may be ordered online through the Registrar webpage. Additional documents may also be included with the transcript at the student's request.

Enrollment Status and Verifications

Enrollment status verifications may be requested for the purposes of determining eligibility for financial assistance, and for reporting to various agencies and organizations which may include, but are not limited to:

- Insurance Companies
- U.S. Dept. of Veterans Affairs
- Federal Student Aid Lenders and Services
- Mortgage Lenders and Housing Providers
- Scholarship Providers

Due to the curriculum being cohort based, and proceeding in a prescribed sequence, enrollment will be considered continuous and full-time for the entirety of the program, unless the student has a change in academic status in accordance with the policies and procedures of the College. Only in very special circumstances- and decided upon on a case-by-case basis- will any ICOM student be allowed to continue in the curriculum at a less than full course load status.

Students who require official proof of enrollment, academic standing, or degree status, may request that a letter or form be completed by submitting the "Verification Request Form" to the Registrar's Office. This form can be located on the Registrar webpage.

Student Information Changes

Legal Name Changes

A student who wishes to request a name change will be directed to the Office of the Registrar. The change can only be officially recorded when there is sufficient documentation supporting the legal name change. Students must fill out a "Student Request for Name Change Form," along with social security documentation, and one of the following documents: marriage license, court order, updated US passport or updated driver's license.

Contact Information Changes

ICOM students will be responsible for maintaining accurate and up-to-date contact information. A student may update their current and permanent addresses, and other contact information through the student information system portal (SONIS).

Change of Academic Status

Types of Academic Status

There are currently four primary status types: Active Student, Withdrawn, on Leave, and Dismissed. Additionally, there are withdrawal subtypes, and leave subtypes, which will be covered in more depth below.

Withdrawal from Idaho College of Osteopathic Medicine

ICOM considers two types of withdrawal—Permanent Withdrawal and Withdrawal with Intent to Return. Student doctors may not apply for a withdrawal from ICOM for a semester or session which has already ended. All semester charges remain in effect and are subject to the guidelines of the Tuition Refund Policy in this catalog. ICOM reserves the right to impose any additional conditions upon a student doctor seeking readmission, after a withdrawal from the college, and/or to refuse consideration based on the relevant time limit on matriculation to graduation.

Failure to follow all the procedures to withdraw from ICOM may result in a grade of "F" assigned to all in progress courses.

Withdrawal with Intent to Return

A "Withdrawal with Intent to Return" may be student initiated or administratively issued, and can be used for academic, financial, personal, or medical reasons. A withdrawal with intent to return indicates that the student will be on an approved leave, with a tentative plan to resume their studies upon return to ICOM.

- A student initiated "withdrawal with intent to return" from ICOM should be first requested through the Office of the Associate Dean of Student Services. The Associate Dean will set-up a meeting with the student doctor to discuss the request and to determine whether alternatives are available.
- In the event of a medical centered "withdrawal with intent to return," the student doctor may also be asked to meet with the Senior Associate Dean of Learner Outcomes and Assessment to discuss how a medical leave will affect their progress in the academic program and to review options available to them. The amount of time requested depends on the severity of the illness.
    - All medical leaves must be verified by signed and dated documentation from a treating physician/specialist physician, psychiatrist or psychologist, including a diagnosis and a statement explaining why the student doctor cannot continue with his/her coursework. Additional signed and dated documentation from the treating physician/specialist physician, psychiatrist or psychologist that the student doctor is medically capable of returning to classes must be submitted to the Senior Dean and Registrar prior to return.
- Student doctors who are required to discontinue their education at ICOM, due to a Withdrawal with Intent to Return" will be required to complete a Change of Status Form with the Registrar. The Registrar will ensure that a Change of Status Form is routed to all necessary parties, that all required signatures are secured, and that the completed form is uploaded into the students' academic file.
- Withdrawal with Intent to Return requests will not be approved if it pushes the date of program completion past the matriculation to completion time limit (6 years).
- All designated ICOM issued items (Identification Card, iPad and Apple Pencil, Parking decal, White Coat as applicable and other ICOM-supplied items) may be kept in the student's possession, so long as they are on an approved "Withdrawal with Intent to Return."

- The process for withdrawal (permanent or intent to return) from ICOM includes the clearing of all financial obligations to ICOM and a financial aid exit interview with the Financial Aid Office.
- ICOM will recognize and utilize the last date of attendance or academic activity as defined by the U.S. Department of Education in its Code of Federal Regulations. This date is used to determine the amount of federal aid the student doctor has earned and was eligible to receive for the period of attendance in accordance with Federal Regulations and ICOM's Return to Title IV Policy. Eligibility for other aid received will be determined in accordance with the applicable policies and guidelines set forth by the source of funding. Student doctors are required to meet with the Director of Financial Aid to understand the implications of a withdrawal with intent to return. Student doctors are not eligible for financial aid during times of non-attendance.
- At the time of withdrawal, the College will apply the following grading policy:
    - Any courses that have not yet begun (short term) will be dropped from the student doctor's record without notation (no "W" recorded).
    - Courses in progress will be given a grade of W (withdraw passing) or WF (withdraw failing).
        - A student in good academic standing who withdraws from ICOM shall receive the designation "W" for each course in which they are actively attending at the time of withdrawal.
        - A student not in good academic standing who withdraws from ICOM shall receive the designation "WF" for each course in which they are actively attending at the time of withdrawal.
    - A student who is withdrawn from the College will receive the course grades earned for courses already completed.
- Only academic services or facilities generally available to the public can be used during a leave (withdrawal with intent to return) period. Student doctors who are on a withdrawal with intent to return are ineligible to run for or hold student doctor organizational or class offices and are not permitted to work for the college.
- In the event of serious extenuating circumstances, with accompanying verified and dated documentation, student doctors may apply to extend their approved "withdrawal with intent to return." This can be done by submitting a new written notification, with documentation, to the Associate Dean of Student Services stating the reason to extend their leave from ICOM. ICOM reserves the right to verify all professional documentation. Such extensions are not retroactive and must be requested prior to the expiration of the original withdrawal with intent to return.
- If an individual fails to return to ICOM by the agreed-upon date, and a request for extension is not communicated to the Associate Dean, the student doctor is considered permanently withdrawn from the college as of the last date of attendance.

Readmission following a Withdrawal with Intent to Return:

- A student doctor who has gone out on a Withdrawal with Intent to Return from ICOM will be required to follow the requirements listed in this College Catalog and the ICOM Policies and Procedures, upon return.

- Students are responsible for reaching out to the Registrar within 90 days of their scheduled return date, unless otherwise specified, and should inform the Associate Dean of Student Services and the Registrar if a disruption to their return is imminent.
- The Office of the Registrar will coordinate with the student doctor on the necessary readmission requirements.
    - The student doctor will need to complete the Petition for Readmission Form, which will then be routed through the Registrar's Office for required signatures, and subsequently placed in the student's academic file.
    - Returning students will also be required to submit up-to-date immunization documentation, current drug screening, and a completed background check.
- ICOM reserves the right to impose any additional conditions upon a student doctor seeking readmission, and/or to refuse consideration based on the relevant time limit on matriculation to graduation or based upon updated results from a drug screening or background check. The request and final decision for readmission will be made by the College Dean.
- Acceptance for readmission in years three and four will depend on availability of positions in the clinical rotations. Clinical rotation assignment will be based on current availability and any assignments made prior to the withdrawal with intent to return will not necessarily be reserved.
- Any Withdrawal with Intent to Return of a medical nature must include signed and dated documentation from the treating physician/specialist physician, psychiatrist, or psychologist demonstrating that the student doctor is medically capable of returning to classes. This should be submitted along with the Petition for Readmission. Please note that all costs associated with obtaining and providing the required professional documentation for the Leave and return from Leave are borne by the student doctor. If the documentation was required as part of a PAR decision, documentation should also be sent to the Senior Associate Dean for Learner Outcomes and Assessment.
    - Approval for the ability to return to classes is reached by the College Dean after careful consideration is given to the supportive medical documentation and to personal and professional circumstances.

Permanent Withdrawal

A permanent withdrawal is student initiated, and indicates that the student will be permanently separating from the college, without return.

- Student doctors who are initiating a permanent withdrawal will be required to complete a Change of Status Form with the Registrar. The Registrar will ensure that the Change of Status Form is routed to all necessary parties, will secure all required signatures, and will upload the completed form securely into the students' academic file.
- All designated ICOM issued items (Identification Card, iPad and Apple Pencil, Parking decal, White Coat as applicable and other ICOM-supplied items) must be returned to the Registrar before separating.
- The process for withdrawal from ICOM includes the clearing of all financial obligations to ICOM and a financial aid exit interview with the Financial Aid Office.
- The College will apply the following grading policy at the time of permanent withdrawal:

- Any courses that have not yet begun (short term) will be dropped from the student doctor's record without notation (no "W" will be recorded).
- Courses in progress will be given a grade of W (withdraw passing) or WF (withdraw failing).
    - A student in good academic standing who withdraws from ICOM shall receive the designation "W" for each course in which they are actively attending at the time of withdrawal.
    - A student not in good academic standing who withdraws from ICOM shall receive the designation "WF" for each course in which they are actively attending at the time of withdrawal.
- A student who is withdrawn from the College will receive the course grades earned for courses already completed.

Readmission following Permanent Withdrawal

- A student doctor who has permanently withdrawn from ICOM may only seek readmission to ICOM by reapplying using the standard AACOMAS admission process.
- Student doctors who are readmitted will be required to follow the requirements of the most current College Catalog and ICOM Policies and Procedures upon return.

Military Leave

ICOM is committed to supporting student doctors called to active military duty and student doctors whose military reserve obligations may require a period of absence from the academic program when they are called to extended active duty. Student doctors called to such duty will be considered on Military Leave. Student doctors called to active duty should immediately notify the Associate Dean of Student Services and provide their pertinent call-up orders.

- Readmission is guaranteed pending proof of compliance with the minimal technical standards and the Honor Code. Student doctors returning to ICOM from active duty will be eligible for reinstatement as full-time ICOM student doctors once they have notified the Dean and have supplied any pertinent military orders requested by the Dean.
- If the student doctor returns within five years, they will be placed in the curriculum as close to their current position as possible in order to provide them the appropriate continuum in the curriculum and the opportunity to be successful, competent, and able to sit for their board exams.
- The Senior Associate Dean of Learner Outcomes and Assessment and Assistant or Associate Deans will meet with the individual student doctor to determine the appropriate curriculum to be completed in the remainder of the degree program. Student doctors returning to ICOM will be reinstated as close as possible to the previous point of progress in the clinical experience.

Suspension

Suspension is defined as a temporary separation from the institution. The duration of the suspension will be determined by the Senior Associate Dean of Learner Outcomes and Assessment and may include recommendations from the PAR Committee. While on suspension, student doctors are not eligible for financial aid and should not represent

themselves as ICOM student doctors. They should not participate in any clinical activities and should not wear their ICOM white coat. If the terms set out under the suspension are not fulfilled and the period of suspension is six months or greater, the student doctor may be dismissed from ICOM.

A copy of suspension letters will be provided to the Registrar's office for upload to the students' academic record to support the Change of Status.

Dismissal

Dismissal from ICOM will be based upon recommendations made by the PAR Committee with the opportunity for the student doctor to appeal to the College Dean. The appeal decision made by the College Dean will be final.

- Student doctors can be dismissed from ICOM by the PAR Committee and College Dean, for academic deficiency, disciplinary action, financial default, etc.
    - A copy of withdrawal letters will be provided to the Registrar's office for upload to the students' academic record to support the Change of Status.
- A student doctor who ceases to maintain adequate academic attendance as outlined in the course syllabi, or who has unexcused absences in excess of 10% of the total hours of instruction for a course may be considered for a dismissal from ICOM.
- Student doctors who are dismissed will be required to complete a Change of Status Form with the Registrar. The Registrar will ensure that the Change of Status Form is routed to all necessary parties, will secure all required signatures, and will upload the completed form securely into the students' academic file.
- All designated ICOM issued items (Identification Card, iPad and Apple Pencil, Parking decal, White Coat as applicable and other ICOM-supplied items) must be returned to the Registrar before separating.
- The process for separation from ICOM includes the clearing of all financial obligations to ICOM and a financial aid exit interview with the Financial Aid Office.
- The College will apply the following grading policy at the time of dismissal:
    - Any courses that have not yet begun (short term) will be dropped from the student doctor's record without notation (no "W" will be recorded).
    - Courses in progress will be given a grade of W (withdraw passing) or WF (withdraw failing).
        - A student in good academic standing who is dismissed from ICOM shall receive the designation "W" for each course in which they are actively attending at the time of withdrawal.
        - A student not in good academic standing who is dismissed from ICOM shall receive the designation "WF" for each course in which they are actively attending at the time of withdrawal.
    - A student who is dismissed from the College will receive the course grades earned for courses already completed.

Office of Financial Aid

The Office of Financial Aid administers all sources of funding, in accordance with all applicable laws and regulatory provisions prescribed under such statutory authority, and all applicable special arrangements, agreements, and limitations entered into under the authority of statutes applicable to the loan agreement (34 CFR 668.16). Idaho College of Osteopathic Medicine's Director of Financial Aid establishes policies and procedures for the administration and management of various financial aid programs. Financial aid policies are available on the ICOM website and in the Office of Financial Aid.

Applying for Financial Aid

ICOM helps connect students to financial aid from a number of different sources including institutional, private, and other outside funding. The Financial Aid Office provides information and resources to students regarding aid opportunities and other financial aid related topics. Helpful information can be found on the Financial Aid pages within the ICOM website. The Office of Financial Aid does not provide guidance on topics that should be left to a professional such as a tax preparation professional or a certified financial advisor. The student is responsible for all of their financial decisions.

ICOM has submitted an application to participate in federal aid programs. There is no guaranteed timeline for the review of the application by the US Department of Education. We cautiously anticipate that we will receive a federal school code and be able to offer federal financial aid in the 2023-2024 academic year.

The primary source of financial aid funding for ICOM students comes from loan assistance from private lenders with medical school specific loans. The next most common type of scholarship comes from the military's Health Professions Scholarship Program (HPSP). ICOM has also contracted with the ISU Foundation for management of a scholarship for Idaho students. Per the agreement with the ISU Foundation, a joint ISU/ICOM committee reviews the applications and determines the award recipients and amounts.

Financial Aid Counseling and Resources

ICOM's Office of Financial Aid provides financial aid counseling to students every step of the way from prospective applicants to ICOM graduation and beyond. Financial aid counseling is provided to all prospective students as part of the applicant interview process. During each applicant interview session, the Director of Financial Aid or designee gives a financial aid presentation and answers questions during a Q & A session.

Financial aid counseling is also presented to incoming students during Accepted Students Day and Orientation. Attendance at the financial aid presentation at orientation is mandatory for all students. During the presentation, types of aid available, loan information, review of the financial aid application process, loan disbursements, deferments, forbearance, loan repayment, record keeping, and debt management are discussed. Students are able to meet individually with the Director of Financial Aid if they have specific questions regarding their financial aid package or if the Office of Financial Aid requests a special meeting.

The ICOM Office of Financial Aid provides personal counseling with students receiving financial aid throughout each academic year. ICOM students are offered periodic updates regarding changes in financial aid regulations and application procedures via email or mail. Students are encouraged to call, email, or stop by on an individual basis to the Office of Financial Aid for further assistance.

The ICOM Office of Financial Aid provides Debt Management Counseling sessions for medical students. These sessions include budgeting tips, responsible borrowing strategies, loan terms and conditions, default prevention, student loan debt in relation to monthly payment amounts, deferment, forbearance, repayment and consolidation options, record keeping, and helpful websites.

The ICOM Office of Financial Aid will conduct Exit Counseling sessions for any student who withdraws or graduates from ICOM. During the meeting/s, exit counseling requirements are discussed including borrower rights and responsibilities, instructions on how to access and interpret National Student Loan Data System (NSLDS), loan terms and conditions, default prevention, repayment options and strategies, consolidation, deferment, forbearance, record keeping and helpful websites. Students may meet individually with the Director of Financial Aid if they have specific questions regarding their financial aid or if the Office of Financial Aid requests a special meeting.

Financial Aid Disbursement

Students are encouraged to complete the loan application process two months prior to the fall semester start date. Students receiving other sources of aid need to provide documentation of that aid to the Office of Financial Aid. The documentation should include the source of aid, amount, and any other pertinent information to help expedite the receipt of funds for the student.

Students are charged each term, and aid is set to apply to each individual semester as well. Aid is disbursed on the first day of each semester and pays for the charges on the student account (tuition, fees, and other allowable charges). If the financial aid exceeds the charges for the semester, a refund will be issued soon after (typically by the end of the first week). More information about disbursements, refunds, and disbursement dates can be found on the ICOM website.

Students who applied for aid after the recommended date (two months prior to the fall semester start date) may not receive their disbursement until after the first day of the semester.

Satisfactory Academic Progress Standard for Financial Aid Purposes

ICOM's Satisfactory Academic Progress requirements for the D.O. degree include completion of the curriculum designated by the institution and approved by the American Osteopathic Association Commission on Osteopathic College Accreditation. ICOM is required to publish our Satisfactory Academic Progress standards and measure them at least annually once we have Title IV federal funding.

Satisfactory Academic Performance (SAP) is considered when reviewing a student's eligibility for financial aid. The SAP GPA standard at ICOM is set at a minimum GPA of 2.0 and progress at a 67% completion rate.

Office of Student Affairs

The Office of Student Affairs, under the direction of the Director of Student Affairs, is involved in all aspects of student life and oversees student activities, student government functions, student clubs, student representative programs, accommodations, and all other non-academic student life issues. Cases of any academic or non-academic issues that are impeding student progress are referred to the Office of Student Affairs. The Office of Student Affairs strives to create a learning environment that is governed by the strong foundational ICOM values. Please visit the College's website for information regarding Student Affairs.

Student Health Insurance

All students are required to have personal health insurance for the duration of their enrollment at ICOM. Students can have insurance through a variety of options, including insurance through parents, spouses, or health exchanges.

To ensure students have access to a comprehensive plan, ICOM has implemented a student health insurance plan through Aetna Health. ICOM students are automatically enrolled in the health insurance plan unless an approved waiver is obtained. Students who wish to obtain a waiver must present proof of insurance meeting minimum requirements.

Through a dedicated ICOM website, https://app.hsac.com/ICOM, students can learn more about the benefits of the plan, as well as the waiver process.

Students who opt to receive Medicaid in years three and four should be aware of the limitations of Medicaid when rotating or traveling out of state. Students with Medicaid coverage will be asked to sign a specific waiver confirming their understanding of these limitations.

ICOM will assume no financial responsibility (e.g., accidental needle sticks, burns, laceration, etc.) or medical/surgical problems incurred either on or off a clinical rotation. For this reason, the student is required to keep in force a health insurance policy throughout every year in attendance at ICOM.

Student Health and Prevention

Health Requirements

As stated previously all deposited ICOM students are required to provide the following:

- Completed medical history form
- Proof of immunization
- Completed drug screen (as described below)
- Completed physical examination conducted by a licensed physician using an ICOM form.

Students must obtain all ICOM required immunizations and corresponding titers, prior to matriculation, and remain compliant with all immunization requirements through graduation. Students must maintain all immunizations as required by ICOM to complete all required supervised clinical practice experiences in the osteopathic medical program curriculum. A

complete description of all immunization requirements is available in the Office of Student Affairs.

Healthcare Providers

ICOM students have a variety of healthcare providers available in the Treasure Valley area for confidential medical and personal health concerns. These providers include St. Luke's Healthcare System, Saltzer Health, and Unity Health. Students are responsible for all fees incurred through the utilization of these services. In-network providers for ICOM's health insurance are available at each of these facilities.

St. Luke's Health System has multiple locations throughout the Treasure Valley with a variety of healthcare professionals to meet ICOM students' needs. These healthcare professionals include a robust primary care and specialist network in multiple disciplines of medicine. St. Luke's Medical Center in Meridian is located close to campus. ICOM students are able to find a clinic or provider using the following link or https://www.stlukesonline.org/ by calling 208-381-2Day (2329)

Saltzer Health also has locations around the Treasure Valley, including Urgent Care Centers located close to ICOM's campus. Saltzer Health offers primary and limited specialty care. Students may call 208-463-3000 or visit https://saltzerhealth.com/ to schedule an appointment or locate a clinic.

Unity Health Center in Meridian is open Sunday through Saturday from 7:00 am to 7:00 pm and accepts same-day and walk-in appointments during their business hours. Students may call the clinic at 208-895-6279 to schedule an appointment. Unity Health Center has multiple payment options available.

For non-emergent or after hour care, students can utilize local urgent care centers. Saltzer Health Ten Mile Urgent Care is open 24 hours a day, seven days a week, and can be reached at 208-463-3000. Ten Mile Urgent care is conveniently located close to campus.

For medical emergencies, students are encouraged to access appropriate care as warranted by their situation including local urgent care facilities, Emergency Departments and Emergency Medical Services. For true emergencies, students are asked to access EMS and the 911-dispatch system.

Additional physical health resources are available on the ICOM website.

For students on Clinical Rotations away from ICOM needing health services, students are asked to refer to the site-specific or rotation specific guidelines for incident reporting and accessing health care found in the Clinical Clerkship Guide and Rotation Manual. Additional physical and health resources are available in the ICOM Physical and Mental Health Resource Guidebook.

Exercise and Fitness

ICOM has established an agreement with AXIOM fitness, Treasure Valley YMCA, and Boise State University Recreation Center to offer ICOM students reduced membership rates. For details on the cost of membership and how to enroll please visit the Office of Student Affairs.

Substance Abuse Screening Protocol

Controlled substance screening is becoming mandatory at many healthcare facilities prior to participating in patient care, either as a learner or as a staff member. Considering this development, a controlled substance screening test showing no evidence of alcohol, illicit substances, prescription medications without a valid prescription, or substances, which are illegal in the state of Idaho, is required before matriculation into ICOM, and again before advancement to year three. Additional screening and/or confirmatory tests may be required as determined by ICOM or the clinical training sites.

ICOM reserves the right to require controlled substance testing and/or a psychiatric evaluation on any student when there is an incident of erratic or unusual behavior, or there is a reasonable concern due to a student's behavior, appearance or performance.

Refusal or failure to submit to testing may result in disciplinary action up to, and including, dismissal. Students found to have screening tests positive for alcohol, illicit substances, and controlled substances (defined as a drug or substance that is listed in Schedules I through V of the Federal Controlled Substances Act (21 U.S.C. §812)) or prescription medications without a valid prescription may be subject to disciplinary action up to, and including, dismissal. Please note this also includes substances which are illegal in the state of Idaho, but which may be legal in other states.

For example, although the use of marijuana is legal in some states, the US Federal Drug Enforcement Agency lists it as an illegal drug. Its use or abuse impairs the ability of a healthcare professional to provide optimal care to his or her patients. As such, the use of marijuana in any form is a violation of ICOM policy.

ICOM will provide clinical rotation sites with a copy of the results of any controlled substance screening performed on students prior to, and for the duration of, their placement at the site. By matriculating at ICOM, students grant ICOM the right to share this information as deemed appropriate. Clinical education sites may set their own standards in regard to who they will admit based on the results of the substance abuse screening or require further screening.

ICOM has no control over the content of third-party background checks, which may include charges of driving under the influence. Even expunged records may appear on these checks. Background checks revealing prior criminal activity, even charges which may have been dismissed by the courts, could still result in consequences affecting clinical rotations, acceptance into residency programs, future licensing, specialty board certification, and/or employment opportunities.

Procedure for Incoming Students
Please see the section under the Office of Admissions, regarding matriculation requirements.

Procedure Prior to Starting Year 3 Clinical Rotations
- Students must have the substance abuse screening sample collected at a site approved by ICOM.
- If the test result is positive, the Dean appoints a subset of the PAR Committee to review the information and make a recommendation to the Dean regarding the appropriate action. Depending on the decision, the student's advancement to the clinical year may be delayed based on the results.
- All substance abuse screening tests are maintained in a secure location to ensure confidentiality. Routine access to the information is limited to the Associate Dean for Clinical Affairs, Clinical Coordinators, the Associate Dean for Student Services, the Dean, and the Idaho College of Osteopathic Medicine legal representative.
- The cost of the test is the responsibility of the student.

Infection Control
Students exposed to infectious diseases should seek immediate medical attention. Students presenting with signs or symptoms of infectious or communicable disease should consult with their healthcare provider or the infection control office at the clinical site about the advisability of working with patients and when it is safe to return to patient care.

Standard Precautions
The Centers for Disease Control (CDC) has developed precautions to prevent accidental spread of infectious diseases to both students and patients. These include:

Hand washing (or using an antiseptic hand rub)
- After touching blood, body fluids, secretions, excretions and contaminated items
- Immediately after removing gloves
- Between patient contact

Gloves
- For contact with blood, body fluids, secretions and contaminated items
- For contact with mucous membranes and non-intact skin

Masks, goggles, face masks
- Protect mucous membranes of eyes, nose, and mouth when contact with blood and body fluids is likely

Gowns
- Protect skin from blood or body fluid contact
- Prevent soiling of clothing during procedures that may involve contact with blood or body fluids

Linen
- Handle soiled linen to prevent touching skin or mucous membranes
- Do not pre-rinse soiled linens in patient care areas

Patient care equipment

- Handle soiled equipment in a manner to prevent contact with skin or mucous membranes and to prevent contamination of clothing or the environment
- Clean reusable equipment prior to reuse

Environmental cleaning

- Routinely care, clean, and disinfect equipment and furnishings in patient care areas

Sharps

- Avoid recapping used needles
- Avoid removing used needles from disposable syringes
- Avoid bending, breaking or manipulating used needles by hand
- Place used sharps in puncture-resistant containers

Patient resuscitation

- Use mouthpieces, resuscitation bags, or other ventilation devices to avoid mouth-to-mouth resuscitation

Patient placement

- Place patients who contaminate the environment or cannot maintain appropriate hygiene in private rooms

Needle sticks

- Incidents involving needle sticks and potential exposure to blood borne pathogens require immediate action to protect a student's health and safety. If a student sustains a needle stick or is exposed to infectious materials, she/he should:
    - Wash the exposure site thoroughly with soap and water (or water only for mucous membranes).
    - Immediately notify the clinical supervisor at the rotation site for assistance.
    - Call/go to the emergency department, the occupational health clinic or area of the clinical facility designated for treating needlestick exposures. Consult concerning appropriate tests, risk-assessment counseling and chemoprophylaxis.
    - Send treatment and testing bills to the student's insurance company.
    - In the event of an exposure, the National Clinicians Post Exposure Prophylaxis Hotline is available by phone, 1-888-448-4911, 24 hours per day, seven days per week, to provide guidance in managing exposures.

Incident Reporting

If a student suffers an accident or injury during an ICOM activity while on campus, the student must immediately report the injury to the Director of Student Affairs even if the injury is minor. The student must complete an incident report, and call/go to their healthcare provider. Incident report forms are available in the Office of Student Affairs. All accidents or injuries are investigated immediately to prevent others from suffering similar injuries.

If the accident occurs at a clinical training facility, that facility's incident report form should be completed, and the clinical supervisor, Regional Dean or Regional Clinical Coordinator should

be contacted for assistance. A copy of the facility's incident report must be sent to the ICOM Office of Clinical Affairs.

Professional Liability Insurance

In the event of incidents involving patients during clinical training, students are covered by professional liability insurance.

OSHA and HIPAA Training

ICOM requires all students to receive training on the Health Insurance Portability and Accountability Act (HIPAA). Prior to matriculation access will be provided to the student through the Collabornation system to complete the specific training modules for OSHA and HIPAA. ICOM students are required to complete these modules, annually, during all four years at ICOM.

ICOM ensures the privacy and security of patient health information. In the normal course of business and operations, individuals receive requests to disclose patient health information for various purposes.

To support our commitment to patient confidentiality, ICOM ensures that the appropriate steps are taken to verify the identity and authority of individuals and entities requesting protected health information, as required under 45 C.F.R. §164.514(h) and other applicable federal, state, and/or local laws and regulations.

Additionally, ICOM ensures the confidentiality, integrity, and availability of its information systems containing electronic protected health information by implementing policies to prevent, detect, mitigate, and correct security violations.

ICOM ensures it is in compliance with the U.S. Department of Health and Human Services' Privacy Rule as it applies to the creation, collection, use or disclosure of all individual health information (whether identifiable or not) in connection with ICOM.

In addition, ICOM requires all students who have contact with patients receive OSHA Blood Borne Pathogens (BBP) training and be trained to prevent transmission of communicable pathogens. Students annually review OSHA rules and requirements and complete a yearly review of appropriate plans and practices.

ICOM has in place the following:

- Biological Waste Disposal Plan
- Biological Materials Spill Mitigation Plan

The intent of these plans is to prevent blood borne infections by eliminating or minimizing employees and student's exposure to blood, blood products, and other potentially infectious materials.

Student Accommodations

ICOM is committed to providing equal educational opportunity for persons with disabilities in accordance with its nondiscrimination policy and in compliance with Section 504 of the Rehabilitation Act of 1973, with Title II of the Americans with Disabilities Act of 1990, and the ADA Amendments Act of 2008.

The law states that a person(s) with a "disability" is, "Someone with a physical or mental impairment which substantially limits one or more of the major life activities of such individual; or a person with a record of such impairment; or a person who is regarded as having such an impairment". *(Section 504 of the Rehabilitation Act of 1973)*

Equal educational opportunity means that a person with a disability who is qualified for admission must have access to the same programs, services, and activities as all other students. If necessary to provide equal opportunity, ICOM, where possible, will make reasonable modifications to its policies, practices and procedures, unless doing so would fundamentally alter the nature of the service, program, or activity or pose an undue administrative or financial burden.

Under the provisions of Section 504, Universities may not discriminate in the recruitment, admission, educational process, or treatment of students. Students who have self-identified, provided documentation of disability and requested reasonable accommodations are entitled to receive approved modifications of programs, appropriate academic adjustments, or auxiliary aids that enable them to participate in and benefit from all educational programs and activities. Section 504 specifies that universities may not limit the number of students with disabilities admitted, make pre admissions inquiries as to whether or not an applicant has a disability, use admission tests or criteria that inadequately measure the academic qualifications of students with disabilities because special provisions were not made, exclude a qualified student with disability from any course of study, or establish rules and policies that may adversely affect students with disabilities.

Matriculating or Current ICOM Students with Disabilities

Students with documented disabilities who desire modifications or accommodations must contact the Director of Student Affairs as soon as possible.

No accommodations are made without approval through ICOM's defined process (as outlined below). A medical, psychological and/or other diagnosis may rise to the level of a disability if it substantially limits one or more major life functions, one of which is learning. A disability may be temporary or ongoing.

The general process of requesting accommodations is as follows:

> Step 1: The student must contact the Director of Student Affairs to request services as soon as possible. Said student will be required to complete the Student Request for Accommodation form. The form will need to be completed in its entirety for the

accommodation to be considered. ICOM is not responsible for identifying students with disabilities and is not required to provide services unless proper procedures have been followed in making a request.

Step 2: The student must schedule a meeting with the Director of Student Affairs to provide documentation of the disability, complete the appropriate paperwork and discuss the possible accommodations. The student will be asked to complete and sign a Release of Information Form to allow the Director to share relevant information as needed to review requested accommodations. The office of Student Services requires at least 30 days to process any request for accommodation and that 30 days begins when all necessary documentation has been submitted.

Step 3: The student's request and supporting documentation is reviewed by the Director of Student Affairs and appropriate members of ICOM administration. The process of review depends in part on the nature of the student's disability. Decisions regarding accommodations are made on a case by case basis. There is no standard accommodation for any particular disability. ICOM will make reasonable modifications to its policies, practices and procedures, unless doing so would fundamentally alter the nature of the service, program, or activity or pose an undue administrative or financial burden.

ICOM's technical standards are also referenced. If the student is found to be eligible for accommodations, the student is notified of the approved accommodations.

Step 4: If the request for accommodations is approved, the Director of Student Affairs generates a letter of accommodation documenting the student's individual, approved accommodations. The Director of Student Affairs coordinates the dissemination of the letter. Any student whose requested accommodations are not approved is encouraged to meet with the Director of Student Affairs to discuss the reasons for the denial. The Director may discuss the grievance procedure with the student at this time

If a problem arises concerning reasonable accommodation, the student should contact the Director of Student Affairs immediately. Any student whose requested accommodations are not approved is encouraged to meet with the Associate Dean of Student Services to discuss the reasons for the denial. The Associate Dean of Student Services may discuss the grievance procedure with the student at this time.

Additional Information Regarding Documentation and Accommodations

For any student deemed eligible, ICOM provides accommodations and/or modifications to policies and practices in order to ensure that all students have equal access to all ICOM programs, services, and activities. The purpose of accommodations is not to ensure success, but rather to provide access and equal educational opportunity.

Accommodations are not to be provided retroactively. Any student who is approved for accommodations is entitled to services and accommodations only from the date the approval is given. Even if the student can establish that he or she had a disability at the time of the course in question, ICOM will not expunge or reexamine coursework completed before the student was reviewed and approved for accommodations.

It is the students responsibility to provide the documentation which conforms to the ICOM's guidelines. If the student's documentation is insufficient for any reason the student is responsible for pursuing whatever additional documentation is required and pay the cost thereof. ICOM reserves the right to not provide services or accommodations until all of the documentation specified in the guidelines is provided.

Documentation of a student's disability is only to be shared with relevant ICOM faculty, staff or administration on a need-to-know basis with a release of information signed by the student.

Responsibilities of a Student Approved for Testing Accommodations

Testing accommodations require frequent communication between the student and the Educational Course Coordinator (Years 1 and 2) or Department of Clinical Affairs (Years 3 and 4). It is very important that testing information be shared with these offices in a timely manner.

At the beginning of the semester, and at least one week prior to the first scheduled test, the student should discuss with the Educational Course Coordinator or the Department of Clinical Affairs all approved testing accommodations. This discussion should address the questions of how, when, and where of the approved testing accommodations.

If at any time the student feels the accommodation is not being adequately met the student should inform the Director of Student Affairs immediately.

Students must remember ICOM is only required to provide accommodations specifically listed in the Letter of Accommodation.

Documentation of a Disability

To ensure that reasonable and appropriate services and accommodations are provided to students with disabilities, students requesting such accommodations and services must provide current documentation of their disability. Such documentation generally must include the following:

- a clear diagnostic statement of the disability prepared by a licensed professional
- a description of the manner in which the disability limits the student in a specified major life activity and the severity of the limitation

It is the responsibility of the student requesting the accommodations and services to document the disability. As such, the cost of evaluations required pursuant to these guidelines is to be borne by the student. If there is a change in the student's condition, he/she may request modifications to previously approved accommodations.

The student will have to provide current supporting documentation for review at that time. An Individualized Education Plan (IEP) or a 504 plan may help to supplement documentation but are generally insufficient documentation when presented alone.

ICOM reserves the right to request additional documentation if the disability is not clearly apparent.

Guidelines for Documenting to Support Accommodation Requests

Every report should be on letterhead, typed, dated, signed and otherwise legible, and be comprised of the following elements:

- *Evaluator Information*: The name, title, and credentials of the qualified professional who conducted the assessment should begin the report. Please note that members of the student's family are not considered appropriate evaluators.
- *Recent Assessment*: The report must provide adequate information about the student's current level of functioning. If such information is missing, the student may be asked to provide a more recent or complete assessment.
- *Testing*: There should be a discussion of all tests that were administered, observations of the student's behavior during testing, and a listing of all of his/her test scores (i.e. domain, cluster, subtest, index, etc.) represented in standard scores and/or percentile ranks.

Informal assessment, an Individualized Education Plan (IEP), and/or a 504 plan may help to supplement a more comprehensive test battery but are generally insufficient documentation when presented alone.

In addition, a clinical summary and a clearly stated diagnosis are helpful. The summary should integrate the elements of the battery with background information, observations of the client during the testing situation, and the student's current academic situation. This summary should present evidence of a substantial limitation to learning and explain how the patterns of strength and weakness are sufficiently significant to substantiate a disability diagnosis. It should also demonstrate that the evaluator has ruled out alternative explanations for the learning problem. If social or emotional factors are found to be possible obstacles to learning, they should be discussed. This summary may include recommended accommodations, but these are in no way binding to ICOM.

ICOM reserves the right to evaluate all documentation and determine appropriate accommodations in each case.

Accommodation Appeal Policy

If a student is dissatisfied with the outcome of the accommodation request process or with any aspect of the implementation of an accommodation plan, they should use the following process to resolve a complaint.

- All requests for accommodations or special services should first be brought to the Director of Student Affairs. Problems with approved accommodations or services should first be reported to the Director in writing.
- If the student is unable to resolve the matter with the Director, the student and the Director should forward the complaint to the Associate Dean of Student Services for an informal resolution. The Associate Dean arranges a meeting with the student and Director within 10 business days of receiving the complaint.
- In the event that the student is dissatisfied with the informal resolution, he/she may file a complaint with the Dean if the issue involves denial of an academic accommodation.

Students are also encouraged to exercise their rights of complaint through the Department of Education, Office of Civil Rights and other legal channels if needed.

Students should be aware that the granting of an accommodation during medical school does not guarantee the granting of an accommodation on external or licensure exams.

Confidentiality of Information

Information received from a student is governed under the provisions of the Family Education Rights and Privacy Act of 1974. Under the provisions of this law, students in post-secondary education have the right to inspect and review their school records as defined by law. Other than for “Directory Information”, ICOM will release information only with the student’s written consent and will use “Directory Information” in the best interests of the student.

ICOM is committed to ensuring all information compiled concerning a student remains confidential as required by applicable law. Any information monitored or collected is used for the benefit of the student.

Only those faculty and staff members of ICOM have access to information collected for use in accomplishing necessary tasks for the student. Any information gathered is not released to third parties except in accordance with state and federal law.

A student must give written authorization to release information when he/she wishes to share it with others. The student must specify the information to be released, the purpose of the release, and to whom the information is to be forwarded. This release may be handwritten, or a form from ICOM Office of Student Affairs or Registrar may be used.

By matriculating at ICOM, a student agrees that ICOM may share their Match data. A student has the right to review his/her own file and as a courtesy to the individual, copies of documents and information obtained will be provided at no cost with limitations.

Service Animal Information

According to the Americans with Disabilities Act (ADA), a service animal is defined as “any animal individually trained to work or perform tasks for the benefit of an individual with a disability, including, but not limited to, guiding individuals with impaired vision, alerting

individuals to an impending seizure or protecting individuals during one, and alerting individuals who are hearing impaired to intruders, or pulling a wheelchair and fetching dropped items". Providing comfort or support does not qualify an animal as a service animal. If there are any questions as to whether an animal qualifies as a service animal, a determination is made by the Director of Student Affairs.

In compliance with the ADA, service animals are welcome in all buildings on campus and may attend any class, meeting, or other event. Reasonable behavior is expected from service animals while on campus. The owners of disruptive and aggressive service animals may be asked to remove them from university facilities. If the improper behavior happens repeatedly, the owner may be told not to bring the service animal into any facility until they take significant steps to mitigate the behavior.

Emotional Support Animals are animals that provide comfort and relieve symptoms of mental health disorders. ICOM's Director of Student Affairs can provide further information. Emotional Support Animals are not generally allowed in other campus buildings, including classrooms and dining facilities unless it is deemed as a reasonable accommodation and is included in the student's Letter of Accommodation from ICOM. Cleanliness of any animal living or working on campus is mandatory. Consideration of others must be taken into account when providing maintenance and hygiene of animals. The owner is expected to clean and dispose of all animal waste.

Responsibilities of a Student Approved for Handicapped Parking

Students who use handicapped parking on campus must maintain state issued handicap parking permits. The student is also required to purchase an appropriate parking hang tag from the appropriate issuing authority.

Student Clubs and Organizations

Student clubs and organizations are a very important part of the Idaho College of Osteopathic Medicine School of Osteopathic Medicine (ICOM). ICOM promotes an environment where students are able to balance curricular, extracurricular, and personal experiences. The service performed by members of student organizations benefits not only the community and the region, but also the members, as they gain valuable knowledge, skills, and experience.

Many ICOM students are actively involved in at least one organization, and some students may be members of several. ICOM's students also may serve as officers or committee members at the state, regional or national level. The goals of student clubs and organizations relate to the mission of ICOM and the osteopathic profession.

As such, the following are some of the endorsed student clubs and organizations at ICOM:

- Emergency Medicine Club (American College of Osteopathic Emergency Physicians, ACOEP)
- Family Medicine Club (American College of Osteopathic Family Physicians, ACOFP)
- Internal Medicine Club (Student Osteopathic Internal Medicine Association, SOIMA)

- Obstetrics and Gynecology Club (American College of Osteopathic Obstetrics and Gynecology, ACOOG)
- Student Advocate Association (SAA)
- Student Association of Military Osteopathic Physicians and Surgeons (SAMOPS)
- Student Government Association (SGA)
- Student National Medical Association (SNMA)
- Student Osteopathic Medical Association (SOMA)
- Student Osteopathic Surgical Association (SOSA)
- Student American Association of Osteopathy (SAAO)
- American Medical Women's Association (AMWA)
- Student American Osteopathic Academy of Orthopedics (SAOAO)
- Pediatrics Club (American College of Osteopathic Pediatricians, ACOP)

Students must remain in good academic and behavioral standing to participate in all appointed, elected, and extracurricular positions. Students may be asked or required to remove themselves from these roles by the Associate Dean of Student Services if they are seen to interfere with the student's academic success, if the student has exhibited poor professionalism, or for other related reasons at the discretion of the Associate Dean of Student Services.

Officer Grade Requirements

Student doctors need to be in good academic and behavioral standing to hold officer positions within student organizations. Student doctors need to have a minimum GPA of 2.75, with no pending remediations, and no current probationary status to be considered for the following:

- Serve as an officer in SGA
- Serve as an officer of an ICOM club or organization

Exceptions to these qualifications may be made, in rare circumstances, by the Associate Dean of Student Services.

ICOM Student Government Association

The Student Government serves as a voice for all students. The organization is open to all students and welcomes proposals and participation from the entire student body. The responsibilities of Student Government include:

- collecting and expressing student opinion acting as a liaison for the student body,
- promoting osteopathic medicine,
- supporting club and class activities and
- working to improve the quality of life for all students at ICOM.

The Office of Student Affairs serves as the liaison between the administration and Student Government.

Recognition of Student Organizations

The first step in obtaining recognition for a new student organization is the submission of an Application to the Office of Student Affairs. The application must include the goals of the

organization, the proposed charter, the name of the faculty advisor, a list of club officers and a list of charter members. Once the petition has been approved by the Director of Student Affairs, the approvals forwarded to the Assistant Dean of Student Services for final approval. The approved status of an organization is valid for one year, renewable on an annual basis.

Use of College Logo

Student clubs or organizations requesting the use of the ICOM logo for correspondence or other purposes must have approval from the Director of Student Affairs and Director of Marketing and Communications. The request form to use the School logo for any merchandise must be submitted to the Director of Student Affairs with final approval of the design from the Communications department.

Sponsored Events

Any event conducted by a student club or organization recognized by ICOM is considered a student-sponsored event. Events of this nature require the approval of the Office of Student Services and requests must be submitted in writing to the Director of Student Affairs. Requests should include a statement of purpose and the facilities required for the event. Event scheduling forms requiring the use of institutional facilities are available through the Office of Student Affairs. Alcoholic beverages are prohibited at any ICOM sponsored student club or organization off-campus event or activity

Scheduling Extracurricular Activities

Students or student organizations wishing to host events involving extracurricular academic activities, i.e., speakers, mini-courses, pharmaceutical exhibits, or non-credit courses, must have the approval of the Office of Student Services. Written requests and/or activities request forms for approval must be submitted to the Office of Student Affairs. All off-campus events sponsored by an ICOM club or organization must receive approval from the Office of Student Affairs prior to the event or activity and prior to contacting any off-campus facility or organization to schedule or host the event.

Attending Conferences

Students are allowed to attend conferences up to three consecutive days at the permission of the Dean. Only students in good academic standing can be considered as eligible, and time away from campus is counted per the ICOM Attendance policy which can be found in the ICOM Catalog. Copies of the Student Organizations Handbook can be obtained from the Office of Student Affairs. Students may also check with the Catalog for policies on excused absences.

Student Lockers

Lockers are available for all first- and second-year students. ICOM issues locks to all students at orientation. At the end of the academic year, all locks are removed, and the lockers will be emptied for the summer.

Student Parking
Students are required to park in areas designated for students. Parking on the sidewalks or other areas not conducive to the aesthetics of Idaho College of Osteopathic Medicine for the purpose of loading and unloading is prohibited unless it is deemed necessary and approved by the Director of Student Affairs. Any violations of the parking policy may result in a fine or disciplinary action.

Student Conduct
All ICOM students are expected to conduct themselves in a professional and ethical manner at all times. Establishing and maintaining the highest conduct of honor and personal integrity during medical school training is critical to the training of physicians. It is the responsibility of the student to support the standards and it is reasonable to expect this of all students attending ICOM.

All ICOM students have the rights and obligations of other citizens and measure the urgency of these obligations in the light of responsibilities to colleagues, to their profession, and to the institution. When ICOM students speak or act as private persons, they avoid creating the impression of speaking or acting for their School or the Idaho College of Osteopathic Medicine. As citizens engaged in a profession that depends upon freedom for its health and integrity, students have a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom.

Respect for Patients
Take the utmost care to ensure patient respect, confidentiality and dignity. As osteopathic medical students, students must demonstrate respect for patients through appropriate language and behavior, including that which is non-threatening and non-judgmental. Patient privacy and modesty should be respected as much as possible during history taking, physical examinations, and any other contact maintaining professional relationships with the patients and their families. It is important for students to be truthful and not intentionally mislead or give false information. Students should avoid disclosing information to a patient that only the patient's physician should reveal. Students should always consult more experienced members of the medical team regarding patient care, or at the request of the patient.

Respect for Faculty, Staff, Colleagues, Hospital Personnel, and Community
Students respect faculty, staff, colleagues, and others, including hospital personnel, guests, and members of the general public. This respect should be demonstrated by punctuality in relationships with patients and peers, prompt execution of reasonable instructions, and deference to those with superior knowledge, experience, or capabilities. Students should express views in a calm and respectful manner when in disagreement with another individual, understanding that a mutual agreement is not always able to be reached.

Respect for Self
All students should uphold a high level of personal ethics, beliefs, and morals in their daily conduct.

Respect for Laws, Policies and Regulations
Students need to respect the laws, policies, and regulations at all levels of the Idaho College of Osteopathic Medicine and the local community. If a matter arises which may be considered to be a potential violation of law, the Dean will be notified as soon as possible for referral to appropriate law enforcement authorities. All ICOM students, faculty, and staff witnessing a crime in progress are expected to notify law enforcement immediately, while taking personal safety precautions.

Student Rights and Responsibilities
The principle Guiding regulation of student conduct is that of responsible student freedoms. Students are given the greatest possible degree of self-determination commensurate with their conduct and the consequences of their actions, in accordance with the stated mission of the Idaho College of Osteopathic Medicine.

Students are required at all times to maintain high standards of private and public conduct on campus and at ICOM- sponsored events. To lie, cheat, steal, or break one's honor under any circumstances is recognized as intolerable conduct. Violation of other accepted rules of behavior, whether or not covered by specific regulations, subjects a student to disciplinary actions. Claims of ignorance of commonly accepted rules or specific regulations is not accepted as an excuse for violations.

Routine administrative regulations are enforceable by responsible ICOM administrative departments, e.g., security, student services. ICOM employees reserve the right to bring a charge against any student through the Associate Dean of Student Services with due process observed. Any student who presents a clear and present danger to other members of the College or who impedes the academic process is subject to appropriate administrative action up to and including suspension on an interim basis pending a hearing by the appropriate judicial system, which may result in a permanent suspension.

Students have certain guaranteed rights as well as responsibilities as an enrolled student at ICOM. Interestingly, the guarantee of these to all students is dependent upon all students' understanding and participation and promotion of these rights. The following list of rights and responsibilities of the typical full-time student constitutes the Code of Student Rights and Conduct. (The rights of a student may vary according to the student's circumstances, individual status, residential, nonresidential, etc.).

Each student has the following rights and responsibilities:

- To enjoy and promote the freedom of an open and unprejudiced, full campus life experience without regard to age, race, color, sex, gender, gender identity, sexual orientation, religion or creed, nation or ethnic origin, or disability.
- To attend classes and receive proper instruction in courses while completing assignments to the best of one's abilities and resources; to use facilities, buildings and grounds as designated for student use while being cognizant of and abiding by the

policies of ICOM and the laws of the City of Meridian, ADA County, the State of Idaho, and the United States of America.

- To have access to one's financial, academic and/or disciplinary files while being cognizant of ones' financial, academic and disciplinary status with the College.
- To meet one's financial obligations to the College by paying tuition fees in a timely manner.
- To participate in the structured evaluation of instructors each year by honestly completing evaluations during designated times.
- To interact with faculty and administrators by seeking their advice when needed and responding to them when called upon to do so.
- To expect the campus and its facilities to be maintained to promote cleanliness and safety while using the campus in such a way to promote cleanliness and safety.
- To receive a College Catalog each Academic year to better one's understanding of the rules and regulations of ICOM.
- To drive and park on the campus by registering one's vehicle and understanding the traffic policies.
- To receive proper notice and due process in judicial situations as designated in the judicial procedures by checking in one's mail and answering all summonses.
- To expect an environment free from any form of harassment by following the appropriate channels to report any such harassment.
- To be represented in the Student Government Association by voicing opinions and ideas to SGA members and voting in elections.
- To join and participate in any or all student organizations for which one qualifies for membership by joining and participating in those student organizations which correspond with one's interests and abilities.
- To participate in student activities and cultural events according to the policies regarding each event by watching and listening for information concerning programmed activities and attending those that correspond with one's interests and abilities; to benefit from all services provided by ICOM to students at no charge or at a reasonable user fee by becoming aware of and making use of services available to students as desired or needed.
- To maintain and expect from all others a mature and professional bearing of citizenship in all social and academic environments on or off campus.
- To maintain and expect from all peers a constant high aiming standard of personal academic and social integrity.

Non-Academic Grievances

For Academic Resolutions and Appeals, please see the Academic Affairs section of this catalog.

Harassment or Discrimination Grievance Policy

Students who feel they are being discriminated against on the basis of race, ethnicity, color, sex, gender, religion, national origin, age or disabilities have the right to exercise the Grievance Procedure.

Retaliation against any individual who files a grievance or participates in the grievance process is prohibited. In the event a student or anyone who participated in the grievance process believes they have been subjected to retaliation, that individual may use the Harassment Grievance procedures listed below.

Step One: The Resolution Process

Students who meet the technical standards and feel they are being discriminated against on the basis of race, ethnicity, color, sex, gender, religion, national origin, age or disabilities will first meet with the Associate Dean for Student Services to explain their grievance.

The student must schedule a meeting with the Associate Dean for Student Services within two weeks from the date of the action being grieved- or the date the student should have known about the action to initiate this discussion. The grievance complaint must be made in writing and signed by the person filing it. The Associate Dean for Student Services will investigate the grievance within a one-week period. In the case where the discrimination is in any way threatening, the Associate Dean for Student Services will investigate the complaint and bring it to the attention of the College Dean immediately for intervention.

After the investigation period of one week, the student filing the grievance, and the person against whom the grievance is filed will meet with the Associate Dean for Student Services to discuss a peaceful and prompt resolution. This meeting will be scheduled within 14 calendar days of the initial filing of the grievance. A letter confirming the mutual decisions of the resolution will be distributed, within ten calendar days of the meeting, to all persons and kept within the permanent student and or employee files for possible future issues that may arise with the resolution.

The Associate Dean for Student Services will keep a record of the investigation, including a report of their findings. All material will be filed as previously stated in this procedure.

Students who feel their disability needs are not being met may also file a grievance. In this case, the Associate Dean for Student Services will meet with the person filing the grievance.

The Associate Dean will complete the investigation of the complaint within two weeks. The student will provide the Associate Dean with the verification of disability by a health professional and provide all suggestions for accommodations.

The Director of Student Affairs will meet with the ICOM officer in charge of the area where the accommodations need to be made to see if a peaceful and prompt resolution can be made. Where the peaceful and prompt resolution can be made, the Director will verify that the accommodation has been made and follow with written verification to all parties within that two-week timeframe.

If the Associate Dean for Student Services determines there is insufficient evidence to support the allegations, he/she may close the grievance and will notify the student, within that two-week timeframe, of his findings and the student’s right to request a grievance hearing.

The Associate Dean for Student Services will keep a record of the investigation, including a report of their findings. All material will be filed as previously stated in this procedure.

Step Two: The Grievance Hearing Process

If the student feels they are being discriminated against or that their disability is not being adequately accommodated, and for whom a peaceful resolution has not been successful, they may request the Associate Dean for Student Services and the College Dean to call a Grievance Hearing. The student has 30 calendar days after receiving written notice of denial of the grievance to request such a hearing.

The request must be in writing, signed by the student, and include the following information:

- A clear and precise statement of the grievance
- State how the action is discriminatory or the decision unreasonable if it is a denial of a requested accommodation
- Name the respondent parties (the person(s) against whom the grievance is filed)
- State how each respondent is responsible for the action or decision
- State the requested remedy
- State whether a non-participating observer will be brought to the hearing

This information must be sent by certified mail or delivered with a signature of receipt to both offices. Upon receipt of the request for a Grievance Hearing, the following processes will be followed:

- The College Dean will designate the Associate Dean for Learner Outcomes and Assessment to review the case within seven calendar days to see if a peaceful and prompt resolution can be made between the parties. In cases where this cannot be accomplished, the Dean will appoint a Grievance Hearing Board at the end of the seven days.
- The Grievance Hearing Board will be appointed by the College Dean who will notify the Grievance Hearing Board, in writing, of their appointment and inform them of the date of the hearing. The date of the hearing will be within 14 calendar days of the notice. The Dean will ensure that those participating on the Grievance Hearing Board are not a part of the alleged discrimination or the denial of accommodations. The Grievance Hearing Board will consist of two Associate Deans, two faculty members, one staff member, and one student. The Dean will chair the Grievance Hearing Board and will vote only in case of a tie.
- The Grievance Hearing Board will hear the denial of accommodations grievance and/or the allegations of discrimination by the student. The person filing the grievance as well as the person against whom the grievance is alleged will at this time bring all witnesses and/or evidence to the hearing for the Grievance Hearing Board to consider. The Grievance Hearing Board will also review documentation, including the final report from the Associate Dean for Student Services relating to the grievance, and, as necessary, will interview the Director as a witness in the grievance.
- Prior to convening the grievance hearing meeting, the Grievance Hearing Board will be trained on the specific grievance hearing procedures relating to the individual grievance and will be provided with additional educational material as appropriate.
- Following this initial hearing and presentation, if additional information is needed to render a decision, the Grievance Hearing Board may recess for a period of not greater

than two weeks. The Grievance Hearing Board, or the Associate Dean for Student Services at the request of the Grievance Hearing Board, will conduct further investigation of the alleged grievances. The Grievance Hearing Board may during this time meet with the ICOM's legal counsel who has further expertise in the law regarding disability and discrimination.

- The second meeting of the Grievance Hearing Board, which will occur within a two-week period, will be to further discuss the grievance, the investigation, the educational materials provided, and the legal counsel advice. The Grievance Hearing Board may require second interviews with the person filing the grievance or with those whom the grievance is filed against. The Grievance Hearing Board will make a final ruling at this meeting. Minutes will be taken of all Grievance Hearing Board meetings. A letter will be sent to the student within 14 calendar days of the final determination by the Grievance Hearing Board.

Step Three: Final Appeal Procedure

The student has the right to appeal the decision of the Grievance Hearing Board to ICOM's Dean. The student has 30 days after receiving the Grievance Hearing Board decision letter to file for an appeal. All such requests must be in writing, signed by the student, and be sent via certified mail. The Dean will have a period of not greater than two weeks to respond to the appeal. The Dean will have the final determination as to the outcome.

Improper Relationships

Relationships between a student and a faculty/staff member entrusted to oversee the student, which extend beyond the educational requirements or beyond ICOM activities, are not allowed. Relationships with patients (by a student or faculty member) which extend beyond their care requirements are also not allowed.

Consensual Relationships

Consensual relationships between student and faculty or students and staff members are not allowed. Sexual activity is not permitted in any ICOM setting. See Code of Conduct in this Catalog for further information.

Sexual Harassment

Sexual harassment at the institution is unacceptable behavior and will not be tolerated. Sexual harassment includes sexual advances, requests for sexual favors, and other intimidating verbal or written communications or physical conduct of a sexual nature.

Formal Federal Agency Grievance Procedures

Students with grievances or complaints against ICOM based upon violations of Section 504 or the ADA also have the right to file a complaint with the Office for Civil Rights by:

1. Mailing the grievance or complaint to the Director, District of Columbia Office, Office for Civil Rights (OCR), U.S. Department of Education, P.O. Box 14620, Washington, DC 20044- 4620; or

2. Faxing it to the Director at (202) 208-7797; or
3. Filing it electronically at: http://www.ed.gov/about/offices/list/ocr/complaintprocess.html.

For more information students can contact the Office for Civil Rights via phone: (202) 786-0500 (voice) and (202) 208-7741 (TDD) or via email at: orc@ed.gov.

Behavioral Health and Counseling Services

Behavioral Health and Counseling services are available to students 24 hours a day, seven days a week, in a confidential manner, through a combination of services which include: on-site ICOM Behavioral Health services, StudentLinc (access code “icom”, all lowercase letters), Idaho State University Counseling Services, Unity Health Care, and additional local resources, as needed.

Counseling is encouraged for the well-being of all students, especially those who are experiencing academic stress, relationship concerns, emotional stress, such as: anxiety, loneliness, depression, alcohol and/or substance abuse, sexuality conflicts, interpersonal conflicts, test anxiety, concerns related to medical school adjustment, etc. Students may either self-refer or may be identified by and/or referred to the counseling support services by others, all in a HIPPA compliant confidential manner.

Onsite ICOM Behavioral Health Services

The ICOM Behavioral Health Services provides confidential and culturally sensitive services including individual, couples, and small group counseling, and coaching. Services focus on prevention, outreach and crisis intervention. The counseling services are provided by on site, full-time, licensed counseling staff employed by ICOM.

Students needing to set up an appointment to see a counselor can:

- Schedule an appointment online with Jake Price, LPC or Shatae Mullins, LPC at https://icom-behavioral-health-services.clientsecure.me/ OR students can directly and confidentially email ICOM’s Behavioral Health Specialists, Jake Price, LPC at jprice@idahocom.org or Shatae Mullins, LPC at smullins@idahocom.org
- In your email, please provide the following information: name, call back number, reason for emailing (i.e., wanting to set up counseling services) and a good time during the day for counselors to reach out.
- Reminder: In case of emergency, and/or the eminent threat of harm to self or others, call 911 for immediate assistance.

StudentLinc

StudentLinc is a Free Student Assistance Program which provides confidential and professional guidance. Students can call StudentLink for counseling and referrals. Phone calls are answered by licensed counselors who have extensive clinical experience and are available 24 hours a day, seven days a week.

- StudentLinc provides a toll-free number of which students can call at any time, day or night, and be connected directly to a trained counselor who triages the situation. The number provided for ICOM is specific to ICOM students. StudentLinc also provides a StudentLink eConnect mobile app with additional resources.
- StudentLinc provides unlimited telephonic counseling and six face-to-face counseling sessions for each concern a student faces. StudentLinc where applicable, will make referrals to local counselors where the student resides who are part of the student’s health insurance network.

- Standard protocols govern the interaction and enable counselors to assess the student and determine if emergency intervention is needed.
- Through the 24 x7 hotline, StudentLinc can provide health services, legal assistance, and other various support services. Please visit the website for more information on additional services.

ISU Counseling Services

The Idaho State University's Counseling Clinic is a low-cost counseling service available to ICOM students. Many college students experience stressors associated with different aspects of their lives (i.e., academics, familial, relational, etc.). The counseling clinic is available to help provide additional support as student's navigate these challenges.

The ISU-Meridian Counseling Clinic provides individual, couple, and family counseling. The counseling services are provided by our graduate level Master of Counseling students, Doctoral students, and some faculty from the Department of Counseling under supervision of licensed counselors/faculty members.

Students needing to set up an appointment to see a counselor, should:

- Call the ISU-Meridian's Counseling Clinic phone number (208) 373-1719 or confidentially email meridianclinic@isu.edu
- Leave a voicemail or email providing your name, call back number, reason for calling or emailing (i.e., wanting to set up counseling services) and a good time during the day to reach you.
- Upon receiving the voicemail, a clinic staff member will be in contact with you within one business day of open clinic hours (Monday – Thursday).
- During the phone call, the clinic staff member will provide you with the information of attending the counseling clinic and expectations of your appointment as well as get basic information about what brought you into counseling services.
- Your first appointment is then scheduled with your counselor!

The ISU Counseling Clinic is there to support students in all that life encompasses. Students can access additional information by visiting the ISU-Meridian Counseling Clinic webpage: https://isu.edu/clinics/counseling-meridian/

Student can also access information using the ISU-Meridian Counseling Clinic Facebook Page: https://www.facebook.com/ISUMeridianCounselingClinic/

Additional Behavioral Health Resources

Additional behavioral services can be found through the following:

- Idaho Suicide Prevention Hotline -Idaho Suicide Prevention Hotline is the statewide 24/7 behavioral health crisis line in Idaho. Trained crisis responders will offer emotional support, and crisis intervention to those in need. Call **1-208-398-4357.**

- Suicide and Crisis Lifeline- The Lifeline provides nationwide, 24/7, free and confidential support for people in distress, as well as prevention and crisis resources for callers or their loved ones. Available nationwide by dialing **988**.
- Veterans Crisis Line- The Veteran Crisis Line connects Veterans in crisis and their families and friends with qualified responders through a confidential hotline. The crisis hotline is available 24 hours a day, 7 days a week. Send Text to **741741** or Call: **1-800-273-8255**

Tuition and Fees

COST OF ATTENDANCE

Secondary Application Fee
A nonrefundable fee of $65.00 is payable upon submission of the secondary application for admission. Details of how to submit the fee are included in the email invitation to submit a secondary application.

Acceptance Fee (Seat Deposit)
The deposit system will be explained fully in the acceptance letter and during the interview day.

- **Those accepted before January 14** will have 30 days to pay the non-refundable deposit of $1500.
- **Those accepted between January 15 and May 14** will have 14 days to pay the non-refundable deposit of $1500.
- **Those accepted after May 14th** may be asked for immediate deposit.

The seat deposit is credited towards tuition upon matriculation. The deposit is forfeited if the student withdrawals prior to the first day of classes.

Tuition and Fees
The tuition rate for the 2022-23 academic year is **$28,750.00 per semester,** with additional fees to cover health/recreational, technology, and other needs, as outlined on the "Annual Fee Breakdown" graphic on the following page. Tuition and fees are due on the first day of each semester and are subject to change annually. The Dean of the Idaho College of Osteopathic Medicine reserves the right to change the schedule of tuition and fees without advanced notice, and to make such changes applicable to present, as well as future, students of ICOM. The Dean may also establish additional fees or charges for special services whenever, in the Dean's opinion, such actions are deemed advisable.

Students receiving aid or scholarships that have not arrived by the beginning of the academic year must have written assurance that the funds are approved and receivable to ICOM. Students must pay any outstanding tuition and fees when those funds are distributed before any remaining aid is refunded.

For a student to continue to progress from year to year, there should be no billing holds on the student's account. Any outstanding balances must be cleared prior to any subsequent semester registration.

All inquiries about financial aid should be directed to the ICOM Office of Financial Aid. All requests for refund information including time frames should be directed to the Bursar.

Annual Program Costs

Expense	Cost
Secondary Application Fee- *Mandatory, non-refundable. Only applicable to OMS I students.	$65.00
Acceptance Fee- *This one-time fee is mandatory, and is credited towards tuition, upon matriculation. The deposit is forfeited if a student withdrawals prior to the first day of class. Only applicable to OMS I students.	$1,500.00
Tuition (equally split over two semesters)- *Based on tuition rate for the 2022-23 academic year	$57,500.00
Annual Fee (equally split over 2 semesters)- *Mandatory. See graphic below with breakdown of fees.	$2,500.00
Health Insurance (equally split over 2 semesters)- *Can be waived if covered under eligible program.	$3,990.00
TOTAL (OMS I)	**$64,055.00**
TOTAL (OMS II-IV)	**$63,990.00**

The Board of Trustees reserves the right to change this tuition and fee schedule at any time.

Annual Fee Breakdown

Activity/ Expense	Annual	Semester
Laboratory Fees	$1,244.00	$622.00
Computer Software (Testing apps, etc.)	$350.00	$175.00
Professional Organization Membership*	$26.00	$13.00
Student Activities*	$200.00	$100.00
Technology	$670.00	$335.00
Health Services	$10.00	$5.00
Total	**$2,500.00**	**$1,250.00**

* Some fees are not covered by scholarship payments

For more information on tuition and fees, visit the ICOM website.

2022/23 Semester Dates

	Fall Start Date	Fall End Date	Spring Start Date	Spring End Date
OMS1	August 1, 2022	December 16, 2022	January 9, 2023	May 26, 2023
OMS2	August 1, 2022	December 16, 2022	January 9, 2023	April 28, 2023
OMS3	July 1, 2022	December 9, 2022	December 12, 2022	June 30, 2023
OMS4	July 1, 2022	December 9, 2022	December 12, 2022	April 7, 2023

Tuition Refund Policy

Any ICOM student who has matriculated, and who subsequently (voluntarily or involuntarily) cancels, withdraws, is suspended, placed on leave, or dismissed, may receive a refund of tuition and annual fees charged for the current term-through the first three weeks of classes ONLY. This is based on the “Withdrawal Tuition Refund Schedule” set forth below. The percentage of tuition and fees refunded to the student depends upon the time of the withdrawal and is outlined in more detail below.

This refund policy relates specifically to the tuition and fee semester charges accrued and is under no circumstances applicable to the non-refundable acceptance fee paid by the student to secure a seat in the class.

To officially withdraw from the Idaho College of Osteopathic Medicine, a student is required to notify the Associate Dean of Student Services who will initiate the process for change of status. A Change of Status Form, from the Office of the Registrar, will be electronically routed for approval and must be completed before the student will be officially withdrawn. Upon completion of the form, the ICOM Registrar's Office will update course registration with a withdrawal designation, denoting the "Withdrawal Effective Date" provided on the form.

For completeness, a copy of the form is then placed in the student's permanent file. If a student does not follow the withdrawal procedures in a timely manner, their charges will not be prorated based on the schedule below.

ICOM’s Department of Finance and Administration (Business Office) along with the Office of Financial Aid receives verification that all classes have been updated accordingly and then reassesses student tuition and fee charges and aid earned. Note that the date of withdrawal may require a return of federal and/or other funds and create a balance owed by the student to ICOM and/or the federal government or other aid source.

Withdrawal Tuition Refund of tuition charged for the term is based on the following schedule:

Period	Percentage Refunded
Start of Classes through end of First Week	100%
End of First Week Through End of Second Week	50%
End of Second Week Through End of Third Week	25%
After End of Third Week	0%

ICOM's Department of Finance and Administration will determine the amount (if any) of refunded tuition and fees. ICOM's Office of Financial Aid will then determine the amount of aid the student has earned for the semester from all sources and make adjustments as required.

Credit for Rotations Completed During Clinical Training Years

There are no refunds for tuition and fees granted after the third week of instruction in the clinical training years. If a student doctor withdraws prior to the third week, the above schedule will apply. At the discretion of the Dean, a student doctor may receive a tuition credit for rotations completed and passed during the clinical training years. This credit may only be applied to future tuition and fees at ICOM if the student doctor is approved to return to instruction at ICOM. The credit is not refundable or payable to the student doctor and can only be utilized to offset future ICOM tuition and fees.

Credit of Tuition and Fees during the Clinical Training Years is based on the following schedule:

Period	Percentage Credited
Withdrawal before completion of two four-week clinical courses or rotations (including Clinical Preparation and any virtual rotations)	75%
Completion of 2 rotations	50%
Completion of 3 rotations	25%
Completion of 4 or more rotations	0%

ICOM's Department of Finance and Administration will determine the amount (if any) of refunded or credited tuition and fees.

Return of Title IV Funding

Once ICOM has title IV Federal Funds we will adhere to federal regulations regarding the Return of Title IV Funding. Under these regulations, when a student does not attend the entire period or does not successfully complete all of their coursework, the U.S. Department of Education requires ICOM to determine the amount of earned and unearned Title IV aid. ICOM determines these amounts by performing a calculation using the date the student ceased attendance as well as the days in the enrollment period. This calculation provides the amount of aid earned up through the date of withdrawal and the amount of unearned aid that is required to be returned. Amounts required to be returned to the U.S. Department of Education by ICOM

become debts immediately due to ICOM. The debt resulting from the return calculation will be billed directly to the student and must be paid to ICOM. The student MUST make prompt payment or payment arrangements to satisfy the debt owed to ICOM. ICOM reserves the right to refer the debt to a collection agency. Amounts returned by ICOM to the U.S. Department of Education on the student's behalf are not negotiable, they are based on a federal regulated calculation of earned aid.

All other sources of aid will follow the guidelines as outlined by the fund provider. Please refer to the individual guidelines for these awards.

Non-Payment of Tuition

Idaho College of Osteopathic Medicine (ICOM) encourages a culture of professionalism and as such, students are expected to conduct themselves in a professional manner. This extends to the planning and preparation for funding for medical school. In fairness and respect to other applicants, a student should pursue funding opportunities at least two months prior to the academic year start date (or semester start date if applying on a semester basis).

ICOM has extended a seat with the implied agreement that the student will have funding in place on or before the payment due date each semester. If and when a student becomes aware that they cannot secure funding to cover the costs of the upcoming semester or year, the student should notify ICOM immediately. ICOM will provide additional information and assist the student to the extent possible in understanding all potential options.

ICOM reserves the right to require proof of funding at any time prior to the payment due date each semester. If a student cannot provide proof and/or does not have funding in place, ICOM reserves the right to rescind the offer of the seat.

In the event that tuition is left unpaid, and no arrangements have been made with the Bursar, ICOM reserves the right to de-register students from classes after they have begun. The student must complete the Change of Status document with the Associate Dean of Student Services and follow the process outlined above. For any permanent withdrawal, the student must return the following to Student Services at the time of departure:

- Identification Card
- Parking Decal
- White Coat (if applicable)
- iPad/Charger/Pen
- Any other ICOM supplied items

When a student is dropped for non-payment, all tuition and fees for the semester are removed from the student account.

Curriculum

Pre-Clinical Education (Years 1 & 2)

The ICOM preclinical curriculum is designed to be highly integrated to provide both a rigorous foundation in the fundamental principles of the biomedical sciences and a robust emphasis on the clinical sciences.

During the first two years of ICOM's curriculum, provided on ICOM's main campus in Meridian, Idaho, foundational concepts in anatomy, biochemistry, genetics, cell biology, microbiology, immunology, physiology, pharmacology, and pathology have been integrated with clinical content to be delivered via eleven organ system-based courses.

A comprehensive curriculum is designed to introduce student doctors to osteopathic principles and practice (OPP) and provide opportunities to learn the skills required for the successful practice of osteopathic medicine and promote a healthy professional approach to lifelong learning. Throughout the first and second years, student doctors will be provided the opportunity to learn communication skills and osteopathic terminology necessary for history-taking and conducting an osteopathic physical examination. State-of-the-art patient simulators and standardized patients will enhance student doctors' familiarity with clinical scenarios and development of clinical skills.

Additionally, all student doctors will engage in courses which provide essential training in the history, principles and practice of osteopathic medicine, physical and differential diagnosis, medical ethics, interprofessional education, professionalism, research, and the legal aspects of medicine.

Clinical Education (Years 3 & 4)

Student doctors will be assigned to their third-year core regional clinical site via a lottery that takes place in the Fall of their OMS-II year. Student doctors will relocate to their assigned core site prior to the beginning of the third year. While the majority of the third year clinical rotations will take place at that site, student doctors may be required to travel to other locations if a required rotation is not available locally. Clinical experiences will occur within hospital sites for inpatient experiences, in ambulatory practices, and in other acute care facilities. The clerkships or clinical rotations are designed to provide the student doctor with an education in the general areas of family medicine, surgery, surgical subspecialties, pediatrics, women's health, behavioral health, internal medicine, internal medicine subspecialties, and emergency medicine. All clerkships will be organized to permit the greatest degree of educational exposure in a practical, clinical environment, and to develop expertise in the area of patient diagnosis and management.

Academic Opportunities

Research

During the preclinical years, student doctors are given curricular opportunities to engage in research and scholarly activity through Research Independent Study (RIS) special topics courses. These courses provide students with the opportunity to contribute to the development of new scientific and medical knowledge with their own original research or scholarship, under the guidance of an ICOM faculty mentor. Although no credit is given towards receiving the DO degree, successful completion of these courses is noted on the academic transcript. The 3-course sequence begins chronologically for the student in the spring of the OMS-I year (RIS9003), continues in the summer (RIS9001), and finishes in the fall of the OMS-2 year (RIS9002). Student doctors may sign up for one or more of these courses, and do not need to take the courses in sequence.

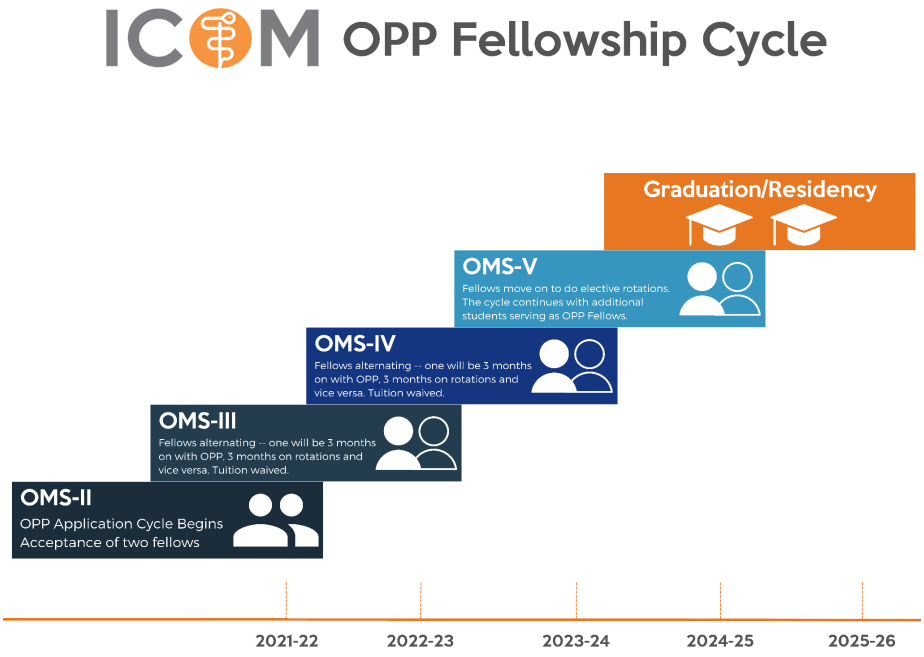
During the clinical years, student doctors take a mandatory scholarly activity rotation (SCRO 3751) during their third year and are offered the opportunity to take an elective rotation during their fourth year (SCRO 4751). SCRO 3751 is designed to teach student doctors to apply evidence-based medicine principles to medical decision-making, formulate answerable research questions, perform effective literature searches to locate information, identify common medical research study types, interpret common statistical tests, identify research and publication biases, describe ethical considerations related to medical research, and interpret common diagnostic and screening tests using evidence-based principles. This rotation (SCRO 3751/ SCRO 4751) provides time, resources, and mentoring to complete a research or scholarly project initiated previously. At the end of the rotation students are required to submit a manuscript, case report, or abstract, and/or finalize or present a poster or oral presentation.

OPP Fellowship Program

The purpose of the OPP Undergraduate Fellowship program is to develop future physician academicians with a focus on integrating OPP/OMT into their practice of medicine while supporting the ICOM OPP Department to expand its influence and ability to provide osteopathic integration throughout the ICOM curriculum and the 5-state region.

Two fellows are selected each year from the OMS-2 student population following completion of an application process. The OPP fellowship program effectively converts the traditional medical school curriculum to a 5-year plan utilizing an alternating schedule between fellowship responsibilities, with the ICOM OPP department, and “outside” clinical rotations for the duration of the OMS-3 and OMS-4 academic years. OPP fellows will have 6 months (in approx. 3-month blocks) of fellowship OPP training along with clinical rotations during each of years OMS-3 and OMS-4. The 5th year is a traditional year reserved for electives and audition rotations in preparation for residency. This alternating schedule will allow for the fellow to learn about theories and applications of osteopathic manipulative medicine and allow them to incorporate this new information into the practice of medicine while on rotations. At the same time, the experience gained by the fellow while on clinical rotations will help to advance their understanding of how conventional medicine is incorporated into the philosophies of OPP/OMT.

While the fellow is working in the OPP department at ICOM, they will receive personalized instruction from members of the OPP faculty and participate in the day to day operations of an active OPP department including scheduling, teaching, testing and participation in faculty research projects and clinic duties. In exchange for their time fellows receive a tuition waiver for the OMS-4 and OMS-5 academic years.



Anatomy Tutoring Program

During the Fall semester of Clinical Gross Anatomy, OMS-2s are given the opportunity to tutor incoming OMS-1 students in the anatomy laboratory during independent study hours. This opportunity provides OMS-2s with a chance to review their anatomy as they prepare for board examinations, as well as provide a valuable peer mentorship opportunity. OMS-1s benefit from having upperclassmen who have been successful in the course provide guidance and strategies for learning the material.

Approximately 15 anatomy lab tutors are selected among applicants each year. Eligibility for consideration includes a student in good academic standing with a minimum final grade of 90% in the anatomy course. Anatomy tutors will be compensated for their time at a competitive rate.

Tutoring for Systems and OPP Courses

Students in their second, third, or fourth year curriculum at ICOM may apply to be paid systems courses or OPP tutors. These students provide supplemental instruction for some courses, which may include OPP, Clinical Foundations, Musculoskeletal, Blood Immune and Infection,

Cardio, Respiratory, Neuro, Gastrointestinal, or Renal. Tutors may offer workshops in specific topics like EKG and Radiology, and they may also work on weekly content reviews.

Tutors may work one-on-one with students, lead group tutoring sessions, design and facilitate review sessions, and create educational resources. Tutors work closely with course directors and the Learning Specialists.

The benefits of being a tutor go well beyond the pay. Tutors get professional experience that shows how invested they are in helping their peers. Tutoring also facilitates review of the material from first-year, which will help prepare these students for the boards.

Co-admission and Concurrent Enrollment at Another College or University

Student doctors are expected to devote substantial time and effort to their full-time study while completing the Doctor of Osteopathic Medicine degree program at ICOM. However, ICOM recognizes that some student doctors have the motivation and capacity to maintain their academic progress while participating in additional educational programs. ICOM currently provides opportunities for co-admission to Idaho State University's Master of Healthcare Administration, Master of Public Health, and Master of Health InformationTechnology programs. ICOM student doctors must request and obtain prior approval in order to apply for co-admission or concurrent enrollment in classes at another college or university, including Idaho State University. Student doctors must have been enrolled at ICOM for a minimum of one semester and be in good academic standing to qualify.

Please note that while a student doctor can receive Direct Loans at more than one school, they are still limited to applicable annual and aggregate limits of the loans. Additionally, the schools the student doctor is attending cannot duplicate non-institutional costs when determining the cost of attendance. This means that the student doctor can only receive costs to cover institutional charges such as tuition and fees at one of the schools. Student doctors are advised to contact ICOM's Office of Financial Aid for additional information and to ensure they understand the details of their financial aid eligibility and availability.

DO + MHA Concurrent Program

Physicians are increasingly assuming significant leadership and administrative roles across the healthcare industry. Earning a Masters degree in Healthcare Administration (MHA) together with the Doctor of Osteopathic Medicine degree may greatly expand a students understanding of the business of medicine and further their preparation to assume important leadership positions now and in the future.

Healthcare administration training experience must provide professionals in Idaho and beyond with foundational conceptual, technical, and human relations skills needed to assume increasingly responsible governance roles in the overall mission of the healthcare industry. In close alignment with the tenets of the osteopathic medical profession, this combined program of instruction seeks to integrate the traditional osteopathic training, skill sets, and perspectives of

holistic, people-centered medical care into the development of professionals who are uniquely suited for healthcare agency leadership.

The intent of this program is directed at allowing osteopathic medical students to:

- Provide a high-quality educational experience for MHA and other health professions students.
- Promote an environment that supports learning and discovery through various forms of scholarship.
- Develop and mature an understanding of professionalism in healthcare administration.
- Engage expertly with faculty, other health professionals, and the public to create diverse, effective, and functional interdisciplinary and interprofessional environments dedicated to healthcare administration.
- Prepare for a significant role in healthcare administration through applied and integrated learning experiences.
- Develop competency and skills in providing service and consultation to healthcare agencies and organizations at the local, state, national and international level toward the improvement of population health.

DO + MPH Concurrent Program

The pursuit of training in public health has personal, professional, and global outcomes that have significant influence on clinical care outcomes. Public health professionals are trained to incorporate a focus on disease prevention through research, promotion of healthy lifestyles, implementation of educational programming, policy development, and administration and regulation of health systems and services. Spanning many disciplines, those in the public health field are challenged with:

- improving access to health care;
- monitoring and controlling infectious disease;
- reducing environmental hazards, violence, substance abuse, and injury; and
- many other global health issues.

Thus, a public health training experience must provide an interdisciplinary and interprofessional environment that fosters learner success as they progress in their comprehensive public health knowledge, competencies, and professional values; identify and pursue individualized educational and professional goals along the scope and continuum of public health settings and sectors; and collaborate with faculty and community partners to improve health equity and overall population health and well-being.

In close alignment with the tenets of the osteopathic medical profession, this combined program of instruction seeks to integrate the traditional osteopathic training, skill sets, and perspectives of holistic, people-centered medical care into the development of professionals who are uniquely suited for leadership in modifying health behaviors/attitudes and improving knowledge through health policy development and occupational, environmental, and population health management.

The intent of this program is directed at allowing osteopathic medical students to:

- Participate in a safe academic environment, climate, and culture to determine future integrated roles to advance research and practice in the arena of public health and clinical practice.
- Develop and mature an understanding of professionalism in public health.
- Engage expertly with faculty, other health professionals, and the public to create diverse, effective, and functional interdisciplinary and interprofessional environments dedicated to public health.
- Prepare for a significant role in the public health workforce through applied and integrated learning experiences.
- Become competent in the knowledge and values of population health while identifying and maintaining mindfulness of their own personal and professional health care goals.
- Develop competency and skills in providing service and consultation to public health agencies and organizations at the local, state, national and international level toward the improvement of population health.

DO + MSHI Concurrent Program

The passing of the Health Information Technology for Economic and Clinical Health (HITECH) Act and the implementation of Health Information Technology such as Electronic Health Records within clinical settings can significantly impact front-line providers. Earning a Master of Science in Health Informatics (MSHI) degree along with the Doctor of Osteopathic Medicine will enhance a students understanding of Health Informatics concepts, essential to transform data into information and knowledge in order to make informed medical decisions, enhance outcomes, advance medical research, empower patients and enrich society.

Health Informatics develops innovative ways to utilize information and knowledge to facilitate actionable change that will promote health and improve healthcare. By pursuing the MSHI program, students will build knowledge in three foundational domains including Health, Information Science & Technology, and Social & Behavioral Science, which will provide them with a breadth and depth of knowledge to enhance their experience and effectiveness as a provider.

The intent of this program is directed at allowing osteopathic medical students to:

- Provide a high-quality educational experience for MSHI students and those from other health professions.
- Develop and mature an understanding and professionalism of the discipline of Health Informatics.
- Engage expertly with faculty, other health professionals, and the public to create diverse, effective, and functional interdisciplinary and interprofessional environments dedicated to Health Informatics.
- Prepare for a significant role in the Health Informatics workforce through applied and integrated learning experiences.
- Become competent in the knowledge and values of Health Informatics while identifying and maintaining mindfulness of their own personal and professional healthcare goals.

- Develop competency and skills in providing service and consultation to healthcare agencies and organizations at the local, state, national and international level toward the improvement of health using Health Informatics solutions.

Upon completion of the MSHI degree, students will be able to:

- Implement and manage Health Informatics solutions in ways that respect the prevailing culture, organizational context and policies relating to health.
- Assess the information technology needs and resources of patients, organizations and communities.
- Design Health Informatics solutions that are appropriate to their context and have a high probability of being successfully deployed.
- Work collaboratively across disciplines to analyze and solve key issues in Health Informatics.
- Communicate complex ideas effectively both orally and in writing to different audiences and stakeholder groups.

For more information on this concurrent program and the others listed above, please visit ICOM's website for the most current information.

Offices of Academic Affairs and Clinical Affairs

The Office of Academic Affairs provides administrative oversight on the pre-clinical curriculum for the first and second years of medical school. The College's curriculum employs an integrated, systems-based, application-oriented approach designed to enable students to demonstrate the knowledge and competencies required to enter graduate medical education and the practice of osteopathic medicine. This is accomplished using several educational approaches including traditional lectures, blended learning sessions, integrated sessions, laboratory and skills instruction, faculty assigned self-directed study, team- based learning, and clinical case presentations.

The Office of Clinical Affairs oversees and manages the third and fourth years of the medical school curriculum. The Office of Clinical Affairs is dedicated to providing students with quality clinical education services. For their third year, each student is assigned to a Core Site. Each Core Site is staffed by a Regional Assistant Dean, and a Coordinator who serve as the student's primary contact during third year clinical rotations. The College's clinical training curriculum is community-based in affiliated hospitals and clinics, and provides educational experiences under the preceptorship of credentialed, medical educator faculty. Clinical assignments are based on multiple factors including availability of preceptors and the interests and preferences of individual students.

Student Attendance

Year 1 and 2 Preclinical Courses

All OMS-I and OMS-II students are required to attend the curricular activities as determined by the Course Director and identified in the course schedule in the Learning Management System, Leo.

Mandatory activities generally include the following:

- *Case-Based Learning*: Faculty will present clinical applications of course materials self-studied in advance by the students.
- *Biomedical Science Laboratories*: Faculty will lead demonstrations and interactive sessions including cadaveric dissection.
- *Clinical Skills Laboratories*: Faculty will supervise demonstrations and practical training of history and physical examination skills including osteopathic manipulative medicine, and clinical small group activities.
- *Team-Based Learning/Alternative Learning Activities*: Faculty will supervise students working in small groups to solve various common basic science and clinical challenges.
- *Examinations and Quizzes*: Assessment sessions including cognitive and psychomotor testing.
- *Early Clinical Experience, if assigned*: A variety of clinical venues to gain insights into medical practice in the community and practice acquired skills.
- *Mandatory Lectures*: Attendance in specific learning sessions may be required at the discretion of the course director. (For example, test reviews or guest lecturers).

- *Self-Study*: Faculty will review course materials previously assigned for self-study. Students will have the opportunity to engage in an interactive dialogue designed to foster explanation and clarification of critical concepts.

Excused absences will be granted at the discretion of the Course Director as outlined in the syllabus for each course. Absence from any required activity without obtaining an excused absence may result in a finding of non-professional conduct. Students who are absent from any assessment activities and have not been excused may not be offered the opportunity to remediate that assessment. Penalties for unexcused absences from required activities will be defined in the course syllabus.

Students are expected to be on time for all sessions of each course in which they are enrolled. For an excused absence, students must provide the Course Director with signed and dated documentation. Unexcused absences may result in lowered grades, administrative withdrawal from the course, or a failing grade. To assist the college in complying with federal regulations pertaining to the distribution of Title IV financial aid, a student's attendance is confirmed at the start of each semester prior to aid being distributed. If a student withdraws, fails a course, or otherwise does not attend the full period of enrollment, this may result in a return of federal funds on the student's behalf. ICOM faculty are asked to report the student's last date of academic activity/last date of attendance in cases of withdrawal, failure of a course, or when a student does not attend the full semester.

Year 3 and 4 Clinical Courses

Attendance at all scheduled shifts is mandatory. Students are expected to arrive at least 15 minutes early to each of their scheduled shifts. Any length of absence (an hour, ½ day, full day) must immediately be reported to the site coordinator, regional dean and either the director of 3rd year or director of 4th year rotations. Extracurricular activities, vacations, or lack of childcare are NOT acceptable excuses for absences. The student must maintain communication between him/herself and the medical school. This communication can include contact with the clerkship director, administrator, site director, and staff in the Office of Clinical Affairs.

For further information, please consult the additional attendance requirements described in the ICOM Clinical Clerkship Guide and Rotation Manual, available as a download from ICOM's website.

Grades and Grading Policy

ICOM has developed a system, in keeping with the ICOM mission and objectives, to assess the progress of each student doctor toward acquiring the competencies essential to effective performance as an osteopathic physician. Throughout all four years, student doctors will be required to complete all required coursework and clinical rotations with passing grades. Student doctors who fail any part of the curriculum may be offered a one-time remediation. Under certain circumstances, student doctors may be brought before the Professionalism and Academic Review Committee (PAR) for review of the circumstances and possible disciplinary action.

Additionally, ICOM will maintain longitudinal records marking achievements of graduates in a comprehensive assessment system. This assessment will include: COMLEX-USA Level 1, COMLEX-USA Level 2 (CE) and COMLEX-USA Level 3 passage rates; licensure; geographic area of practice; attainment and completion of a graduate medical education program; and AOA or ABMS board certification. ICOM publishes outcomes of student doctor performance in annual reports to the faculty and Board of Trustees. ICOM has adopted the following schema to determine grading.

For the first two years, most courses have a traditional letter grade (A, B, C, or F) and are calculated into the GPA.

Year 1 and 2 Preclinical Courses

Letter Grading

The grade a student doctor receives will be determined from their total points, in accordance with the ICOM College Catalog. The student doctor's final grade will be determined as a percentage of total points possible, as described in the table below.

Letter Grade	Final Course Percentage (%)
A	89.50 - 100.00
B	79.50 - 89.49
C	69.50 - 79.49
C*	Remediation successful
F/C**	Anatomy repeat successful
F	Remediation unsuccessful
I	69.49 and below and awaiting remediation; or for students who have an approved Incomplete Form on file

IP	Course “In Progress”
W	Withdrawal (Passing)
WF	Withdrawal Failing

Student doctors who have failed, receive an “I” (Incomplete) grade until they successfully or unsuccessfully remediate the course. Students who successfully pass the remediation examination, as described in the course syllabus, will receive a “C*” grade. Alternatively, students who fail the remediation examination will receive an “F” grade.

Incomplete grades (“I”) may also be issued for unforeseeable emergencies or extenuating circumstances that would, at a Course Director’s discretion, warrant additional time needed to complete a course. Upon completion of all course requirements, and/or at the deadline set forth by the Course Director, a grade change form will be submitted with the final course letter grade.

A student in good academic standing who withdraws from ICOM shall receive the designation “W” (withdraw passing) for each active course in which they were enrolled at the time of withdrawal. A student not in good academic standing who withdraws from ICOM shall receive the designation “WF” for each active course in which they were enrolled at the time of withdrawal. “In progress” courses that had not yet begun (short term) will be removed in totality from the academic record.

The PAR Committee may allow a student doctor to repeat a failed Gross Anatomy course with a course taken at another institution, when course equivalency has been established and that course has been deemed to have comparable and equal content to the ICOM gross anatomy course. If a student doctor successfully passes the repeated course, a grade of F/C** designated as an approved grade replacement, will be entered as a final grade. A student doctor who does not successfully pass the repeated course will receive a grade of “F” for the course.

Pass/Fail Grading
The grade a student doctor receives will be determined from their total points, in accordance with the ICOM College Catalog. The student doctor’s final grade will be determined as a percentage of total points possible, as described in the table below.

Grade	Final Course Percentage (%)
F	Course remediation unsuccessful, or clinical rotation failed.

I	69.49 and below and awaiting remediation; or for students who have an approved Incomplete Form on file
IP	Course “In Progress”
P	69.50 - 100.00
P*	Remediation or clinical retake successful
W	Withdrawal (Passing)
WF	Withdrawal Failing

Student doctors receive an “I” (Incomplete) grade for failed courses in years 1 and 2, until they successfully or unsuccessfully remediate the course. Students who successfully pass the remediation examination or assignment, as described in the course syllabus, will receive a “P*” grade. Alternatively, students who fail the remediation examination will receive an “F” grade.

Incomplete grades (“I”) may also be issued for unforeseeable emergencies or extenuating circumstances that would, at a Course Director’s discretion, warrant additional time needed to complete a course. Upon completion of all course requirements, and/or at the deadline set forth by the Course Director, a grade change form will be submitted with the final course grade of “P” or “F.”

A student in good academic standing who withdraws from ICOM shall receive the designation “W” (withdraw passing) for each active course in which they were enrolled at the time of withdrawal. A student not in good academic standing who withdraws from ICOM shall receive the designation “WF” for each active course in which they were enrolled at the time of withdrawal. “In progress” courses that had not yet begun (short term) will be removed in totality from the academic record.

Year 3 and 4 Clinical Courses

Student doctors do not receive weighted grades for any clinical courses. All courses are graded on a Pass/Fail basis, however, for clinical rotations which have an associated Clinical Subject COMAT, students can receive either a “H” (Honors), “HP” (High Pass), or “P” (Pass) grade based on their performance on the COMAT.

A failing grade on a clinical rotation, either due to failure of an end-of- rotation exam or a failing preceptor evaluation, will be recorded as an "F" on the student's official transcript. A student failing a clinical rotation will be referred to the PARC, be required to

repeat the clinical rotation and will be placed into a Modified Course of Study which may result in delaying graduation. After satisfactory completion of the failed rotation, a "P*" (70% or its equivalent) will be entered as the final grade for the newly retaken rotation.

Global Assessment/Academic Promotion

A student doctor must satisfactorily complete all courses required in the preceding class year of study in order to progress to the next class year and be considered making satisfactory academic progress (SAP). A class year of study is defined by the required courses for that level of study (e.g., a student doctor will be considered in the OMS-I year until all OMS-I required courses are passed).

- First-year courses are considered prerequisites for second-year courses. This means that no second-year courses may be taken until all first-year courses are satisfactorily completed.
- A student doctor may not proceed to third-year rotations with a failure in any second-year course.
- OMS-III student doctors who have an interruption in their clinical rotations due to a leave of absence may begin their fourth year rotations if sufficient time exists to repeat the rotations missed in their fourth year.

Throughout the medical curriculum, examinations and other assessments will be administered to assess student doctor knowledge and performance. Student doctors will be assessed to gauge satisfactory individual academic progress on the basis of performance on written and practical examinations, OSCEs in the clinical setting and performance on national osteopathic board examinations.

The Senior Associate Dean of Learner Outcomes and Assessment, as well as the Office of Academic Affairs, work collaboratively to determine each individual student doctor's eligibility for promotion or graduation, consider the results of the student doctor assessments and reports concerning attendance, and monitor conduct and potential professionalism issues. Student doctors who fail to make satisfactory academic progress through the curriculum may be allowed to remediate.

Standards of Behavior for Examinations

Exams will be given as specified in the course schedule. Student doctors who have a certified disability and are registered with Student Services will be given appropriate accommodations for exams, which may include additional time, and/or a separate exam room, and/or off the clock breaks. Any student doctor with accommodations will be notified of the exam start time and location by the Educational Course Coordinator. Examinations, quizzes, and assessments at ICOM may be administered in written format including, but not limited to, paper hard copy, Scantron, essay, short answer, or electronic format including fully online delivery formats, that may include online proctoring and monitoring. Student doctors must have access to an electronic device and a stable, secure internet connection that meets the requirements for assigned assessments.

Examplify/ExamSoft Examinations

For examinations administered via Examplify (the iPad version of ExamSoft), the student doctor expectations follow:

1. Student doctors are expected to arrive prior to the start of the exam and with the exam downloaded onto their iPad.
2. Student doctors are expected to have their iPad with them with appropriate software installed which will allow the examination to be completed.
3. No bags, purses, or electronic devices EXCEPT the student doctor's iPad and Apple Pencil are allowed in the exam room. The use of headphones or earbuds are prohibited during exams. Ear plugs will be provided and made available at the beginning of all exams.
4. Student doctors are expected to ensure that their iPad has adequate battery power to last the entire examination and/or have a power source that will plug into the outlets provided on the lecture hall desktops. Not all exam spaces may have power availability.
5. Student doctors are expected to enter the code provided to begin their exam, when so instructed.

Please note, student doctors who arrive more than 10 minutes after the scheduled exam start time will not be permitted to take the exam. It is incumbent upon the late or tardy student doctor to contact the Course Director, who will determine if the failure to appear at the appropriate time is excused. If the tardiness is excused, the Course Director will determine when a make-up exam will be administered. If the tardiness is not excused, the student doctor will receive a score of zero for the exam.

When completing the exam, student doctors are expected to thoroughly read each question and select the best answer. Student doctors are expected to appropriately pace themselves to complete the exam in the allotted time; student doctors are also responsible for ensuring they have answered each question and that their exam has been submitted prior to leaving the exam room.

All exams will be proctored by members of the ICOM faculty or staff. Should an issue arise during an exam, student doctors are expected to raise their hand to speak to a proctor. Please note, proctors will not answer questions related to the exam content. Any concerns about exam questions must be submitted during the exam as described below. The exam proctors are the final arbiters of the exam time.

When it is announced that time is up, student doctors are expected to submit their exam. Any student doctor observed cheating on an exam will earn a grade of zero (0) and will be remanded to the PAR Committee for disciplinary action. Any incident reported will be investigated prior to being remanded to the PAR Committee. Exam proctors will have final say regarding restroom usage during an exam. In general, only one student doctor may use the restroom at any time. Any student doctor caught cheating during a restroom break (i.e. looking up answers in a textbook) will be remanded to the PAR Committee.

Student doctors are not allowed to wear hats or hoods during the exam. An exception will be made for religious headwear. In addition, all watches, phones, Google Glasses, or other electronic devices, with the exception of their iPads, are not permitted in the exam room and should be left in the student doctor's locker or car.

Food is not allowed in the exam room; drinks are allowed only when in closed containers. "Hacking" into any examinations prior to the designated exam date and time will result in an automatic failure of the examination and referral to the PAR Committee for appropriate disciplinary action. Once a student doctor has started an exam, they must submit their exam, whether complete or not, prior to leaving the exam area. In cases of a family emergency that takes place during an exam, student doctors may appeal to the Course Director to be administered a make-up exam. The Course Director will have final say in this decision. Once a student doctor has submitted their quiz or examination, they are expected to leave the assessment room. Reentry will not be permitted until all student doctors have completed the assessment.

Student Doctor Concerns About Exam Questions

Student doctors who have a concern about an exam question must comment on the question during the exam by entering a comment in the notes field (in Examplify). To access the notes field, student doctors should click on the "Tool Kit" menu, then the "Notes" option. Student doctors must click the "Request Feedback" option to submit their comments. Following completion of the exam, the Course Director will review the exam statistics, and student doctor comments will be reviewed by the appropriate faculty and the Course Director. Following the exam review by the Course Director and faculty and any exam corrections, final exam scores will be posted. This occurs within five business days of the completed exam. All exam grades are considered preliminary until the exam review process has been completed. Missed Exams If a student doctor must miss an exam due to illness or unexpected emergency, they are expected to contact the Course Director as soon as possible and preferably prior to the start of the exam. At the discretion of the Course Director, in consultation with Student Services, student doctors may be given an excused absence and will be allowed to take a make-up exam. To be considered for an excused absence, the student doctor must follow the procedures specified in the course syllabus. A student doctor who misses an exam due to an unexcused absence will be given a grade of zero (0) for that exam.

Make-up Exams

The Course Director will schedule make-up exams for student doctors with an excused absence as soon as possible after the original exam date. Special circumstances will be reviewed on a case-by-case basis. The content, format, and scheduling of the make-up exam will be at the discretion of the Course Director. The Course Director will work with the Educational Course Coordinator(s) to ensure the make-up exam is scheduled and proctored.

Course Audit Policy

ICOM courses are not available for audit. Student doctors must be registered in a class or be an authorized visitor with a legitimate academic purpose -and prior permission from the Course Director and faculty member providing the learning session- in order to attend. This policy is strictly enforced.

Course Grade Appeal Policy

This policy is established to maintain high academic standards and to protect objectivity and fairness in assigning, administering, and evaluating student academic performance. Faculty members carry the responsibility to observe and judge all aspects of a student's academic performance. Based on their qualifications as experts in a particular area of study, faculty are empowered to assess students' academic performance using their professional judgment, in alignment with college policies.

Course grades are finalized in the Learning Management System and are then uploaded and maintained by the Registrar's Office in SONIS (with the exception of "I"/Incomplete). These grades, once input into the student information system, are considered official. Only in extraordinary situations may recorded official grades be changed. Such extraordinary situations are confined either to:

1. Clerical errors on the part of individuals who participate in the process of submitting the grade, or
2. Clear or apparent major inconsistency or an injustice due to prejudiced, arbitrary, or capricious grading on the part of the instructor in assigning the grade.

In the event of a simple instructor-acknowledged clerical error, a "Grade Change Form" should be routed from the Course Director to the Assistant Dean of Academic Affairs (for Year 1 and 2 courses) or the Associate Dean of Clinical Affairs (for Year 3 and 4 courses) for signature, and then sent to the Registrar for processing. The grade change will then be updated in SONIS, and additionally, changes will be notated in the LMS by the respective LMS administrator. No further action is required in such circumstances.

PROCEDURE (Year 1 and 2 Preclinical Courses)

The processes outlined below are used in instances where there is a dispute between the Course Director, and the student to whom the grade was assigned. This should not be used for simple and agreed upon errors or adjustments.

Step 1, Informal Resolution:

Any student who contests a final course grade for extraordinary situations listed above shall first attempt to resolve the matter with the Course Director within three (3) calendar days from the posting of the course grade in SONIS. The student must explain their position to the Course Director, so that the Course Director and the student can discuss the grading. The purpose of the meeting is to reach a mutual understanding of the

student's situation and the Course Director's actions, and to resolve differences in an informal and cooperative manner.

Step 2, Formal Appeal:
If the student fails to reach a satisfactory solution in consultation with the Course Director, then the student must present an appeal in writing, using the "Final Course Grade Appeal Form". The student should obtain the Course Director's signature, as shown on the "Final Course Grade Appeal Form", before moving forward. The completed form must then be submitted to the Assistant Dean of Academic Affairs, or to the Assistant Dean of Osteopathic Integration for OPP courses, within two (2) calendar days after meeting with the Course Director. Forms without the Course Director's signature will not be accepted.

A decision will be rendered by the Assistant Dean through email to all involved parties within three (3) calendar days following the filing of the appeal. The "Final Course Grade Appeal Form" will then be routed to the Registrar and the LMS administrator for processing in SONIS and in the LMS, respectively. If the student disagrees with the decision of the Assistant Dean, then they have the right to appeal to the Dean of ICOM. Requests to the Dean must be made in writing within three (3) calendar days of receipt of the email from the Assistant Dean. The decision of the Dean will be made in writing to the student and Assistant Dean within five (5) business days after receiving the appeal from the student. The decision of the Dean will be final.

For students contesting a failing grade prior to a remediation assessment, the time frames as described above will be adjusted to allow for a decision to be made by the Dean as quickly as possible.

PROCEDURE (Year 3 and 4 Clinical Courses)
The processes outlined below are used in instances where there is a dispute between the Course Director, and the student to whom the grade was assigned. This should not be used for simple and agreed upon errors or adjustments.

Step 1, Informal resolution:
Any student who contests a final course grade for extraordinary situations listed above shall first attempt to resolve the matter with the Course Director within thirty (30) calendar days from the posting of the course grade in SONIS. The student must explain their position to the Course Director and attempt to understand the Course Director's reasons for assigning the grade. The purpose of the meeting is to reach a mutual understanding of the student's situation and the Course Director's actions, and to resolve differences in an informal and cooperative manner. If the Course Director is also the Associate Dean of Clinical Affairs, then the student should meet with and attempt to resolve this matter with the Senior Associate Dean of Learner Outcomes and Assessment, to ensure impartiality.

Step 2, Formal Appeal:

If the student fails to reach a satisfactory solution in consultation with the Course Director, then the student must present an appeal in writing, using the “Final Course Grade Appeal Form”. the student should obtain the Course Director’s signature, as shown on the “Final Course Grade Appeal Form”, before moving forward. The completed form must then be submitted to the Assistant Dean of Osteopathic Integration (for OPP courses), the Associate Dean of Clinical Affairs, or if the Associate Dean is the Course Director, to the Senior Associate Dean of Learner Outcomes and Assessment within 7 calendar days after meeting with the Course Director. Forms without the Course Director’s signature will not be accepted.

A decision will be rendered by the Assistant, Associate, or Senior Associate Dean through email to all involved parties within three (3) calendar days following the filing of the appeal. The “Final Course Grade Appeal Form” will then be routed to the Registrar and the LMS administrator for processing in SONIS and in the LMS, respectively. If the student disagrees with the decision of the Assistant, Associate, or Senior Associate Dean, then they have the right to appeal to the Dean of ICOM. Requests to the Dean must be made in writing within three (3) calendar days of receipt of the email from the Assistant Dean. The decision of the Dean will be made in writing to the student and Assistant, Associate, or Senior Associate Dean within five (5) business days after receiving the appeal from the student. The decision of the Dean will be final.

For students who are scheduled to remediate a course (grade) which they are appealing, all attempts will be made to expedite the procedures described above, to accomodate the shortened timeline.

If students feel they have been discriminated against on the basis of race, color, national origin, religion, sex, sexual orientation, marital status, age, disability, citizenship, legal immigration status, or veteran status, then they will be directed to the Title IX Coordinator of Idaho College of Osteopathic Medicine.

Course Remediation

Student doctors who fail any part of the curriculum may be offered a one-time remediation of the course or rotation. Student doctors are allowed a maximum of three remediations per academic year with a maximum of two remediations in a semester. Multiple remediations may prompt a review of the student doctor’s performance by the PAR Committee.

For any student doctor who is offered the opportunity to remediate in the first two years, the grade for the course will be marked as “incomplete” until said remediation process is complete. To prepare for the assessment exam, student doctors are to meet with a Learning Specialist. A Learning Specialist will work with the student doctor to create a student doctor success plan. Student doctors remediating a course must complete their success plan as assigned. The success plan will be archived and shared with the members of the Student Success Committee.

Year 1 and 2 Preclinical Courses
Remediation exams will be held as scheduled in the learning management system's calendar or course syllabus. If a student doctor successfully completes a remediation, they are considered to have passed the course and a grade of "C*" will be entered as a final grade. A student doctor who does not successfully complete remediation will receive a grade of F for the course and will be remanded to the PAR Committee.

Year 3 and 4 Clinical Courses
If the student doctor successfully remediates a rotation, the student doctor will receive a "P*", indicating that the student doctor passed the rotation after remediation. A student doctor who does not successfully complete remediation will receive a grade of "F" for the rotation and will be remanded to the PAR Committee.

Incomplete Grades
In addition to the temporary assigning of an "I" grade during the remediation process, a student may also receive a grade of Incomplete (I) in a course if the student's work is unfinished, due to an extenuating circumstance. In this instance, an Incomplete Form must be completed by both the student and the Course Director of record (or Associate Dean of Clinical Affairs for 3rd and 4th year students) and should be forwarded to the Registrar's Office for processing, and for assigning of a temporary (I) grade on the academic record.

The form should specify the work required for course completion, as well as a deadline for the submission of outlined coursework. Incomplete grades should generally not exceed 90 days, but may be extended on a case-by-case basis (never to exceed 12 months). Requests will not be permitted if it pushes the date of program completion past the matriculation to completion time limit of 6 years. Any other potential complications should be weighed during conversations with the Course Director. Upon fulfillment of all outstanding coursework, or at the conclusion of the established timeframe, a Grade Change Form must be submitted to the Registrar, with a final grade issued. A student who fails to complete all agreed upon coursework by the established deadline may be assigned a substandard grade or may be referred to the PAR Committee for further action. In years one and two, final grades for all incomplete courses must be submitted before a student can proceed to the next semester. This should be considered when establishing a timeframe for completion.

Student Performance and Academic Standing

ICOM is committed to the creation of a successful learning environment, in which all individuals are treated with respect, and is dedicated to the ongoing development of explicit and appropriate professional behaviors in its medical student doctors, faculty, and staff. The Professional and Academic Review (PAR) Committee is instrumental in this regard and therefore is charged with the following tasks:

1. review of academic performance and adjudication of student doctors that fail to achieve minimum academic standards
2. address situations in which student doctors are involved in professional misconduct

3. prepare and review the list of graduating seniors, and send to Faculty Senate for approval

The PAR Committee, in conjunction with the Student Success Committee, is responsible for the review of academic performance achieved by student doctors throughout the academic program and to adjudicate those student doctors who fail to achieve minimum academic standards.

Procedures for Academic Performance Concerns

The PAR Committee will meet at the end of each semester, or when deemed necessary, to discuss academic performance concerns. Student doctors will be required to appear in person before the Committee for circumstances including, but not limited to:

- Failure to successfully remediate one or more courses (including clinical rotations) and receive an “F” on their transcript.
- Failure to successfully complete a course (including clinical rotations) with a passing grade while on Academic Probation.
- Failure to achieve a passing score at any board licensure exam after the second attempt.
- Significant delay in a student doctor’s academic progress is identified.

All discussions and deliberations will remain confidential. The student doctor will be given up to ten minutes to address their academic performance and will be offered the opportunity to answer questions posed by the committee members. The student doctor will then be excused and the committee members will deliberate the appropriate course of action. All final decisions are achieved by individual voting and strongly adhere to the Academic rubric. The final decision reached by the Committee will be made available to the student doctor in writing as expeditiously as possible, generally within 48 hours (no later than 2 business days). Upon notification, the student doctor may accept the decision by responding to the email with the decision, or may appeal the decision in writing to the Dean within seven calendar days (see process for appeal below). If the student doctor does not appeal within seven calendar days of the notification, then the PAR Committee’s decision will be final.

Professionalism Misconduct

Undergraduate medical student doctors, as junior colleagues and members of the medical profession are expected to adhere to the same professional standards as medical professionals, and will be held accountable for their behavior and conduct. The objective of this document is to provide an effective procedure for the early identification of student doctors who may need guidance in their professional development and implement appropriate strategies to enhance positive behaviors, and when necessary, correct violations of professional standards outlined in ICOM’s Honor Code.

Procedures for Professionalism Concerns

Any professionalism concerns or complaints may be reported using the Professional Formation Observation Form, or by direct or formal notification by a preceptor. The Professional Formation Observation Form may be submitted by any student doctor, faculty, or staff member to the

Secretary of the Committee for review and consideration. Once submitted, the form and details of the incident(s) will be reviewed by the committee Chair (Senior Associate Dean of Learner Outcomes and Assessment) and the Associate Dean for Clinical Affairs, and in some instances, the PAR Committee, as a whole. All discussions and deliberations will take place in private and will remain confidential.

If a student doctor is called before the PAR Committee, the student doctor will be given up to ten minutes to present their perspective of the reported event(s), and following, will be given the opportunity to answer questions posed by the committee members. The student doctor will then be excused, and the Committee will deliberate the appropriate course of action. All final decisions are achieved by independent voting and strongly adhere to the above-mentioned rubric. The final decision reached by the Committee will be made available to the student doctor in writing as expeditiously as possible, generally within 48 hours (no later than 2 business days). The course of action may range from formative redirection or admonishment to probation (conduct or disciplinary), suspension, or dismissal, based on the severity, pervasiveness, and repetitiveness of the infraction(s). Upon notification, the student doctor may accept the decision by responding to the email with the decision or may appeal the decision in writing to the Dean within seven calendar days (see process for appeal below). If the student doctor does not appeal within seven calendar days of the notification, the PAR Committee's decision will be final.

Guiding Principles and Considerations for Professionalism Concerns

The purpose of the Guiding Principles and Considerations for Professionalism Concerns is to articulate principles of professionalism to medical student doctors within ICOM and to implement an objective and transparent procedure for responding to concerns of academic and professional misconduct by the medical student doctors. Professionalism is a core academic competency that is continually assessed throughout the undergraduate medical education. A rubric was developed to provide a framework of committee action that promotes objectivity and limits bias, while allowing for flexibility in our capacity for best judgment.

These procedures apply to unprofessional behaviors that adhere to the severe and pervasive standard and are informed by consideration of the following guiding principles:

- Magnitude of impact to self, others, to ICOM, and to the community
- Pervasiveness of the misconduct (i.e. prevalent engagement in offensive, unwelcome behavior that escalates to hostility and/or intimidation)
- Repetitiveness of the misconduct (i.e. repeated behavior)
- Criminality (civil vs. criminal)

Examples of Violations of Professional Standards

Minor infraction is academic or professional misconduct that is minor in nature, or unintentional, with minimal impact to self, others, or community; and is a first-time offense. Many minor offenses of unprofessionalism result from misunderstanding or lack of familiarity of expected standards. Examples of minor offenses include, but are not limited to, the following:

- Using language in email, assignment or other communication that may be
- perceived as overly casual, inappropriate, or disrespectful

- Receiving or responding to feedback inappropriately
- Presenting an appearance that may not be perceived by others (classmates, faculty, staff, patients, etc.) as professional
- Untimely response to emails and/or form requests

Moderate infraction is academic or professional misconduct that is moderate in nature, with overtly negative impact to others, or community; or is a minor infraction that is pervasive or repetitive in nature. Moderate infractions are generally intentional, but do not rise to criminality. Examples of minor offenses include, but are not limited to, the following:

- Pattern of using disrespectful communication
- Inappropriate or offensive communication, whether verbal, written, or on social media
- Uncooperative behavior or refusal to comply with known and expected standards
- Pattern of disruptive behaviors (e.g. tardiness, absenteeism, interruptions, etc.)

Major infraction is academic or professional misconduct that is serious in nature, with significant impact to others or community; or is a minor/moderate infraction that is pervasive or repetitive in nature. Major infractions are often intentional or criminal, but may rise to criminality (e.g. misdemeanor). Examples of minor offenses include, but are not limited to, the following:

- Lying or misrepresenting himself/herself, including plagiarism, cheating, or falsifying information
- Engagement in inappropriate behavior that is known to be unwelcome
- Exhibiting uncontrolled anger or hostility toward others
- Intimidation of peers by pervasive behavior that is unwelcome
- Premeditated cheating or plagiarism
- Theft or intended damage to property

Critical infraction is academic or professional misconduct that has significant and direct harmful consequences to others and/or community; or is an egregious breach of recognized standards; or is a major infraction that is pervasive or repetitive in nature; or is criminal in nature. Examples of critical infractions include, but are not limited to, the following:

- Physical or sexual assault
- Sexual inappropriateness with a patient
- Felony conviction
- Unauthorized release of confidential information
- Unauthorized release of cadaveric images or content

Process for Appeal (applies to both Academic and Professionalism Concerns)

In the case of an appeal by a student doctor, the written appeal must be based only upon new and meaningful information that was not previously available to the PAR Committee. After review of the appeal, the ICOM Dean will notify the student doctor and the committee of the decision as expeditiously as possible. After which, the decision of the Dean is final.

Graduation Process
The PAR Committee has provided the longitudinal oversight for student doctors' academic progress, it is responsible for preparing the list of graduating seniors, noting any who are delayed and may be approved to "walk-through" graduation ceremonies. The list is then sent to the Faculty Senate for further review and approval.

Academic Support Services

Students at ICOM benefit from an academic support system that is proactive in providing anticipated resources.

In addition to the help and support offered by all ICOM faculty members, ICOM's Learning Specialists are able to provide academic coaching, study strategies, and professional writing services to review CVs and personal statements for applications. The ICOM Library also provides many online and on-campus academic resources to help students be successful in their courses.

Peer mentoring and tutoring is also provided to students. ICOM provides one-on-one appointments, drop-in services, workshops, lab assistants, and review sessions with tutors throughout the academic year.

Academic coaching can help improve study skills, time management, organization, and test taking skills. ICOM's Learning Specialists can help in a variety of ways, including:

- Creating a study plan for an exam
- Offer test-taking strategies and ways to deal with test anxiety
- Discuss best practices for group work
- Model better reading and memory retention strategies
- Discuss learning and study strategies, critical thinking, and problem solving
- Prioritizing tasks and reducing stress
- Be an outside perspective, offering insight into how you can be a better student

Advising Process
The academic advising process is designed to provide student doctors with an opportunity for feedback regarding academic performance and direct student doctors to additional resources while they are at ICOM. Additionally, advisors may provide insight or direction to student doctors regarding academic, professional and career planning issues. The Director of Student Affairs will assign an academic advisor to each incoming ICOM student doctor. Although each student doctor is assigned only one faculty advisor, other faculty members, Deans and staff are available throughout the four years of medical school and may provide guidance, including referrals to additional resources as appropriate. Significant personal or behavioral health problems will be referred to ICOM's Behavioral Health Specialist for assessment and counseling.

During the third and fourth year, student doctors generally communicate with their advisor by email, telephone,and video conferencing, and may reach out to the appropriate regional Dean for additional one-on-one support. During clinical rotations, additional advising relationships are developed to support the specialty selection and residency application processes. Student doctors generally contact clinical advisors according to their interest in specific clinical disciplines. Clinical advisors provide opportunities for guidance to the student doctors with a focus on the clinical path they are interested in pursuing. The frequency of these meetings will be determined by the student doctor and clinical advisor.

Advising and Faculty Access

During their first semester, student doctors will be scheduled to meet with their academic advisor at least once individually and once in a group setting, or as directed. During the rest of years 1 and 2, student doctors are requested to meet with their advisors at least once each semester, in an individual or group setting. Student doctors who seek individual advising sessions may schedule a meeting with their academic advisors at any time regardless of their academic performance. Student doctors and clinical advisors may also schedule group and individual meetings during the school year. The frequency of these meetings will be determined by the student doctors and clinical advisors. ICOM is a student doctor-centered institution. In addition to their role as academic advisors, faculty also meet with student doctors to provide additional help with coursework. Faculty publish office hours for student doctors during specific courses and are available to student doctors for additional assistance.

Medical Student Doctor Shadowing

Many student doctors will choose to engage in clinical shadowing experiences during breaks in their formal medical school curriculum such as during summer break or weekends. Shadowing experiences can be extremely valuable, and student doctors may choose to include these experiences in their resume or personal statement. Shadowing experiences can occur with ICOM-appointed clinical faculty members or physicians not affiliated with ICOM.
It is essential that student doctors choosing to engage in shadowing experiences understand the differences between shadowing and the clinical rotations student doctors participate in as part of their medical school curriculum. Clinical rotations that occur in conjunction with the ICOM clinical curriculum (International Medical Missions and OMS-III and OMS-IV scheduled rotations) are done with clinically appointed ICOM faculty and follow very specific guidelines in regard to student doctor’s roles, responsibilities, supervision requirements, and feedback and evaluation processes.

In contrast to clinical curriculum experiences, shadowing experiences do not occur as part of the student doctor’s required medical school curriculum, and may lack the defined structure, supervision, feedback mechanisms, and medical-legal protections provided by formal clinical rotations.

Student doctors choosing to engage in a shadowing experience acknowledge they will do so while following these principles:

- Shadowing experiences are meant to be observational only and if any hands-on activity occurs with patients, this should be patient examination only and MUST be repeated by the physician. To protect patients and student doctors, student doctors are not to perform any invasive procedures while on shadowing experiences, including but not limited to suturing, endotracheal intubation, performing arterial blood gas testing, or placing IV's, Foley catheters, or central lines or exams such as pelvic, rectal and genitourinary. Student doctors should not perform any Osteopathic manipulation while on shadowing experiences.
- Student doctors are not protected by malpractice insurance provided by ICOM while engaged in physician shadowing experiences unless the experience is with an ICOM appointed faculty member. Student doctors are required to let non-ICOM appointed physicians they are shadowing know that they are not covered by malpractice insurance provided by ICOM.
- Student doctors must follow all hospital systems, facilities, and/or ambulatory policies when engaging in any type of shadowing experience. Individual physicians the student doctor chooses to shadow may not be familiar with their facility or health care system policies so the student doctor must make sure that they review and comply with all applicable policies.
- Individual physicians that the student doctor may be shadowing may not know the student doctor's level of training and it is therefore the student doctor's ethical and professional duty to fully explain their level of training.

Shadowing with ICOM Clinical faculty Members

Student doctors shadowing ICOM clinical faculty members should wear their ICOM name badge and white coat (unless otherwise directed by their preceptor). Student doctors wishing to schedule a shadowing experience with an ICOM clinical faculty member must submit the Shadowing Agreement Form, completed in its entirety. In general, shadowing experiences should be arranged in conjunction with the preceptor and Regional Dean (where applicable), both of whom must sign the form to indicate their approval. In addition, the student doctor must sign the form and initial all required attestations. The completed form must be submitted to the Office of Clinical Affairs for review and approval at least 2 weeks prior to the start of the requested shadowing experience.

Shadowing with Non-ICOM Physicians

Student doctors who desire to shadow non-ICOM physicians must arrange the experience on their own. As these are non-ICOM sanctioned experiences:

- ICOM will not obtain affiliation agreements with the sites in order to provide shadowing experiences.
- ICOM will not provide the physician or site with any student doctor records including, but not limited to, results of drug screens and background checks, immunization records, academic performance information or letters of recommendation.
- Student doctors may not wear their ICOM white coat or name tag.
- Student doctors are not protected by malpractice insurance.

- Student doctors acknowledge that ICOM will not be liable for any medical coverage if they are to be injured or become ill during the clinical shadowing experience. They also release ICOM from any liability from any injury or illness that occurs on the shadowing experience.

COMLEX-USA® Examinations

All candidates for the Doctor of Osteopathic Medicine degree are required to successfully complete Level 1 and Level 2-CE of the COMLEX-USA® examination series prior to graduation. These examinations are produced by and administered under the auspices of the National Board of Osteopathic Medical Examiners.

Level 1

Level 1 is taken at the end of the successful completion of OMS-II coursework, typically May to mid-June. ICOM student doctors must sit for the COMLEX-USA Level 1 by a date determined by the Senior Associate Dean for Learner Outcomes and Assessment in discussion and agreement with the Office of Clinical Affairs. This date will be based on the score reporting dates set by the NBOME with the intention of having the Level 1 scores reported prior to the start of Block 2 in the OMS III year. In order to sit for COMLEX-USA Level 1, the student doctor must achieve a minimum score as determined by ICOM for the NBOME COMSAE. ICOM will pay for the first qualifying exam (COMSAE) with student doctors responsible for the cost of subsequent exams or programs. Student doctors will have two attempts to achieve a minimum pre-identified score on the qualifying exam.

The student doctor must have a passing score on the Level 1 prior to beginning OMS III rotations. If a student doctor fails the first attempt of the Level 1, they will be removed from the next rotation in order to prepare for the retake. The student doctor will meet with the Associate Dean for Clinical Affairs, the Senior Associate Dean for Learner Outcomes and Assessment and their advisor to discuss changes to their rotation schedule, required timelines for the retake and their study plan for the retake. The student doctor may return to rotations while waiting for the score after the second attempt if allowed by the core rotation site. Any student doctor who fails COMLEX-USA Level 1 a second time will complete their current rotation at the time of the score being reported. They will be required to appear before the PAR Committee and if granted a third attempt, will be placed on an academic leave of absence, defined per policy as a withdrawal with intent to return. They will be encouraged to take a formal boards prep program and may not return to clinical rotations until a passing score is received. Student doctors in this situation may not be on schedule to graduate with their class, and must be able to accomplish all COMLEX-USA requirements and courses within the six-year timeframe. Student doctors who are unsuccessful on the third attempt of the COMLEX-USA Level 1 will be dismissed.

Level 2 CE

Level 2 CE is taken at the end of the successful completion of OMS III coursework, typically mid-June to mid-July, and prior to beginning block 2 of the OMS IV year. In order to sit for the COMLEX-USA Level 2 CE, the student doctor must achieve a pre-identified “passing” score on a qualifying exam, such as an ICOM-proctored COMSAE. ICOM identifies the passing parameters for this exam and will pay for the first COMSAE, with student doctors responsible for the cost of subsequent exams. Student doctors will be required to register for COMLEX-USA Level 2 CE prior to taking the COMSAE.

If all OMS III coursework has been passed and the student doctor has taken or is registered to take the L2 CE within the ICOM designated timeframe, they may begin OMS IV rotations while waiting for the score. Students who fail their first attempt at COMLEX-USA Level 2 CE must sit for their retake in a time determined by the Senior Associate Dean of Learner Outcomes and Assessment with discussion and agreement with the Office of Clinical Affairs. Any student doctor who fails COMLEX-USA Level 2 CE a second time will complete their current rotation at the time of the score being reported. They will be required to appear before the PAR Committee and if granted a third attempt, will be placed on an academic leave of absence, defined per policy as a withdrawal with intent to return. They will be encouraged to take a formal boards prep program and may not return to clinical rotations until a passing score is received. Student doctors in this situation may not be on schedule to graduate with their class, and must be able to accomplish all COMLEX-USA requirements and courses within the six-year timeframe. Student doctors who are unsuccessful on the third attempt of the COMLEX-USA Level 2 CE will be dismissed.

Prior to graduation, each student doctor must pass the COMLEX-USA Level 1, Level 2-CE, as well as the requirements for the Dean's attestation of clinical skills. They will be allowed a maximum of three attempts for each of these exams. Failure to pass each of these exams will result in dismissal.

ICOM will maintain longitudinal records marking achievements of graduates in a comprehensive assessment system. This assessment will include: COMLEX-USA Level 1, COMLEX-USA Level 2 CE and COMLEX-USA Level 3 passage rates.

Accommodations on COMLEX-USA Exams

Student doctors who request accommodations for COMLEX-USA Level 1 must submit their applications directly to the NBOME within the timeframe designated by the NBOME. Please contact the NBOME directly for more information. Student doctors should be aware that the granting of an accommodation during medical school does not guarantee the granting of an accommodation on external or licensure exams.

Facilities and Campus Policies

All facilities and campus policies are available in their entirety on the ICOM website - https://www.idahocom.org/policies-and-procedure

Campus Safety and Emergency Services

ICOM is committed to the safety and well-being of the campus community. The Campus has full time security personnel from 7:00am-12:00am daily and are seated in the reception area in the ICOM atrium.

For ALL serious or life-threatening emergencies, dial 9-1-1. For assistance from ICOM Campus Security, call 208-795-4311. This call will forward to the on-duty security officer.

ICOM is equipped with security cameras both internally and externally. The security cameras are in operation and in recording mode 24 hours a day/ 7 days a week.

ICOM students are issued identification badges during orientation. Students are required to use the badges for access to the building. The badges do not allow entry beyond access hours.

Weapons

Possession of firearms or other dangerous weapons on the ICOM campus is prohibited. For purposes of this policy, “dangerous weapons” means explosives, other weapons, or dangerous chemicals not specifically authorized by the school. This includes any item commonly used as, or primarily intended for use as, a weapon; (concealed or otherwise) firearm, knife with a blade over 3 inches, metal knuckles, billy, blackjack and club. This also includes misuse of legal objects in a dangerous manner.

The definition of dangerous weapons does not include certain tools for use in the performance of assigned job duties such as knives, saws, or drain cleaners utilized by facilities personnel or maintenance workers when used for their intended purpose.

This policy does not apply to ICOM Campus Security Officers, Idaho State University Public Safety Officers, or law enforcement personnel.

Students or employees who violate this policy are subject to disciplinary action up to and including suspension, dismissal, or termination.

Animals on Campus Policy

Animals are not permitted on campus except assistance dogs as defined by the American with Disabilities Act (ADA) and Idaho’s human rights law. These are as follows:

A guide dog that has been specially trained to assist someone who is blind or visually impaired

A hearing dog that has been specially trained to assist someone who is hearing impaired, or
A service dog that has been specially trained to assist someone with another type of physical disability.

Smoking Policy

ICOM is a smoke-free campus, Smoking, including use of e-cigarettes, or use of tobacco products is not permitted in any ICOM owned building and/or vehicle. Smoking is prohibited on all property owned, leased or operated by ICOM including all buildings, grounds, exterior open spaces, parking lots, on campus sidewalks, driveways, athletic facilities and recreational spaces, and in all ICOM-owned or leased vehicles. All ICOM students, faculty, staff, contractors and visitors must comply with this policy. Individuals observed smoking on the campus will be informed and asked to stop.

Alcohol and Drugs Abuse and Prevention

ICOM promotes a safe, healthy, and productive learning environment, free from the influences of drugs and alcohol to ensure the safety and welfare of students, faculty, and patients cared for by ICOM representatives. ICOM policy requires students to be free from illicit drug use and free from addiction.

To comply with the Drug-Free Schools and Communities Act of 1989 and subsequent amendments, ICOM students are prohibited from the use, consumption, sale, purchase, possession, manufacture, or distribution of illegal drugs, drug paraphernalia, and/or alcohol while on ICOM property or clinical sites or while engaged in ICOM-sponsored activities.

Students are expected to adhere to ICOM policy and applicable federal, state, and local laws. Students are also subject to all applicable legal sanctions under local, state, and federal law for any offenses involving illicit drugs on university property or at university-sponsored activities.

To ensure the health and safety of students and all members of the ICOM community, ICOM reserves the right, in its sole and absolute discretion, to require any student enrolled to submit to drug and/or alcohol testing. Testing can be requested by an ICOM administrator, faculty, or medical professional associated with ICOM, or a hospital or other medical facility to which ICOM sends students for clinical clerkships. Additional information on the ICOM screening protocol can be reviewed in Section 5.5 of the Student Handbook.

Students are sent program information through electronic mail within 30 days from the start of the school year and asked to complete compliance modules relating to Alcohol and Drug Abuse annually. Details of the Drug and Alcohol Program at ICOM can be found using the following link. https://www.idahocom.org/consumer-information/

Consequences of Non-Compliance

Non-compliance to this policy is a breach of ICOM Honor Code. Specifically, section 9 (Unprofessional or Unethical Behavior, Sub Section- Breach of Integrity.)

Suspected violations of this policy will result in the student being removed immediately from the class/learning environment. ICOM will promptly require the student, at the discretion of ICOM, to be tested for a drug/alcohol test and/or a psychiatric emulation on any student when there is an incident of erratic or unusual behavior, or there is a reasonable concern due to a student's behavior.

Any student who is removed from the learning environment who tests positive for or admits to drug or alcohol use prior or during the learning environment will receive a failing grade for the class/learning experience. Students may also be remanded to PAR Committee which may result in disciplinary action up to and including suspension or dismissal.

Refusal or failure to submit to testing may result in disciplinary action up to, and including, dismissal. Students found to have screening tests positive for alcohol, illicit substances, and controlled substances (defined as a drug or substance that is listed in Schedules I through V of the Federal Controlled Substances Act (21 U.S.C. §812)) or prescription medications without a valid prescription may be subject to disciplinary action up to, and including, dismissal. Please note this also includes substances which are illegal in the state of Idaho, but which may be legal in other states.

Students suspected or found under the influence or with an open container of alcohol or illegal drugs on campus or at clinical sites or who arrive at school in an intoxicated state will temporarily be suspended and will face disciplinary actions that could result in immediate suspension or dismissal.

Students in violation of federal, state, or local laws will be reported to the appropriate law enforcement agency and may be subject to prosecution in accordance with the law.

ICOM Sanctions

Students found participating in the use, consumption, sale, purchase, possession, manufacture or distribution or illegal drugs, drug paraphernalia, and/or alcohol while on ICOM property or while engaged in ICOM-sponsored activities shall be subject to disciplinary sanctions on a case-by-case basis.

Substantiated violations of ICOM's drug and alcohol policies may result in disciplinary sanctions, up to and including expulsion/termination from ICOM. Sanctions may include but is not limited to the following:

- Warning- written notice that the behavior is not acceptable at ICOM and that additional incidents may result in more severe sanctions.
- Behavior Contract- a contract that states behavioral expectations with penalties and sanctions addressed if the contract is violated. If the student refuses to sign the behavior contract, the penalties and sanctions identified in the contract will be enacted.

- Disciplinary probation- A period of time (which may be indefinite) during which a student is under warning that any other violation of college policy may result in suspension or expulsion/termination.
- Suspension- A defined period of time during which the student is not permitted to engage in any of the privileges, course, organizations, events, or activities associated with being a student at ICOM. During the period of suspension, the student is banned from ICOM property unless otherwise stated.
- Expulsion or Termination- The indefinite termination of a student's status at ICOM.

Drug and Alcohol Abuse and Prevention Program

In order to meet the requirement Idaho College of Osteopathic Medicine has developed a program designed to educate students and employees of the health risks of alcohol and drug abuse and available resources for addiction.

This program complies with the Drug-Free Workplace Act of 1988 and the Drug-Free Schools and Communities Act of 1989. And also the guidelines provided by the Educational Department General Administrative Regulations Part 86. The guidelines establish three primary areas of compliance: Annual notification, method of distribution and biennial review.

ICOM must certify that it has adopted and implemented a program “to prevent the unlawful possession, use, or distribution of illicit drugs and alcohol by students and employees” both on the institution's premises and as part of any of its activities.

Details of the Drug Alcohol Abuse and Prevention Program can be obtained from the Office of Student Affairs.

Information Technology and Educational Resources

The Acceptable Use Policy for Information Technology (IT) and Network Resources (including access to Cloud computing) at ICOM provides, promotes, and establishes the secure, ethical and legal use of data, devices, and electronic communications for all constituents of the institution. This includes staff, faculty, students, alumni, and guests. It is governed by institutional policies, as well as local, state, and federal laws relating to security, copyrights, and other statutes regarding electronic media.

References to ICOM’s Network and Network services includes all instances of Cloud based solutions.

Information Technology Resources and Computer Information

E-mail and Internet

ICOM will provide email and internet access to faculty, staff, and students for educational and research purposes. ICOM's Technology Usage Policy outlines the expectations for and restrictions of using these and other forms of electronic communication while on the ICOM Network or Cloud services.

Prohibited uses of the system include: commercial (for-profit) activities; the unauthorized acquisition, reproduction, or use of computer software; to disrupt or interfere with network operations; or to gain unauthorized access to network segments through "hacking." Attempting to engage in software piracy, copyright infringement, email abuse, or for-profit ventures may be investigated by law enforcement officials.

ICOM monitors traffic on its email and internet system and at random, searches the Internet for references to Idaho College of Osteopathic Medicine. ICOM has programs which block the reception of sexually explicit and inflammatory material over the campus access network.

Vulgarity, obscenity and lewdness, profanity and threatening or abusive language are all matters of concern. Such behavior is unprofessional and may constitute a violation of the Honor Code.

Students should avoid representing themselves in any way as agents of ICOM or using ICOM's name in a manner that would imply an endorsement of their personal views or activities.

Intranet

The Intranet is a portal for information and engagement for the ICOM community. When you access the intranet you have access to useful tools and information, including but (not limited to): calendars, policies, forms, links to resources, and many other tools to assist you in optimizing your daily activities.

Information Technology

The Internet connection is provided as a privilege, not a right. It is the student's responsibility to adhere to all ICOM's policies. The network facilities are for the use of ICOM students, faculty and staff and are limited to educational, academic, research and business purposes of the college only. ICOM reserves the right to alter access, and availability of access, at any time and for any reason.

Students may not use any software or hardware designed to disrupt the security of the campus network or any devices attached to the network. Likewise, students may not engage in any activities designed to interrupt or intercept the network traffic of other users.

Students may not:

- Use ICOM resources to support personal business interest(s).
- Sell or provide access to ICOM networks to outside sources.

- Use ICOM's connections to engage in software piracy, copyright infringement, email abuse, other illegal activities and/or for-profit ventures. Any violation of these regulations may be investigated by law enforcement officials.
- Activate any type of shared file service or access to their personal computer by anyone other than themselves.

In General:

- Students must respect the priority of academic use of ICOM's network.
- Students are personally responsible for any activities originating from their network connection.
- Students are responsible for their personal computer's hardware and software.
- Students must maintain updated virus protection.
- All computers, regardless of OS must be set to receive Automatic Updates from the OS manufacturer.

ICOM assumes no liability for data loss or equipment damage pursuant to a student's use of the wireless connection. Precautions for natural disasters are the student's responsibility.

The use of the ICOM's information resources on campus is governed by the policies and regulations as outlined in this document and those regarding student conduct found in the Academic Handbook. Violations of these regulations will be reported to the appropriate dean and/or department with appropriate disciplinary action to be taken.

If a student has reason to believe another user or group of users is interfering with access to the ICOM's network, he/she must report the problem to the Office of Student Affairs. ICOM will investigate and, if necessary, take corrective action.

ICOM reserves the right to monitor traffic through any data connection for the purpose of checking compliance with this agreement.

Wireless broadcasting devices of any kind may not be used in any ICOM building. Such devices including but not limited to wired or wireless routers and access points will be confiscated, and the student may lose his/her network privileges if found in violation of this policy.

Information Access and User Policy

Private Machines Connected to ICOM's Network

Electronic mail and other information passing over the ICOM network, including information stored in user accounts and computers, are considered to be private and confidential.

Although this type of information must be accessed by system personnel for the purpose of backups, network management, etc., the content of user files and network transmissions will not be viewed, monitored, or altered without the express permission of the user except in the following circumstances:

- ICOM has reason to believe that an account or system has been breached and is being used by someone other than the authorized user.
- ICOM has received a complaint that an account or system is being used to gain unauthorized access or to attempt to gain unauthorized access to another network site.
- ICOM has reason to believe that an account or system is being used in violation of University policy or the federal or state law.

Under these circumstances the Dean may authorize system support personnel to monitor the activities of a specified account or computer system and to search electronic information stored in that account. The authority for this search must be requested on an account-by-account basis, and monitoring will be restricted to the specified account. If this search provides evidence of violation, the account will be disabled, and action taken with appropriate authorities.

It will become increasingly possible for computer systems owned by students, staff, or faculty to be attached directly to ICOM's network via on-campus attachment or off-campus VPN services. The owner of a personal machine may use that machine at his or her discretion; however, the use of the University network is subject to all of the policies stated in this document.

The owner of a machine connected to ICOM's network is responsible for the behavior of all users of that machine and for all network traffic to and from the machine. ICOM maintains no responsibility or liability for loss of data or hardware corruption on personal computer systems.

A private machine connected to ICOM's network may not be used to provide network access to individuals who would not otherwise have access through official ICOM channels. The private machine may not be used to redirect data to other networks, nor may it serve in any way as an electronic gateway to non-University affiliated systems. Private machines may not use the University network for commercial gain or profit. Neither ICOM owned nor private computers may be used to serve files through any protocol (http, ftp, email, file sharing, IM, etc.) without application to Computing Services for an exception for scholarly use unless the computers are designated servers by Computing Services. Unless otherwise approved in writing, provisions for interactive login services for non-University affiliated users are prohibited.

Should ICOM have reason to believe that a privately-owned system is using the network inappropriately, network traffic to and from that system will be monitored and, if justified, the system will be disconnected, and appropriate punitive action will be taken.

Technology Usage

Computer systems and networks allow for a free exchange of scholarly ideas and information. This exchange serves to enhance learning, teaching, critical thinking, and research, as well as to promote the sharing of moral standards.

ICOM's computer and network services are available as a privilege to all full-time and adjunct faculty, staff. To ensure access and service for all, eligible users must refrain from any action that interferes with normal system operation, such as:

- Using computer or network services for commercial purposes or personal profit
- Sending excessive email locally or over the network such as chain letters, advertisements, or solicitations
- Knowingly installing or running a program that will damage or place an undue burden on the system
- Knowingly acting in a manner that will disrupt normal operations of computers or the network
- Using computer or network services in a way that violates copyrights, patent protections or license agreement
- Gaining unauthorized access to information that is private or protected, or attempting to do so
- Attempting to gain system and/or network privileges to which you are not entitled
- Using ICOM's computer system to disseminate materials that are not in keeping with the purposes of the institution

ICOM reserves the right to monitor the use of institutionally owned resources. Alleged inappropriate use of technology resources will be investigated. In instances of misuse, appropriate disciplinary actions, to include legal action, will be taken

Eligible Users

Only the following properly authorized persons may access ICOM's computing facilities:

- ICOM faculty (full and adjunct), staff, and administration
- Official guests of ICOM
- Individuals formally associated with ICOM, upon verification of the appropriate dean and/or administrator

Original Work by students who use ICOM resources

Original works created by students using ICOM's technological resources are the property of the creator. With the notable exceptions of the processes normally associated with grading, critique, assessment, and lecture or classroom illustrations, no other student, faculty, and/or staff member may make any use of another's work without the expressed consent of the creator. However, ICOM retains the right to display, copy, replicate, and/or distribute any work created through the use of the Department's production facilities for the purposes of promotion, representation, artistic display, publication, illustration, and recruiting, on the condition that the creator is given full, appropriately disclosed credit. No one, including the creator, may use the Department's production facilities for any commercial purpose.

Pornographic or Obscene Material

Users are encouraged to use institutional resources in a responsible and respectful manner. Pornographic, obscene, and/or offensive material is prohibited on ICOM computers and network system.

ICOM's department of information technology is to be notified of the transmission of questionable or offensive materials via the institutional computer and network system. Treated

as inappropriate use, these allegations will be investigated, and if warranted, appropriate disciplinary actions taken.

Electronic Communication

ICOM provides Internet access to all eligible users through its campus computing facilities. Electronic mail (email) is also provided to all eligible users. These services are provided only for ICOM related purposes.

Class Recordings

Class recordings are distributed for the exclusive use of students in that ICOM course. Student access to and use of class recordings are conditioned on agreement with the terms and conditions set out below. Any student who does not agree to them is prohibited from accessing or making any use of such recordings.

Any student accessing class recordings:

- Acknowledges the faculty members' intellectual property rights in recorded lectures and class materials and understands that distribution of the recordings violates the ICOM Copyright Policy
- Recognizes the privacy rights of fellow students who speak in class
- Accepts that distributing, posting, or uploading class recordings to students not authorized to receive them or to those outside ICOM's an Honor Code violation
- Agrees that recordings are to be accessed and used only as directed by the faculty member(s) teaching the course

Honor Code

The Idaho College of Osteopathic Medicine Honor Code of Conduct (ICOM Honor Code) embodies a spirit of mutual trust, intellectual honesty, and professionalism between the School and the student body. It is the highest expression of the values shared by the ICOM and Idaho College of Osteopathic Medicine communities. The ICOM Honor Code is based on the fundamental belief that every student is worthy of trust and that trusting a student is an integral component in making them worthy of trust. It is maintained to protect the right to participate in an academic environment free from injustice caused by dishonesty.

Students at ICOM are expected to conduct themselves in a professional and ethical manner befitting the honorable profession that they are entering. Students have an obligation to maintain the highest standards of integrity. It is not possible to enumerate all examples of expected academic and professional behavior, nor is it possible to enumerate all behaviors considered inappropriate, unprofessional, unethical, or not in keeping with the standards of an ICOM student. The following serves as a guideline to students.

In general, the founding principles of the ICOM Honor Code are the established rules and regulations of the ICOM community. The ICOM community includes ICOM, affiliated hospitals, and any institution where ICOM students pursue activities for academic credit. Violation of these rules and regulations may constitute a violation of the ICOM Honor Code. In addition, specific examples of behavior that may constitute a violation of the ICOM Honor Code include, but are not limited to the following:

- *Cheating:* Providing or receiving any unauthorized assistance or unfair advantage on any form of academic work or attempt thereof. Sharing information from testing/exams is also considered a form of cheating.
- *Plagiarism:* Copying the language, structure, ideas, algorithms, or computer code of another and representing it as one's own work on any form of academic work or attempt thereof.
- *Falsification:* Fabrication of information on any form of academic work or attempt thereof; including but not limited to the following:
    - Clinical requirements
    - Internships
    - Assignments such as: histories, physicals, laboratory tests, rotation records, etc.
- *Disruptive Behavior:* Any inappropriate etiquette or inappropriate disturbance repeated often enough to establish a disrespectful trend. Inappropriate disturbances include but are not limited to the following:
    - Arriving late for class, or leaving class while in progress
    - Disrupting class with pagers or cellular phones
    - Disrupting class with computers or computer games
    - Disrupting class with loud talking, or other activities that create a distraction
    - Leaving trash in classrooms or academic areas

    - Bringing food into unauthorized areas or hosting food functions without permission
    - Posting unapproved materials or approved posting in inappropriate areas
    - Parking in inappropriate or reserved spaces
- *Unacceptable use of technology*: Any violation of the acceptable use guidelines as published by the ICOM IT department. In addition, unacceptable uses of technology include but are not limited to the following:
    - Using computers for purposes that are considered unprofessional or immoral
    - Accessing pornographic material at any time while on any campus of the ICOM community or using any equipment of the ICOM community to access such material
    - Sharing of videos and lectures outside of ICOM. Lectures and videos contain confidential and proprietary information and material protected by intellectual property laws. You do not have permission to share them.
- *Unprofessional or unethical behavior*: Behavior on or off the ICOM campus that would or could cause a loss of respect or confidence in the offending student or in the ICOM community by the public, faculty, staff, colleagues, or the-community-at-large. Suspected violations in this category are referred, at the Dean's discretion, to the PAR Committee. If agreeable to the Dean, a student may request to waive a hearing by the PAR Committee for suspected violations in this category and have their case heard by the Dean only. In such cases, the Dean must agree to hear the case, and must accept the student's waiving of a hearing; the Dean's decision is final and cannot be appealed. Unprofessional or unethical behavior may include but is not limited to the following:
    - Entering or using the facilities of the ICOM community without appropriate authorization or during inappropriate times.
    - Knowingly and purposely disrupting teaching, research, administrative, or student functions of the ICOM community.
    - Abusive or disrespectful conduct toward members of the faculty, administrative or professional staff, employees, students, patients, or visitors of the ICOM community.
    - Disclosure of privileged information from campus activities or patient care.
    - Improper relationships or activities involving persons entrusted to a student as part of educational requirements, which extend beyond those educational requirements. Entrusted persons may include but are not limited to the following: patients or other students under supervision.
    - Breach of Integrity: Any behavior at any time that is considered a severe lapse in judgment and damages the professional, ethical or moral integrity of the ICOM community. Suspected violations in this category are referred, at the Dean's discretion, to the PAR Committee. If agreeable to the Dean, a student may request to waive a hearing by the PAR Committee for suspected violations in this category and have their case heard by the Dean only. In such cases, the Dean must agree to hear the case, and must accept the student's waiving of a hearing;

the Dean's decision is final and cannot be appealed. A Breach of Integrity may include, but is not limited to:

- Harassment, harm, abuse, or damage to any person or property in the ICOM community. This includes knowingly or purposely causing damage to or vandalizing ICOM community property.
- Conviction of a criminal offense (other than a minor traffic offense).
- Participating in academic or clinical endeavors in the ICOM community while under the influence of alcohol, or controlled substances.
- Use, possession, or distribution of illegal drugs on or off the ICOM community campus at any time. This also includes the verbal or written discussion of the personal use of illegal drugs by an ICOM student, the verbal or written promotion, or encouragement of illegal drug use by an ICOM student, or similar types of activities.
- Communicating or posting of information or images in a public arena (including written or electronic/Internet communications) which would result in a loss of respect by patients or other members of the public toward the offending student or toward ICOM.
- A violation of any policy of ICOM, including but not limited to the American Osteopathic Association Code of Ethics.

Dress Code

Student doctors must maintain a professional appearance, as described below, whenever the student doctor is engaged in curricular activities on campus, including learning activities and examinations, as well as on all clinical experiences or rotations. Additional dress code requirements may be implemented for laboratories, classes or workshops and will be described below, in the course syllabus, and on the LMS.

Changing areas and lockers are provided for student doctors to change into appropriate dress for OMM labs, Clinical Skills labs, and Gross Anatomy labs. For first- and second-year student doctors, professional attire is required for morning classes Monday through Friday and as notified by faculty, staff, or school administration for other campus events including occasional weekend and evening events.

All student doctors must have at least one short white consultation jacket maintained in a clean and presentable condition.

A clean and well-cared appearance should be maintained. The apparel and appearance of faculty, staff, and student doctors project, in part, the image the community has of ICOM. Faculty, staff, and student doctors are expected to be neat, well groomed and appropriately dressed for work and study. Men should wear dress trousers, appropriate shoes and socks, and a dress shirt. Women are required to wear appropriate dresses or skirts, of reasonable length, or slacks with appropriate blouses. Shorts, jeans, or t-shirts are not permitted except in the OPP lab and clinical skills when appropriate. Hats (unless for religious reasons), caps, hoodies, or sunglasses may not be worn during learning sessions or examinations. Any student doctor wearing a hat (unless for religious reasons), cap, hoodie or sunglasses will be asked to remove it.

Hairstyles should be clean and neat, avoiding extreme styles or color. Beards and mustaches need to be neat and always trimmed. Excessive body piercings are not acceptable. Student doctors who have tattoos should ensure they are always covered on campus, unless required during OPP or Clinical Skills labs. Student doctors inappropriately dressed or groomed may be requested to leave the campus and not return until appropriately attired. Any class missed during that time will be considered an unexcused absence.

Questionable or disputed cases of dress or grooming shall be presented to the Office of Student Affairs, whose decision will be final. Repeated violations of ICOM Dress Code policy may result in review by the PAR Committee.

OPP Laboratory Dress Code

The dress requirement in the clinical skills training sessions is designed to promote learning by providing optimal access to diagnostic observation and palpatory experience. Wearing inappropriate clothing interferes with a partner's experience of diagnosis and treatment. Appropriate attire must be clean and includes:

- Shorts which are several inches above the knee (mid-thigh). No jean shorts, cut-offs, thick-seamed shorts, spandex, short shorts, or knee length shorts.
- T-shirts. Both sexes will be asked to remove t-shirts while acting as patients. T-shirts and tops should be plain. No offensive words, emblems or decorations of any kind.
- Sports bras or bathing suit tops for women. These should expose the spine and ribs (not wide T-back styles).
- Scrubs (or other apparel approved by the Course Director) over laboratory attire when not in the role of the patient.
- Remove shoes when you are the patient (no shoes are permitted on the tables).
- Hats or head coverings (other than for religious purposes) are not permitted in the OPP lab.
- Religious head coverings will need to be removed when they obscure the immediate area to be examined or treated (e.g., head, neck and upper back). They may be immediately replaced after this portion of clinical skills training. Adapted from Nationally Accepted Standards.

Anatomy Laboratory Dress Code

Long white lab coats are to be worn at all times, in the anatomy lab, over scrub tops and bottoms. Student doctors must wear closed toe shoes with rubber soles, no flip-flops or open-toed shoes (like sandals or cords with open holes) are allowed in the anatomy laboratory.

Dress Code in Clinical and Other Settings

Student doctors on clinical services or rotations are required to wear clean white coats with appropriate dress. Men are required to wear shirts with a tie and slacks, or equivalent dress. Women are required to wear a dress, a blouse with skirt or slacks, or equivalent. Clerkship rotation sites may have their own appropriate dress standards. It is the responsibility of the student doctor to be aware of and comply with these standards. For specific courses and rotations, student doctors should check the course syllabi for specific dress code requirements.

When representing ICOM at any type of public event, such as conferences or other on- or off-campus events, the required attire is business casual. However, at some public events a higher standard may be expected. The student doctor must display correct judgment and match appropriate clothing for the event.

Grievances

ICOM recognizes the need for students to voice grievances and to seek resolution to problems, disagreements with faculty/administrators, or interpretations of institutional policy. ICOM also recognizes the responsibility of the student to express their concerns in a professional and ethical manner. Concerns may involve course grades, promotion, professionalism issues, financial concerns or issues related to COCA accreditation standards and procedures. The grievance shall not be used to appeal or review violations of the Honor Code or an appeal from the PAR Committee final decision by the Dean or the PAR Committee.

All grievances must be filed in writing to the ICOM Office of the Dean. All grievance documentation will be securely maintained on file in the Dean's office and the specific student/employee/faculty file as appropriate to the grievance.

Each step of the Grievance and Resolution Procedures generally takes two weeks to complete, unless otherwise noted. Extensions or waivers to this timeframe may be granted on a case-by-case basis. Notice of a request for an extension from a student must be submitted within ten calendar days prior to the deadline.

Decisions about granting or denying the request for extension will be communicated to the student via letter within two business days of receipt of the request for extension. Likewise, if ICOM needs to extend a deadline, the Office of the Dean will provide said notice ten days before the due date.

Retaliation against any individual who files a grievance or participates in the grievance process is strictly prohibited. Individuals who engage in retaliation are subject to disciplinary action.

Grievance Procedure for Academic Concerns

An individual concern that is academic in nature should be first discussed with the immediate instructor or preceptor and must be done in a professional manner. This concern generally includes those that arise from personal conflicts or actions taken against a student individually. For individual concerns, if resolution cannot be reached, the student may, within 14 calendar days of the failed resolution, appeal, in writing, to the appropriate Associate Dean for the academic year involved.

If resolution cannot be reached from the prior appeals, the student may, within 14 calendar days of the failed resolution, appeal in writing to the ICOM Dean who will review the relevant issues and will decide, in his sole discretion, if a meeting with the student is warranted prior to issuing a response. The Dean's decision will constitute the final resolution with no further options for appeal.

A concern over general course procedures or grading policies should be addressed through the Class President or the Class Representative through the ICOM Curriculum Committee. If through the normal processes for an acceptable and reasonable request, a resolution cannot be

reached, the Class President may, within 14 calendar days of the failed resolution, appeal in writing to the appropriate Associate Dean for the academic year involved.

If resolution cannot be reached from the prior appeals, the Class President may, within 14 calendar days of the failed resolution, appeal in writing to the ICOM Dean who will review the relevant issues and will decide, in his sole discretion, if a meeting with the student is warranted prior to issuing a response. The Dean's decision will constitute the final resolution with no further options for appeal.

Reminder: Course Assessment policies and test question challenges are not covered under student grievances. See syllabi for each course.

A concern over ICOM policies and procedures should be addressed through the SGA President and the Associate Dean of Student Services. If through the normal processes for an acceptable and reasonable request, a resolution cannot be reached, the SGA President may, within 14 days of the failed resolution, appeal in writing to the ICOM Dean who will review the relevant concerns and will decide, in his sole discretion, if a meeting with the student is warranted prior to issuing a response. The Dean's decision will constitute the final resolution with no further options for appeal.

If the concern is financial or in other areas of ICOM, the student should follow the appropriate chain of command as defined by the ICOM organizational chart found near the end of this Catalog.

Grievance Procedure for Perceived Discrimination or Harassment
Students who feel they are being discriminated against have the right to exercise the Grievance Procedure. In the event a student or anyone who participates in the grievance process believes they have been subjected to retaliation, that individual may use the Harassment Grievance procedures outlined below.

Step One: The Resolution Process
Students who meet the Technical Standards for admission to ICOM, as described in the Student Handbook, and feel they are being discriminated against shall first meet with the Associate Dean of Student Services to explain their grievance.

The student must schedule a meeting with the Associate Dean of Student Services within 14 calendar days from the date of the action being grieved or the date the student should have known about the action to initiate this discussion. The grievance complaint must be made in writing and signed by the person completing it. The Associate Dean of Student Services must investigate the grievance within 7 calendar days. In the case where the discrimination is in any way threatening, the Associate Dean of Student Services must bring it to the attention of the ICOM Dean immediately for intervention.

After the investigation period of 7 calendar days, the student filing the grievance, and the person against whom the grievance is filed will meet with the Associate Dean of Student Services to discuss an informal resolution. This meeting must be scheduled within 14 calendar days of the initial filing of the grievance. A letter confirming the mutual decisions of the resolution will be distributed, within 10 calendar days of the meeting, to all persons and kept within the permanent student and or employee files for possible future concerns that may arise with the resolution. The Assistant Dean of Student Services will keep a record of the grievance investigation, including all supporting documentation and a report of the findings. All material shall be filed as previously stated in this procedure.

If the Associate Dean of Student Services determines the evidence is insufficient to support the allegations, he/she may close the grievance and notify the student within 14 calendar days of his/her findings and inform the student of their right to request a grievance hearing.

Step Two: The Grievance Hearing Process

If the student feels the informal resolution has not been successful, or disagrees with the informal resolution, he/she may request the Associate Dean of Student Services and the Dean to call a Grievance Hearing. The student has 30 calendar days after receiving written notice of denial of the grievance to request such a hearing.

The request must be in writing, signed by the student, and include the following information:

- A clear and precise statement of the grievance
- A statement explaining how the action is discriminatory or the decision unreasonable if it is a denial of a requested accommodation
- The name the respondent parties (the person(s) against whom the grievance is filed)
- An explanation of each respondent responsible for the action or decision
- The requested remedy
- Any request to bring a non-participating observer to the hearing

This information must be sent by certified mail or delivered with signature of receipt to both the Office of the Associate Dean of Student Services and the Office of the Dean. Upon receipt of the request for a Grievance Hearing, the following processes will be followed:

- The Dean shall designate an Associate Dean to review the case within 7 calendar days to see if a peaceful and prompt resolution can be made between the parties. In cases where this cannot be accomplished, the Dean shall appoint a Grievance Hearing Board, including naming a Chair, at the end of the 7 days.
- The Grievance Hearing Board, appointed by the Dean, will be notified in writing of their appointment and informed of the date of the hearing. The date of the hearing must be within 14 calendar days of the notice. The Dean shall ensure that those participating on the Grievance Hearing Board are not a part of the alleged discrimination or the denial of accommodations. The Grievance Hearing Board shall consist of a Chair, two Associate Deans, two faculty members, one staff member, and one student.

- Prior to convening the grievance hearing meeting, the Grievance Hearing Board shall be trained on the specific grievance hearing procedures relating to the individual grievance and will be provided with additional educational material as appropriate.
- The person(s) against whom the grievance is alleged shall receive a written copy of the grievance at least 7 calendar days in advance of the hearing.
- The Grievance Hearing Board shall hear the grievance by the student. The person filing the grievance, as well as the person against whom the grievance is alleged shall at this time bring all witnesses and/or evidence to the hearing for the Grievance Hearing Board to consider. The Grievance Hearing Board will convene privately to her testimony and review documentation, including the final report from the Associate Dean of Student Services relating to the grievance. As necessary, the Associate Dean of Student Services may be called to testify as a witness in the grievance. No individuals appearing before the Grievance Hearing Board is entitled to have an attorney represent them at the hearing. Only the Chair shall be entitled to question any witness and decide upon the relevancy of any evidence presented.
- Following this initial hearing and presentation, if additional information is needed to render a decision, the Grievance Hearing Board may recess for a period of not greater than 14 calendar days. The Grievance Hearing Board, or the Associate Dean of Student Services at the request of the Grievance Hearing Board, shall conduct further investigation of the alleged grievances. The Grievance Hearing Board may, during this time, meet with ICOM's legal counsel who has further expertise in the law regarding disability and discrimination.
- The second meeting of the Grievance Hearing Board, which shall occur within 14 calendar days, shall be to further discuss the grievance, the investigation, the educational materials provided, and the advice of legal counsel. The Grievance Hearing Board may require second interviews with the person filing the grievance or with those whom the grievance is filed against. The Grievance Hearing Board shall make a final ruling at this meeting. Minutes will be taken of all Grievance Hearing Board meetings. A letter shall be sent to the student within 14 calendar days of the final determination by the Grievance Hearing Board.

Step Three: Final Appeal Procedure

The student has the right to appeal the decision of the Grievance Hearing Board to the Dean. The student has 30 calendar days after receiving the Grievance Hearing Board decision letter to file for an appeal. All such requests must be in writing, signed by the student, and be sent via certified mail or delivered with signature of receipt directly to the Office of the Dean. The Dean shall have a period of not greater than 14 calendar days to respond to the appeal. The Dean shall have the final determination of the outcome with no further options for appeal.

Improper Relationships

Relationships between a student and an ICOM faculty/staff member, including clinical preceptors entrusted to oversee the student, which extend beyond the educational requirements or beyond ICOM activities, are not permitted. Relationships with patients (by a student or faculty member) which extend beyond their care requirements are strictly prohibited.

Harassment and discrimination Inquiries should be directed to the ICOM Title IX Coordinator:

Luke Mortensen PhD
208-795-4367
lmortensen@idahocom.org
Office #320

Accreditation Standard Complaint Process
ICOM is committed to maintaining the Commission on Osteopathic College Accreditation standards. A copy of the standards is accessible at the AOA COCA's website: www.osteopathic.org/accreditation/standards

Students who have concerns regarding ICOM's capability to achieve the standards of accreditation or comply with policies and procedures of the AOA Commission on Osteopathic College Accreditation (COCA) may file a confidential grievance. Formal grievances must be submitted in writing to the Senior Associate Dean for Learner Outcomes and Assessment. All such complaints will remain confidential.

The written grievance should include the following: student name and contact information, the date of the grievance, the specific COCA accreditation standard, policy or procedure that is involved, and a description of the specific grievance.

Resolution and Adjudication Process
The grievance will be reviewed by the Senior Associate Dean for Learner Outcomes and Assessment and referred to the ICOM Dean and Chief Academic Officer or ICOM President and Chief Executive Officer within ten business days for investigation, review and appropriate action. Students should expect a timely, fair, and comprehensive review of their complaints to include personal discussions with appropriate administrators, and the opportunity to supply supportive documentation or the testimony of fellow students regarding their concerns. Students will be notified regarding the outcome of the review and any actions planned or taken within 15 business days of the complaint being received by the Dean and CAO or President and CEO.

Filing Confidential Complaints with the COCA and the Contact Information for COCA
The accreditation standards, policies and procedures for ICOM can be found at: https://osteopathic.org/wp-content/uploads/2018/02/complaint-review-procedures.pdf

Students who are not satisfied with the response from the ICOM administration or who wish to file a confidential complaint with the COCA may submit their grievance directly to the COCA by contacting the American Osteopathic Association (AOA)/ Commission on Osteopathic College Accreditation (COCA), 142 E. Ontario St., Chicago, IL 60611, at predoc@osteopathic.org or (312) 202-8174.

Formal Federal Agency Grievance Procedures

Students with grievances or complaints against ICOM based upon violations of Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act of 1990 as Amended (2008) also have the right to file a complaint with the Office for Civil Rights by mailing the grievance or complaint to:

U.S. Department of Education
Office of Civil Rights
400 Maryland Avenue SW, Washington, DC 20202-1100; or
Faxing it to the Director at (202) 453-6012; or filing it electronically

For more information, students can contact the Office for Civil Rights:
1-800-421-3481
OCR@ed.gov

Graduation Requirements and Time to Degree

Satisfactory completion of the program thereby resulting in the awarding of the earned degree, Doctor of Osteopathic Medicine, requires each candidate to satisfy the following requirements:

- Satisfactory completion of all required courses and credit hours within six (6) years of initial matriculation with attainment of at least the minimum passing grade, as determined by the faculty, for each course;
- To graduate, 4th year students must successfully complete 169.50 credits. This is subject to change for future academic years and graduating cohorts.
- Attainment of a passing score for COMLEX-USA® Level 1 as administered by the National Board of Osteopathic Medical Examiners (NBOME). The passing score is determined for each examination cycle by the NBOME;
- Attainment of passing scores for COMLEX-USA® Level 2-CE as administered by the National Board of Osteopathic Medical Examiners (NBOME). The passing score is determined for each examination cycle by the NBOME;
- Have no outstanding financial obligation to the College;
- Have no unresolved disciplinary violations;
- Receive approval for graduation from the faculty of the College.

Candidates for the degree are encouraged to attend the College's annual graduation ceremony. Students whose graduation date is delayed are able to participate in the graduation ceremony provided all graduation requirements can be reasonably completed no later than June 30th of the graduation year. These students will also be asked to fill out a "Petition to Walk in Commencement" Form with the Office of the Registrar. Students anticipating completion of graduation requirements later than June 30th shall have their graduation delayed until the following year.

Degree conferral begins on the current cohort graduation date and will conclude no later than June 30th of the graduation year.

The College shall provide a curriculum of instruction encompassing four academic years (eight semesters) of continuous study. Fellowship students are the exception, with extended coursework through five academic years. Candidates for the degree of Doctor of Osteopathic Medicine (DO) shall be required to complete the course of study within that time, unless otherwise approved. An extension may be granted by the Dean for academic remediation or to accommodate an approved leave. Such extensions shall not extend the time to degree beyond six years from the first date of matriculation unless otherwise required by statute.

Delayed Graduation Policy

If a student doctor in years 3 or 4 is required to retake courses in the curriculum as a result of specific course failure or a deficiency in overall academic performance, then a delay in scheduling clinical rotations may occur and the student doctor's graduation may be delayed. Voluntary course withdrawals, temporary leaves, or suspensions as a result of failure to pass boards (consistent with ICOM policy) may also cause a delay in scheduling clinical rotations and a delay in graduation. Any alteration in the normal curricular progression may affect a student doctor's financial aid status or qualification for education-based financial aid.

Courses in Alphabetical Order by Course Code

ANAT 1002: Gross Anatomy and Lab
This course is designed to provide a clinically oriented immersive introduction to gross anatomy, embryology and medical imaging as they pertain to osteopathic medicine. The course will utilize a combination of lectures, team-based cadaveric dissection, team-teaching, small group and interactive exercises, case-based interactive lecture sessions, flipped classroom sessions and self-directed learning to help student doctors develop an understanding of human clinical anatomy and development. This introduction to the organization, function and clinical importance of human structures will serve as a framework with which student doctors will build their clinically oriented medical foundation.

Term: Fall | Credit Hours: 7.0 | Repeatable for Credit: Y | Length: 20 Weeks | Grading: Letter

BIIC 1301: Blood, Immune, and Infection
This course provides a comprehensive overview of the hematopoietic system to include coverage of the normal physiology and pathophysiology of coagulation state, circulating blood cells and lymphoid tissues. The goals of this course are to enable students to classify both red and white blood cell disorders, to develop a basic understanding of disease conditions and infections that involve the blood and lymphoid tissues, and to incorporate laboratory findings into clinical problem solving to help establish a diagnosis and treat the patient. This course will consist of didactic lectures, independent study and clinical case exercises to enhance student comprehension.

Term: Fall | Credit Hours: 3.0 | Repeatable for Credit: No | Length: 5 Weeks | Grading: Letter

CARD 1602: Cardiovascular System
This course provides a comprehensive overview of the cardiovascular system including the normal physiology, as well as the pathophysiology of disease states. Medical imaging, electrocardiogram interpretation, electrolyte and fluid balance, neoplasia, infection and medications related to the cardiovascular system are also covered. The goal of this course is to enable student doctors to classify and gain an expanded understanding of both normal and abnormal cardiovascular function along with differential diagnosis and treatment options of common cardiovascular disease processes.

Term: Spring | Credit Hours: 5.5 | Repeatable for Credit: No | Length: 6 Weeks | Grading: Letter

CARE 1001: Caring and Competent Physician I
The CARE course is a two-year longitudinal health systems science curriculum focusing on the study of the health care system. This course series examines how care is delivered, how health professionals work together to deliver that care, and how the health system can improve patient care and health care delivery. The domains of the course include policy and economics, informatics, population health, value-based care, health system structure and improvement, teamwork, evidence-based practice and advocacy, medical professionalism and leadership,

health care ethics and law and systems thinking. Taught longitudinally throughout the first and second years (i.e., preclinical curriculum), this course exposes students to the professional competencies necessary for effective, empathetic, ethical and competent osteopathic medical practice. Students will be challenged to learn and practice their skills and knowledge through case-discussion, self-directed learning modules, team-based projects, simulated patient events and simulation lab events. CARE 1001 is the first course in the four-course sequence which touches on all eleven of the health system science domains and provides the foundation for the entire two-year course by highlighting health system structures and processes.

Term: Fall | Credit Hours: 1.5 | Repeatable for Credit: No | Length: 20 Weeks | Grading: Pass/Fail

CARE 1002: Caring and Competent Physician II
This course series examines medical professionalism and other professional competencies necessary for effective, empathetic, ethical and competent osteopathic medical practice. Taught longitudinally throughout the first and second years (i.e., preclinical curriculum), this course utilizes additional case-discussion and self-directed learning modules which may be done both individually and in teams. CARE 1002 is the second course in the four-course sequence and is designed to actively promote a healthy professional life and ensure lifelong advancement in the areas of: professionalism, communication, systems-based practice, and practice-based learning.

Term: Spring | Credit Hours: 2.0 | Repeatable for Credit: No | Length: 19 Weeks | Grading: Pass/Fail

CARE 2001: Caring and Competent Physician III
The CARE course is a two-year longitudinal health systems science curriculum focusing on the study of the health care system. This course series examines how care is delivered, how health professionals work together to deliver that care, and how the health system can improve patient care and health care delivery. The domains of the course include policy and economics, informatics, population health, value-based care, health system structure and improvement, teamwork, evidence-based practice and advocacy, medical professionalism and leadership, health care ethics and law and systems thinking. Taught longitudinally throughout the first and second years (i.e., preclinical curriculum), this course exposes students to the professional competencies necessary for effective, empathetic, ethical and competent osteopathic medical practice. Students will be challenged to learn and practice their skills and knowledge through case-discussion, self-directed learning modules, team-based projects, simulated patient events and simulation lab events. CARE 2001 is the third course in the four-course sequence which touches on all eleven of the health system domains and highlights patient and health system advocacy.

Term: Fall | Credit Hours: 2.0 | Repeatable for Credit: No | Length: 20 Weeks | Grading: Pass/Fail

CARE 2002: Caring and Competent Physician IV
This course series examines medical professionalism and other professional competencies necessary for effective, empathetic, ethical and competent osteopathic medical practice. Taught

longitudinally throughout the first and second years (i.e., preclinical curriculum), this course utilizes additional case-discussion and self-directed learning modules which may be done both individually and in teams. CARE 2002 is the fourth course in the four-course sequence and is designed to actively promote a healthy professional life and ensure lifelong advancement in the areas of: professionalism, communication, systems-based practice, and practice-based learning.

Term: Spring | Credit Hours: 1.0 | Repeatable for Credit: No | Length: 13 Weeks | Grading: Pass/Fail

CCAP 2900: Curricular Review Capstone Course
The two-week capstone course is offered during the second half of April of the OMS II year. The capstone course is designed to provide student doctors with an opportunity to integrate and consolidate essential content in preparation for comprehensive board examinations. During the course, various practice board examinations are administered using TrueLearn's COMBANK platform. At the end of the course, student doctors must take the Comprehensive Osteopathic Medicine Self-Assessment Exam (COMSAE) and achieve a designated passing score as determined by ICOM in order to sit for the Comprehensive Osteopathic Medical Licensing Examination, COMLEX-USA Level 1.

Term: Spring | Credit Hours: 0.5 | Repeatable for Credit: No | Length: 2 Weeks | Grading: Pass/Fail

CCRC 1000A: Cumulative Curricular Review I
This course is the first of four Cumulative Curricular Review courses which run throughout the first two years of the curriculum, i.e. the preclinical curriculum. There are two goals of this course: First, to help students organize the content to which they are and have been exposed in their other courses; and second, to allow them to assess their understanding of the content in order to prepare them for their board examination (COMLEX-USA Level 1). To achieve these goals, board review resources including videos and board-style questions are heavily utilized. The course is mainly self-directed; therefore, students are expected to manage their time accordingly such that assignments are completed in a timely manner.

Term: Fall | Credit Hours: 2.5 | Repeatable for Credit: No | Length: 20 Weeks | Grading: Pass/Fail

CCRC 1000B: Cumulative Curricular Review II
This course is the second of four Cumulative Curricular Review courses which run throughout the first two years of the curriculum, i.e. the preclinical curriculum. There are two goals of this course: First, to help students organize the content to which they are and have been exposed in their other courses; and second, to allow them to assess their understanding of the content in order to prepare them for their board examination (COMLEX-USA Level 1). To achieve these goals, board review resources including videos and board-style questions are heavily utilized. The course is mainly self-directed; therefore, students are expected to manage their time accordingly such that assignments are completed in a timely manner.

Term: Spring | Credit Hours: 2.5 | Repeatable for Credit: No | Length: 19 Weeks | Grading: Pass/Fail

CCRC 2000A: Cumulative Curricular Review III
This course is the third (of four) Cumulative Curricular Review courses which run throughout the first two years of the curriculum, i.e. the preclinical curriculum. There are two goals of this course: First, to help students organize the content to which they are and have been exposed in their other courses; and second, to allow them to assess their understanding of the content in order to prepare them for their board examination (COMLEX-USA Level 1). To achieve these goals, board review resources including videos and board-style questions are heavily utilized. The course is mainly self-directed; therefore, students are expected to manage their time accordingly such that assignments are completed in a timely manner.

Term: Fall | Credit Hours: 2.5 | Repeatable for Credit: No | Length: 20 Weeks | Grading: Pass/Fail

CCRC 2000B: Cumulative Curricular Review IV
This course is the fourth of four Cumulative Curricular Review courses which run throughout the first two years of the curriculum, i.e. the preclinical curriculum. There are two goals of this course: First, to help students organize the content to which they are and have been exposed in their other courses; and second, to allow them to assess their understanding of the content in order to prepare them for their board examination (COMLEX-USA Level 1). To achieve these goals, board review resources including videos and board-style questions are heavily utilized. The course is mainly self-directed; therefore, students are expected to manage their time accordingly such that assignments are completed in a timely manner.

Term: Spring | Credit Hours: 1.5 | Repeatable for Credit: No | Length: 13 Weeks | Grading: Pass/Fail

CIPE 1000A: Foundations of Interprofessional Education I
This course is designed for early health care learners from ICOM, Idaho State and other potential campuses and programs to introduce them to the importance of best practices for professionalism, roles and responsibilities, teamwork, communication, ethics, and collaborative practice as a means to improve the quality and safety of patient care. Learners will prepare to demonstrate the ability to participate effectively as a member of an interprofessional team, listen actively and develop oral and written communication skills with diverse individuals, communities, and colleagues to ensure effective, culturally appropriate exchange of information. Additionally, learners will participate in experiences focused on the development of skills to communicate with patients' families, communities, peers, and other health professionals in a responsive and responsible manner that supports an interprofessional approach that ensures an effective, culturally appropriate exchange of information. Effective demonstration of knowledge of codes of ethical conduct for multiple professions and assessment of similarities and differences while working with individuals of other professions to enhance a climate of mutual respect and shared values is also expected. Foremost, the learner will reflect on placing the interests of patients and diverse populations at the center of health care delivery.

Term: Fall | Credit Hours: 0.5 | Repeatable for Credit: No | Length: 20 Weeks | Grading: Pass/Fail

CIPE 1000B: Foundations of Interprofessional Education II
This course is designed for early health care learners from ICOM, ISU and other campuses and programs to introduce them to the importance of best practices for professionalism, roles and responsibilities, teamwork, communication, ethics, and collaborative practice as a means to improve the quality and safety of patient care. Learners will prepare to demonstrate the ability to participate effectively as a member of an interprofessional team, listen actively and develop oral and written communication skills with diverse individuals, communities, and colleagues to ensure effective, culturally appropriate exchange of information. Additionally, learners will participate in experiences focused on the development of skills to communicate with patients' families, communities, peers, and other health professionals in a responsive and responsible manner that supports an interprofessional approach that ensures an effective, culturally appropriate exchange of information. Effective demonstration of knowledge of codes of ethical conduct for multiple professions and assessment for similarities and differences while working with individuals of other professions to enhance a climate of mutual respect and shared values is also expected. Foremost, the learner will reflect on placing the interests of patients and diverse populations at the center of health care delivery.

Term: Spring | Credit Hours: 0.5 | Repeatable for Credit: No | Length: 19 Weeks | Grading: Pass/Fail

CIPE 2000A: Foundations of Interprofessional Education III
This course is designed for early health care learners from ICOM, Idaho State and other campuses and programs to introduce them to the importance of best practices for professionalism, roles and responsibilities, teamwork, communication, ethics, and collaborative practice as a means to improve the quality and safety of patient care. Learners will prepare to demonstrate the ability to participate effectively as a member of an interprofessional team, listen actively and develop oral and written communication skills with diverse individuals, communities, and colleagues to ensure effective, culturally appropriate exchange of information. Additionally, learners will participate in experiences focused on the development of skills to communicate with patients' families, communities, peers, and other health professionals in a responsive and responsible manner that supports an interprofessional approach that ensures an effective, culturally appropriate exchange of information. Effective demonstration of knowledge of codes of ethical conduct for multiple professions and assessment for similarities and differences while working with individuals of other professions to enhance a climate of mutual respect and shared values is also expected. Foremost, the learner will reflect on placing the interests of patients and diverse populations at the center of health care delivery.

Term: Fall | Credit Hours: 0.5 | Repeatable for Credit: No | Length: 20 Weeks | Grading: Pass/Fail

CIPE 2000B: Foundations of Interprofessional Education IV
This course is designed for early health care learners from ICOM, ISU and other campuses and programs to introduce them to the importance of best practices for professionalism, roles and responsibilities, teamwork, communication, ethics, and collaborative practice as a means to improve the quality and safety of patient care. Learners will prepare to demonstrate the ability to participate effectively as a member of an interprofessional team, listen actively and develop oral

and written communication skills with diverse individuals, communities, and colleagues to ensure effective, culturally appropriate exchange of information. Additionally, learners will participate in experiences focused on the development of skills to communicate with patients' families, communities, peers and other health professionals in a responsive and responsible manner that supports an interprofessional approach that ensures an effective, culturally appropriate exchange of information. Effective demonstration of knowledge of codes of ethical conduct for multiple professions and assessment for similarities and differences while working with individuals of other professions to enhance a climate of mutual respect and shared values is also expected. Foremost, the learner will reflect on placing the interests of patients and diverse populations at the center of health care delivery

Term: Spring | Credit Hours: 0.5 | Repeatable for Credit: No | Length: 13 Weeks | Grading: Pass/Fail

CMED 1501: The Practice of Clinical Medicine I
The purpose of The Practice of Clinical Medicine I course is to help student doctors begin to develop the knowledge and skills necessary to practice clinical medicine, including taking a patient history, performing a physical examination, developing a broad differential diagnosis, using clinical reasoning to prioritize differential diagnoses from most likely to least likely, documenting the clinical encounter, verbally presenting a patient case, performing basic clinical procedures, and doing all of this while demonstrating good communication and professionalism.

Term: Fall | Credit Hours: 2.5 | Repeatable for credit: No | Length: 20 Weeks | Grading: Letter

CMED 1902: The Practice of Clinical Medicine II
The purpose of The Practice of Clinical Medicine II course is to help student doctors begin to develop the knowledge and skills necessary to practice clinical medicine, including taking a patient history, performing a physical examination, using clinical reasoning to develop a differential diagnosis and identify a likely diagnosis, documenting the clinical encounter, verbally presenting a patient case, performing basic clinical procedures, and doing all of this while demonstrating good communication and professionalism.

Term: Spring | Credit Hours: 0.5 | Repeatable for Credit: No | Length: 19 Weeks | Grading: Letter

CMED 2401: The Practice of Clinical Medicine III
The Practice of Clinical Medicine (CMED) III course is a Fall semester course that builds upon the fundamental skills learned in the Practice of Clinical Medicine I and II courses. Specifically, it focuses on solidifying patient assessment and medical documentation, while encouraging critical thinking in the creation of a differential diagnosis list, designing treatment recommendations, and providing succinct oral patient presentations. Interactive lectures, case discussions, hands-on practice, simulations, and standardized patient experiences are used to develop appropriate professional behaviors and clinical skills such as patient-centered interviewing, physical examination, medical documentation and reporting, differential diagnoses, laboratory interpretation, patient education and counseling. Specific emphasis will be placed on developing practical, hands-on skills for 3rd and 4th year rotations, such as phlebotomy, lumbar

puncture, establishing intravenous and intraosseous access, gloving, suturing, splinting, performing electrocardiograms and defibrillation, placing urinary catheters and nasogastric tubes. Students will also practice giving oral patient presentations to an attending in a simulated hospital or emergency room setting.

Term: Fall | Credit Hours: 1.0 | Repeatable for Credit: No | Length: 20 Weeks | Grading: Letter

CLIN 2701: The Practice of Clinical Medicine IV
The Practice of Clinical Medicine IV Course builds upon the fundamental skills learned in the Practice of Clinical Medicine II course. Specifically, it focuses on solidifying patient assessment and medical documentation, while encouraging critical thinking in the creation of a differential diagnosis list, designing treatment recommendations, and providing succinct oral patient presentations. Interactive lectures, small group discussions, hands-on practice, simulations, and standardized patient experiences are used to develop appropriate professional behaviors and clinical skills such as patient-centered interviewing, physical examination, medical documentation and reporting, differential diagnoses, laboratory interpretation, patient education and counseling. Specific emphasis will be placed on advancing clinical reasoning through the development of differential diagnoses, determining appropriate evaluations, and formulating cost-effective and pertinent treatment plans.

Term: Spring | Credit Hours: 0.5 | Repeatable for Credit: No | Length: 13 Weeks | Grading: Letter

CPRO 3001: Clinical Preparation
The clinical preparation rotation will review key skills and knowledge used across various clinical settings. Students will demonstrate and practice their clinical reasoning and skills in activities designed to simulate various patient encounters and clinical settings. We will also discuss strategies and knowledge for student success in subsequent clinical rotations.

Credit Hours: 4.0 | Repeatable for Credit: No | Length: 4 Weeks | Grading: Pass/Fail

ELRO 3102: Elective
This four-week third year rotation allows student doctors to further enhance their professional development and performance as future osteopathic physicians. Electives include medical and surgical specialties and subspecialties and/or a special elective of interest to the individual student doctor upon approval of the Office for Clinical Affairs. Student doctors are strongly encouraged to utilize this time to choose electives which strengthen areas of weakness and introduce them to specialties they may have interest in pursuing in their residency applications. This elective should provide further training that will help them transition into residency. All electives must be patient-care oriented.

Credit Hours: 4.0 | Repeatable for Credit: No | Length: 4 Weeks | Grading: Pass/Fail

ELRO 4101: Primary Care
Fourth year students are required to complete a four week rotation in a primary care specialty during their fourth year. During this course, either in Family Medicine, Obstetrics and

Gynecology, Pediatrics, Outpatient Internal Medicine, or Urgent Care, students will expand their knowledge of the full age spectrum from health to disease states and apply this knowledge in the primary care clinical setting. The curriculum is taught through one-on-one student-preceptor experiences in caring for patients primarily in the outpatient setting. This course is a four week course. Other specialties may meet the requirements of the Primary Care Elective in the OMS-IV year after review and approval by the Clinical Affairs Department.

Credit Hours: 4.0 | Repeatable for Credit: No | Length: 4 Weeks | Grading: Pass/Fail

ELRO 4201: Elective 2
This rotation allows student doctors to further enhance their professional development and performance as future osteopathic physicians. Electives include medical and surgical specialties and subspecialties and/or a special elective of interest to the individual student doctor upon approval of the Office for Clinical Affairs. Student doctors are strongly encouraged to utilize this time to choose electives at sites with residency programs of interest, strengthen areas of weakness and obtain further training that will help them transition into residency. All electives must be patient-care oriented.

Credit Hours: 4.0 | Repeatable for Credit: No | Length: 4 Weeks | Grading: Pass/Fail

ELRO 4301: Elective 3
This rotation allows student doctors to further enhance their professional development and performance as future osteopathic physicians. Electives include medical and surgical specialties and subspecialties and/or a special elective of interest to the individual student doctor upon approval of the Office for Clinical Affairs. Student doctors are strongly encouraged to utilize this time to choose electives at sites with residency programs of interest, strengthen areas of weakness and obtain further training that will help them transition into residency. All electives must be patient-care oriented.

Credit Hours: 4.0 | Repeatable for Credit: No | Length: 4 Weeks | Grading: Pass/Fail

ELRO 4401: Elective 4
This rotation allows student doctors to further enhance their professional development and performance as future osteopathic physicians. Electives include medical and surgical specialties and subspecialties and/or a special elective of interest to the individual student doctor upon approval of the Office for Clinical Affairs. Student doctors are strongly encouraged to utilize this time to choose electives at sites with residency programs of interest, strengthen areas of weakness and obtain further training that will help them transition into residency. All electives must be patient-care oriented.

Credit Hours: 4.0 | Repeatable for Credit: No | Length: 4 Weeks | Grading: Pass/Fail

ELRO 4501: Elective 5
This rotation allows student doctors to further enhance their professional development and performance as future osteopathic physicians. Electives include medical and surgical specialties

and subspecialties and/or a special elective of interest to the individual student doctor upon approval of the Office for Clinical Affairs. Student doctors are strongly encouraged to utilize this time to choose electives at sites with residency programs of interest, strengthen areas of weakness and obtain further training that will help them transition into residency. All electives must be patient-care oriented.

Credit Hours: 4.0 | Repeatable for Credit: No | Length: 4 Weeks | Grading: Pass/Fail

ELRO 4601: Elective 6
This rotation allows student doctors to further enhance their professional development and performance as future osteopathic physicians. Electives include medical and surgical specialties and subspecialties and/or a special elective of interest to the individual student doctor upon approval of the Office for Clinical Affairs. Student doctors are strongly encouraged to utilize this time to choose electives at sites with residency programs of interest, strengthen areas of weakness and obtain further training that will help them transition into residency. All electives must be patient-care oriented.

Credit Hours: 4.0 | Repeatable for Credit: No | Length: 4 Weeks | Grading: Pass/Fail

ELRO 4701: Elective 7
This rotation allows student doctors to further enhance their professional development and performance as future osteopathic physicians. Electives include medical and surgical specialties and subspecialties and/or a special elective of interest to the individual student doctor upon approval of the Office for Clinical Affairs. Student doctors are strongly encouraged to utilize this time to choose electives at sites with residency programs of interest, strengthen areas of weakness and obtain further training that will help them transition into residency. All electives must be patient-care oriented.

Credit Hours: 4.0 | Repeatable for Credit: No | Length: 4 Weeks | Grading: Pass/Fail

ELRO 4801: Elective 8
This rotation allows student doctors to further enhance their professional development and performance as future osteopathic physicians. Electives include medical and surgical specialties and subspecialties and/or a special elective of interest to the individual student doctor upon approval of the Office for Clinical Affairs. Student doctors are strongly encouraged to utilize this time to choose electives at sites with residency programs of interest, strengthen areas of weakness and obtain further training that will help them transition into residency. All electives must be patient-care oriented.

Credit Hours: 4.0 | Repeatable for Credit: No | Length: 4 Weeks | Grading: Pass/Fail

ELRO 4901: Elective 9
This rotation allows student doctors to further enhance their professional development and performance as future osteopathic physicians. Electives include medical and surgical specialties and subspecialties and/or a special elective of interest to the individual student doctor upon

approval of the Office for Clinical Affairs. Student doctors are strongly encouraged to utilize this time to choose electives at sites with residency programs of interest, strengthen areas of weakness and obtain further training that will help them transition into residency. All electives must be patient-care oriented.

Credit Hours: 4.0 | Repeatable for Credit: No | Length: 4 Weeks | Grading: Pass/Fail

EMRO 4201: Emergency Medicine
EMRO is a fourth year clerkship that provides education and clinical experiences in caring for patients who present to the Emergency Department (ED) with a variety of acute and subacute concerns. EMRO will emphasize stabilization and appropriate triage of critically ill and injured patients and those at risk for death and/or disability as well as patients with more common, less critical concerns. EMRO is designed to introduce students to the principles of acute care medicine, and provide ICOM students with an opportunity to evaluate ED patients, develop a plan for evaluation, management and disposition of these patients and the presentation of these patients to preceptor physicians, the patients, and consultants. EMRO also emphasizes active participation throughout patient care, including involvement in a variety of procedures requiring procedural skills. Assessment of student performance is based on the patient care experiences, assigned modules from Emergency Medicine resources and online texts, as well as weekly case presentations/reviews and a final evaluation from the student's preceptor(s).

Credit Hours: 4.0 | Repeatable for Credit: No | Length: 4 Weeks | Grading: Pass/Fail

ENDO 2501: Endocrine System
This course offers an in-depth exploration of the endocrine system, including the structure and function of major endocrine organs, regulatory mechanisms of hormones, etiology and pathogenesis of endocrine disorders, and the diagnosis and management of patients presenting with symptoms of hormone dysfunction.

Term: Spring | Credit Hours: 4.5 | Repeatable for Credit: No | Length: 5 Weeks | Grading: Letter

FMRO 3301: Family Medicine
The ICOM mission of preparing community-focused physicians for rural and medically underserved areas is best met through family medicine. Family medicine is a primary care specialty that provides first contact, ongoing, and preventative care to all patients regardless of age, gender, culture, care center, or type of problem. Given the variety of practice opportunities and formats in family medicine, students will expand their knowledge caring for patients of any age from health to disease states and apply this knowledge in the clinical setting. Family medicine clinical experiences allow students to understand how context influences the diagnostic process and management decisions. The four-week family medicine rotation is taught through one-on-one student-preceptor experiences, online case modules, a question bank, and weekly ICOM faculty/student didactics through Webex.

Credit Hours: 4.0 | Repeatable for Credit: No | Length: 4 Weeks | Grading: Pass/Fail

FOUN 1102: Clinical Foundations
Clinical Foundations is the first course in the ICOM preclinical curriculum. The goal of this course is to present the language and provide core foundational principles of the biomedical sciences foundational to medicine that students will be using throughout their study of human health and disease in the system-based courses to follow. This course employs the exploration of the molecular, genetic, and cellular basis of human health. It introduces the basic biomedical principles underlying disease development and progression and provides foundational knowledge about pharmacotherapy and clinical reasoning. It serves as an introductory framework for integrating the core biomedical disciplines of biochemistry, genetics, physiology, cell biology and histology, microbiology, immunology, pathology, and pharmacology in advancing students' understanding of medical sciences and their application in clinical practice.

Term: Fall | Credit Hours: 4.5 | Repeatable for Credit: No | Length: 6 Weeks | Grading: Letter

GAST 2001: Gastrointestinal System
This course provides a comprehensive overview of the gastrointestinal system from mouth to anus. The course will outline the normal processes, anatomy and physiology of the alimentary canal, exocrine pancreas, liver and biliary system, and intestinal tract, including the normal function of the gastrointestinal immune defenses and normal flora. This course will then proceed to define the abnormal processes and pathophysiology of common gastrointestinal disease states. Emphasis will be placed on screening, clinical diagnosis and health maintenance. These topics will include infectious diseases, immunologic and inflammatory disorders, neoplasms and medications related to the gastrointestinal system.

Term: Fall | Credit Hours: 4.5 | Repeatable for Credit: No | Length: 5 Weeks | Grading: Letter

IMRO 3401: Internal Medicine
The Department of Primary Care wishes to provide an exciting, unique experience for the clinical student in an internal medicine subspecialty while developing competent and compassionate student physicians capable of caring for this extraordinary group of patients. During the third year internal medicine subspecialty rotation, students expand their knowledge of internal medicine subspecialties and gain the ability to apply this knowledge in the clinical setting. The curriculum is taught through ICOM online lectures, online case modules, assignments, and through one-on-one student-preceptor experiences in caring for patients in the clinical setting. This is a four week rotation.

Credit Hours: 4.0 | Repeatable for Credit: No | Length: 4 Weeks | Grading: Pass/Fail

IMRS 3501: Internal Medicine - Subspecialty
The Department of Primary Care wishes to provide an exciting, unique experience for the clinical student in an internal medicine subspecialty while developing competent and compassionate student physicians capable of caring for this extraordinary group of patients. During the third year internal medicine subspecialty rotation, students expand their knowledge of internal medicine subspecialties and gain the ability to apply this knowledge in the clinical

setting. The curriculum is taught through ICOM online lectures, online case modules, assignments, and through one-on-one student-preceptor experiences in caring for patients in the clinical setting. This is a four week rotation.

Credit Hours: 4.0 | Repeatable for Credit: No | Length: 4 Weeks | Grading: Pass/Fail

INTG 2201: Integumentary System
Content in this course will provide a comprehensive overview of the integumentary system including the normal physiology and pathophysiology of common dermatologic related disease states. Imaging and diagnostic evaluation, neoplasia, infection and medications related to the integumentary system are also covered. This knowledge is designed to enable students to classify and gain an expanded understanding of both normal and abnormal integumentary system function along with differential diagnosis and treatment options of the common dermatologic-related disease processes.

Term: Spring | Credit Hours: 2.0 | Repeatable for Credit: No | Length: 2 Weeks | Grading: Letter

MNTH 2301: Mental Health System
Content in this course will review clinically relevant topics in psychiatry to better prepare students to evaluate and treat mental illness using a biopsychosocial model of care. Psychiatric issues seen in primary care settings will be emphasized. This knowledge will enable the physician to appropriately evaluate the patient's health and diagnose disease from the presented signs and symptoms. This knowledge is designed to enable students to classify and gain an expanded understanding of both normal and abnormal behavioral health processes.

Term: Fall | Credit Hours: 4.0 | Repeatable for Credit: No | Length: 4 Weeks | Grading: Letter

MSKS 1401: Musculoskeletal System
The musculoskeletal system is an essential component of osteopathic medical education. Students will be introduced to medical terminology specific to the musculoskeletal system and osteopathic medicine. The primary objective of this course is to provide students with an opportunity to learn the structure, function, pathophysiology, and clinical relevance of the musculoskeletal system including connective tissue as it pertains to clinical medicine with clinical correlations to illustrate applications of principle concepts specific to osteopathic medicine. This knowledge is designed to enable the physician to appropriately evaluate the patient's health and diagnosis of disease from the presented signs and symptoms.

Term: Fall | Credit Hours: 4.5 | Repeatable for Credit: No | Length: 6 Weeks | Grading: Letter

NEUR 1801: Neurosensory System
The aim of this course is to provide student doctors with an effective foundation in the structure, function, pathophysiology, pharmacology and clinical relevance of the central nervous system and special sensory structures. Mastery of these concepts will enable the physician to appropriately determine the patient's health, diagnose neurological diseases from the presented signs and symptoms and evaluate results of clinical tests. The course uses active exploration of

case-based problems to integrate knowledge and terminology that is essential for clinicians in any area of practice.

Term: Spring | Credit Hours: 5.5 | Repeatable for Credit: No | Length: 6 Weeks | Grading: Letter

OPPC 1501A: Osteopathic Principles and Practice I
OPPC 1501A introduces the ICOM student to the practice and principles of osteopathic medicine. Course content is presented through weekly learning sessions. Basic terminology and osteopathic specific medical terminology are defined with applications. Concepts related to the osteopathic screening, regional and segmental structural exams as well as fundamentals of osteopathic treatment will be presented. Clinical problems and cases are presented, as well as osteopathic problem-solving.

Term: Fall | Credit Hours: 1.0 | Repeatable for Credit: No | Length: 20 Weeks | Grading: Letter

OPPC 1501B: Osteopathic Principles and Practice Lab I
OPPC 1501B introduces the ICOM student to the practice and application of osteopathic manipulative medicine, and the development of psychomotor skills. Course content is presented through weekly lab sessions. Included are the osteopathic structural exam and interpretation of physical examination findings as well as the application of various models of osteopathic treatment. Clinical problems and cases are presented, as well as osteopathic problem-solving.

Term: Fall | Credit Hours: 1.0 | Repeatable for Credit: No | Length: 20 Weeks | Grading: Letter

OPPC 1951A: Osteopathic Principles and Practice II
OPPC 1951A continues to introduce the ICOM student to the practice and principles of osteopathic medicine. It is one part of a two part course consisting of 1951A, the written course, and 1951B, the laboratory course. Course content is presented through weekly learning sessions. Basic terminology and osteopathic specific medical terminology are defined with applications. Concepts related to the osteopathic screening, regional and segmental structural exams as well as fundamentals of osteopathic treatment will be presented. Clinical problems and cases are presented, as well as osteopathic problem solving.

Term: Spring | Credit Hours: 1.0 | Repeatable for Credit: No | Length: 19 Weeks | Grading: Letter

OPPC 1951B: Osteopathic Principles and Practice Lab II
OPPC 1951B continues to introduce the ICOM student to the practice and application of osteopathic manipulative medicine and the development of psychomotor skills. Course content is presented through weekly lab sessions. Included are the osteopathic structural exam and interpretation of findings as well as the application of various models of osteopathic treatment. Clinical problems and cases are presented, as well as osteopathic problem solving.

Term: Spring | Credit Hours: 1.0 | Repeatable for Credit: No | Length: 19 Weeks | Grading: Letter

OPPC 2451A: Osteopathic Principles and Practice III
OPPC 2451 A builds on prior cognitive and psychomotor skills essential to the practice and principles of osteopathic medicine. Course content is presented through weekly learning sessions. Basic and advanced terminology and osteopathic specific medical terminology are defined with applications. Concepts related to the osteopathic screening, regional and segmental structural exams continue and fundamentals of advanced osteopathic techniques will be presented. Clinical problems and cases are presented, as well as osteopathic problem-solving. The course is designed so the student will have a wide array of techniques to address somatic dysfunction in every area of the body. Preparation for boards and rotations will be addressed. Students are accountable for all information and skills learned in all concurrent and past courses.

Term: Fall | Credit Hours: 1.0 | Repeatable for Credit: No | Length: 20 Weeks | Grading: Letter

OPPC 2451B: Osteopathic Principles and Practice Lab III
OPPC 2451B builds on prior cognitive and psychomotor skills essential to the practice and principles of osteopathic medicine. Course content is presented through weekly lab sessions. Included are the osteopathic structural exam and interpretation of findings as well as the application of various models of advanced osteopathic treatment. The course is designed so the student will have a wide array of techniques to address somatic dysfunction in every area of the body. Preparation for boards and rotations will be addressed. Students are accountable for all information and skills learned in all concurrent and past courses.

Term: Fall | Credit Hours: 1.0 | Repeatable for Credit: No | Length: 20 Weeks | Grading: Letter

OPPC 2801A: Osteopathic Principles and Practice IV
The OPPC 2801 A course continues to build on prior cognitive and psychomotor skills essential to the practice and principles of osteopathic medicine. It is one part of a two part course consisting of 2801 A, the written course, and 2801 B, the laboratory course. Course meeting day(s), times and locations are subject to change. Times and locations for learning activities can be found on the weekly schedule in the LMS. Course content is presented through weekly learning sessions. Basic and advanced terminology and osteopathic specific medical terminology are defined with applications. Concepts related to the osteopathic screening and regional and semental structural exams continue in this course, and fundamentals of advanced osteopathic techniques will be presented. Clinical problems and cases are presented, as well as osteopathic problem solving. The course is designed so the student will have a wide array of techniques to address somatic dysfunction in every area of the body. Preparation for boards and rotations will be addressed.

Term: Spring | Credit Hours: 0.5 | Repeatable for Credit: No | Length: 13 Weeks | Grading: Letter

OPPC 2801B: Osteopathic Principles and Practice Lab IV
The OPPC 2801B course continues to build on prior cognitive and psychomotor skills essential to the practice and principles of osteopathic medicine. Course content is presented through

weekly lab sessions. Included are the osteopathic structural exam and interpretation of findings as well as the application of various models of advanced osteopathic treatment. The course is designed so the student will have a wide array of techniques to address somatic dysfunction in every area of the body. Preparation for boards and rotations will be addressed.

Term: Spring | Credit Hours: 0.5 | Repeatable for Credit: No | Length: 13 Weeks | Grading: Letter

OPPC 3551: Osteopathic Principles and Practice V
Osteopathic Principles and Practice V (OPPC 3551) builds on prior cognitive and psychomotor skills essential to the principles and practice of osteopathic medicine. Osteopathic manipulative medicine (OMM) is taught throughout the curriculum at ICOM and is reinforced in the clinical years by providing clinical experiences with ICOM appointed clinical faculty, demonstrating the incorporation of manipulative medicine skills into clinical practice. Included are the interpretation of findings, application of osteopathic manipulative techniques, and documentation of the osteopathic screening, regional and segmental structural exams as well as treatment in the hospital and clinic settings using modalities the student has learned in years one and two.

Credit Hours: 0.5 | Repeatable for Credit: No | Length: 24 Weeks | Grading: Letter

OPPC 3951: Osteopathic Principles and Practice VI
Osteopathic Principles and Practice VI (OPPC 3951) builds on prior cognitive and psychomotor skills essential to the principles and practice of osteopathic medicine. Osteopathic manipulative medicine (OMM) is taught throughout the curriculum at ICOM and is reinforced in the clinical years by providing clinical experiences with ICOM appointed clinical faculty, demonstrating the incorporation of manipulative medicine skills into clinical practice. Included are the interpretation of findings, application of osteopathic manipulative techniques, and documentation of the osteopathic screening, regional and segmental structural exams as well as treatment in the hospital and clinic settings using modalities the student has learned in years one and two.

Credit Hours: 0.5 | Repeatable for Credit: No | Length: 24 Weeks | Grading: Letter

OPPC 4551: Osteopathic Principles and Practice VII
Osteopathic Principles and Practice VII (OPPC 4551) builds on prior cognitive and psychomotor skills essential to the principles and practice of osteopathic medicine. Osteopathic manipulative medicine (OMM) is taught throughout the curriculum at ICOM and is reinforced in the clinical years by providing clinical experiences with ICOM appointed clinical faculty, demonstrating the incorporation of manipulative medicine skills into clinical practice and educating attending physician preceptors on osteopathic principles and practice. Included in this education are the interpretation of findings, demonstration of osteopathic manipulative techniques, and documentation of the osteopathic screening, regional and segmental structural exams. Knowledge of the physiological mechanisms of actions of various osteopathic techniques as well as indications and contraindications to the application of treatments in the hospital and outpatient settings using modalities the student has learned in years one, two and three will also be demonstrated.

Credit Hours: 0.5 | Repeatable for Credit: No | Length: 19 Weeks | Grading: Letter

OPPC 4951: Osteopathic Principles and Practice VIII
Osteopathic Principles and Practice VIII (OPPC 4951) builds on prior cognitive and psychomotor skills essential to the principles and practice of osteopathic medicine. Osteopathic manipulative medicine (OMM) is taught throughout the curriculum at ICOM and is reinforced in the clinical years by providing clinical experiences with ICOM appointed clinical faculty, demonstrating the incorporation of manipulative medicine skills into clinical practice and educating attending physician preceptors on osteopathic principles and practice while furthering the students' understanding of curricular design, and OMT research. Included in this education are the interpretation of findings, demonstration of osteopathic manipulative techniques, and documentation of the osteopathic screening, regional and segmental structural exams. Knowledge of the physiological mechanisms of actions of various osteopathic techniques as well as indications and contraindications to the application of treatments in the hospital and outpatient settings using modalities the student has learned in years one, two and three will also be demonstrated.

Credit Hours: 0.5 | Repeatable for Credit: No | Length: 19 Weeks | Grading: Letter

PERO 3601: Pediatrics
Pediatrics is a four-week clinical rotation occurring at a core site. Pediatrics is the medical specialty focused on the health and care of children from infancy to adolescence. Pediatrics embraces preventive health including careful observation of the growth and development of a child, anticipatory guidance about safety specific to each age, and acute and chronic care for neonates, infants, children and adolescents in all areas of medical specialties. Pediatricians are passionate advocates for their patients and are intimately involved in the care of the entire family by facilitating and coordinating services for the child. Pediatricians are a diverse group of physicians working in a variety of practice settings, medical subspecialties and geographical regions. The practice of pediatric medicine occurs in the outpatient office setting, in the inpatient setting caring for both acute and chronic illnesses, in the delivery room and newborn nursery caring for neonates in the first days of life and in the emergency room. Students should review their specific site instructions for a more detailed description of their specific practice setting and be prepared to have a schedule that may include overnight call, early mornings, late evenings and some weekend responsibilities.

Credit Hours: 4.0 | Repeatable for Credit: No | Length: 4 Weeks | Grading: Pass/Fail

PSRO 3701: Psychiatry
The required clinical rotation in psychiatry is four (4) weeks in duration and is intended to be a structured clinical experience under direct supervision of psychiatrists who assume responsibility for the care of patients. The psychiatry clerkship utilizes a wide variety of clinical settings including adult outpatient and inpatient settings. Some of your rotations may include children. Many psychiatric patients will also suffer with diverse comorbid medical problems or

complications. It is important that students gain a sufficient base of knowledge and ability to screen for and recognize the common mental health disorders in patients in order to make an accurate diagnosis, recommend appropriate treatments, and make effective referrals and consultations.

Credit Hours: 4.0 | Repeatable for Credit: No | Length: 4 Weeks | Grading: Pass/Fail

RENL 2101: Renal System
This course provides a comprehensive overview of the renal system including the normal physiology and pathophysiology of common renal and urologic disease states. Medical imaging, electrolyte and fluid balance, neoplasia, infection and medications related to the renal and urologic system are also covered. The goal of this course is to enable students to classify and gain an expanded understanding of both normal and abnormal renal and urologic function along with differential diagnosis and treatment options of the common renal and urologic disease processes.

Term: Fall | Credit Hours: 4.5 | Repeatable for Credit: No | Length: 5 Weeks | Grading: Letter

REPR 2601: Reproductive System
This course provides student doctors with a detailed overview of the male and female reproductive systems, human reproduction and pregnancy. It includes in-depth information about the biochemical and physiological basis of reproduction and sexual development as well as various topics covering the disciplines of obstetrics, gynecology and urology.

Term: Spring | Credit Hours: 5.5 | Repeatable for Credit: No | Length: 6 Weeks | Grading: Letter

RESP 1701: Respiratory System
This course provides a comprehensive overview of the respiratory system including the normal physiology and the pathophysiology of disease states. Student doctors will learn and apply concepts of medical imaging, infectious diseases, neoplasia, acute and chronic respiratory diseases and medications related to the respiratory system. The goal of this course is to enable student doctors to understand both normal and abnormal respiratory function along with differential diagnoses and treatment options of common respiratory disease processes.

Term: Spring | Credit Hours: 3.5 | Repeatable for Credit: No | Length: 4 Weeks | Grading: Letter

RPRO 3101: Residency Preparation
Students participate in a series of learning models and didactics that prepare, refine and measure students' acquisition of knowledge and skills required during third and fourth year clinical clerkships and successful progression to residency. Students will receive instruction and assessment in the completion of the ERAS application, including but not limited to the formation of a personal statement, proper LOR's, guidelines for your curriculum vitae, specialty-specific guidance, and the process of choosing programs. Working with your academic advisor is an integral and required part of this course as you define your choices for a residency. Instructions in the types of matching services and dates for completion are included. Learning modules will

assist you in choosing a program, maximizing your odds of successful placement, and offer resources for researching residencies. Student participation will lead to a better understanding of preliminary year programs and the need for such programs. Learning modules and mock interviews will help you improve your interview skills while gaining understanding of what program directors are seeking in their applicants. Students will prepare their personal statements for ERAS with input from advisors and learning specialists.

Credit Hours: 2.0 | Repeatable for Credit: No | Length: 3 Weeks | Grading: Pass/Fail

SCRO 3751: Scholarly Activity
OMS-III students will complete a four-week rotation that will teach them to develop answerable research questions, retrieve relevant information, interpret research findings, incorporate those findings into their practice, and to communicate research with patients and other members of the healthcare team. This rotation is all online and is mostly asynchronous. Students can work at their core rotation sites or any location that has reliable internet access. Course content will include journal articles, book chapters, online videos, online readings (websites, blogs, etc.), and podcasts.

Credit Hours: 4.0 | Repeatable for Credit: No | Length: 4 Weeks | Grading: Pass/Fail

SCRO 4751: Scholarly Activity
OMS-IV students may enroll in a 4-week elective rotation to finalize a scholarly project. This rotation allows time, resources, and mentoring to complete a research or scholarly project initiated previously. Students will work independently at their core rotation sites with check-ins from ICOM faculty via video conferencing. Students will select one or more desired outcomes for their project including submitting a manuscript, case report or abstract, and/or finalizing or presenting a poster or oral presentation for a research project or case report. Students will spend the four weeks finalizing at least one deliverable that can be presented, disseminated, or submitted to a scholarly forum. ICOM instructors will provide resources and guidance to finalize the deliverable.

Credit Hours: 4.0 | Repeatable for Credit: No | Length: 4 Weeks | Grading: Pass/Fail

SURO 3801: Surgery
This required rotation of four weeks in a hospital-based service is intended to be a structured clinical experience under supervision. Upon completion of the rotation, the student should be able to elicit a surgical history, perform a physical examination, obtain and interpret appropriate laboratory studies, develop a differential diagnosis, formulate a management plan, assist in the implementation of appropriate therapy for common surgical diagnoses, and understand both preoperative evaluation and risk assessment and postoperative care of the surgical patient. The Idaho College of Osteopathic Medicine will administer a post-rotation examination (COMAT) when the student has completed this required rotation.

Credit Hours: 4.0 | Repeatable for Credit: No | Length: 4 Weeks | Grading: Pass/Fail

SURS 3851: Surgery - Subspecialty
This required rotation of four (4) weeks in a hospital and office based service is intended to be a structured clinical experience under direct supervision. Upon completion of the rotation, the student should be able to elicit a surgical history, perform a physical examination, obtain appropriate laboratory studies, assess the results, develop a diagnosis, formulate a management plan and assist in implementation of appropriate therapy for common surgical subspecialty principles and practices. Please see the individual subspecialty information for course goals and objectives. Surgery encompasses a diverse range of specialties and includes the following disciplines: anesthesia, breast surgery, cardiothoracic surgery, colorectal surgery, dermatologic surgery, GI surgery, neurosurgery, orthopedics, otolaryngology, pediatric surgery, plastic surgery, ophthalmology, surgical oncology, trauma surgery, transplant surgery, urology, and vascular surgery.

Credit Hours: 4.0 | Repeatable for Credit: No | Length: 4 Weeks | Grading: Pass/Fail

WHRO 3901: Women's Health
This required rotation of four (4) weeks is an inpatient & outpatient-based service and is intended to be a structured clinical experience under supervision. Upon completion of the rotation the student should be able to elicit an Ob/Gyn history, use appropriate Ob/Gyn medical terminology, perform a physical examination, obtain and/or interpret appropriate lab studies, pap & STD screening, basic US and fetal monitoring strips, develop a differential diagnosis, formulate a management plan, and appropriate next step or treatment, assist in the implementation of appropriate therapy for common Ob/Gyn diagnoses, and understand common inpatient and outpatient Ob/Gyn conditions, prenatal care, labor and delivery care, postpartum and lactation concerns, both preoperative evaluation and risk assessment and postoperative care of the Ob/Gyn surgical patient.

Credit Hours: 4.0 | Repeatable for Credit: No | Length: 4 Weeks | Grading: Pass/Fail

Special Topics Series
Student doctors completing non-credit special topics series classes do not receive credit toward the degree of Doctor of Osteopathic Medicine degree at ICOM. Graded on a Pass/Fail basis, these special topics series classes may have limited enrollment, prerequisites and additional procedures. Please see the information below to learn about the specific requirements for each non-credit special topics series class.

CULN 9000: Culinary Medicine
Culinary Medicine is the utilization of a unique combination of nutrition and culinary knowledge to assist patients in achieving and maintaining optimal health. This course is intended to expand students' comfort in counseling patients in successful behavior change around nutrition and cooking. The course includes a combination of didactics and hands-on culinary sessions. The course also engages the students in service learning by engaging students with the local communities, providing nutrition education to children and/or families. Participants learn about

the background and evidence for nutrition concepts, then participate in the preparation of meals that demonstrate the use of a particular macronutrient for a designated disease state-pairing knowledge with practical application. Participants will learn basic culinary skills, steps to create nutritious meals, relationships between food, health and disease, and cultural competencies around nutrition.

Prerequisite: open to OMS I and II student doctors in good academic standing with no pending remediations. Approval of the instructor is required.

Term: Spring | Credit Hours: 0 | Repeatable for Credit: No | Grading: Pass/Fail

RIS 9001: Research Independent Study
This is an independent, student doctor-driven research or scholarly project in the fields of basic biomedical and clinical sciences, osteopathic principles and practice, community health, and medical science education performed under the guidance and mentorship of an experienced faculty member. The course is designed to provide student doctors with an opportunity to contribute to the development of new scientific and medical knowledge with their own original research or scholarship. Prior to enrolling, student doctors must complete an Application for Research Independent Study and return the completed form with required approvals. This independent study course is graded on a Pass/Fail basis and student doctors completing non-credit independent study courses do not receive credit toward the degree of Doctor of Osteopathic Medicine degree at ICOM.

Prerequisite: open to OMS I student doctors in good academic standing with no pending remediations. Approvals of the instructor and Chair of Research & Biostatistics are required.

Term: Summer | Credit Hours: 0 | Repeatable for Credit: No | Grading: Pass/Fail

RIS 9002: Research Independent Study
This is an independent student doctor-driven research or scholarly project in the fields of basic biomedical and clinical sciences, osteopathic principles and practice, community health, and medical science education performed under the guidance and mentorship of an experienced faculty member. The course is designed to provide student doctors with an opportunity to contribute to the development of new scientific and medical knowledge with their own original research or scholarship. Prior to enrolling, student doctors must complete an Application for Research Independent Study and return the completed form with required approvals. This independent study course is graded on a Pass/Fail basis and student doctors completing non-credit independent study courses do not receive credit toward the degree of Doctor of Osteopathic Medicine degree at ICOM.

Prerequisite: Open to OMS II student doctors in good academic standing with no pending remediations. Approvals of the instructor and Chair of Research & Biostatistics are required.

Term: Fall | Credit Hours: 0 | Repeatable for Credit: No | Grading: Pass/Fail

RIS 9003: Research Independent Study
This is an independent student doctor-driven research or scholarly project in the fields of basic biomedical and clinical sciences, osteopathic principles and practice, community health, and medical science education performed under the guidance and mentorship of an experienced faculty member. The course is designed to provide student doctors with an opportunity to contribute to the development of new scientific and medical knowledge with their own original research or scholarship. Prior to enrolling, student doctors must complete an Application for Research Independent Study and return the completed form with required approvals. This independent study course is graded on a Pass/Fail basis and student doctors completing non-credit independent study courses do not receive credit toward the degree of Doctor of Osteopathic Medicine degree at ICOM.

Prerequisite: Open to OMS I student doctors in good academic standing with no pending remediations. Approvals of the instructor and Chair of Research & Biostatistics are required.

Term: Spring | Credit Hours: 0 | Repeatable for Credit: No | Grading: Pass/Fail

SON 9000: Sonography
Student doctors in this non-credit special topics series class are provided with the opportunity to experience hands-on sonography techniques in a variety of patient presentations commonly encountered in medicine.

Prerequisites: open to OMS I and OMS II student doctors in good academic standing with Course Director permission.

Term: Spring | Credit Hours: 0 | Repeatable for Credit: No | Grading: Pass/Fail

VERD 4002: Virtual Radiology Elective
This 2-week Virtual Radiology Curriculum is an elective course that will provide students with independent guided reading assignments, online modules, learning activities, formative quizzes, and evidence-based strategies for imaging services, which will help the student acquire essential medical imaging knowledge and skills required for their future internships, residencies, and future clinical practices. The student will also be encouraged to further pursue and investigate the numerous provided radiology resources depending on their individual interests and long-term professional goals.

Prerequisites: open to OMS IV in good academic standing with Course Director permission.

Term: Fall/Spring | Credit Hours: 0 | Repeatable for Credit: No | Grading: Pass/Fail

VEPA 41332: Virtual Pathology Elective
This 2-week Virtual Pathology Curriculum is an elective course that will provide students with independent guided reading assignments, online resources, learning activities, and formative

quizzes, which will help the student acquire essential knowledge of anatomic and clinical pathology relevant to their future internships, residencies, and clinical practices, either in Pathology or in other fields of medicine. The student will also be encouraged to further pursue and investigate the numerous provided pathology resources depending on their individual interests and long-term professional goals.

Prerequisites: open to OMS IV in good academic standing with Course Director permission.

Term: Fall/Spring | Credit Hours: 0 | Repeatable for Credit: No | Grading: Pass/Fail

WKSP 9000: Medical Improvisation Workshop I
Medical improvisation is a course designed to address communication skills gaps in health care providers and uses the adaptation of improvisational theater principles and exercises. The course works to enhance such skills as active listening, information delivery, multi-tasking, teamwork, and cognition. Medicine is both an art form and a skill set. Improvisational theater skills have a surprising and substantial overlap with the skills required of clinicians. The practice of medicine demands exceptional communicative, cognitive, and interpersonal skills in order to improvise appropriate responses to unpredictable situations while interacting with a wide variety of individuals. Medical improvisation is being offered as an opportunity to refine communication skill sets needed to become a better doctor and improve the patient-physician relationship overall. The targeted practice sessions are followed by directed debrief discussions dedicated to self-evaluation and practical change. Limited enrollment: Minimum 6 student doctors; maximum 12.

Prerequisites: open to OMS I and OMS II student doctors in good academic standing with Course Director permission.

Term: Fall | Credit Hours: 0 | Repeatable for Credit: No | Grading: Pass/Fail

WKSP 9001A: Medical Improvisation Level 2A
Medical improvisation is a course designed to address communication skills gaps in health care providers and uses the adaptation of improvisational theater principles and exercises. The course works to enhance such skills as active listening, information delivery, multi-tasking, teamwork, and cognition. Medicine is both an art form and a skill set. Improvisational theater skills have a surprising and substantial overlap with the skills required of clinicians. The practice of medicine demands exceptional communicative, cognitive, and interpersonal skills in order to improvise appropriate responses to unpredictable situations while interacting with a wide variety of individuals. Medical improvisation is being offered as an opportunity to refine communication skill sets needed to become a better doctor and improve the patient-physician relationship overall. The targeted practice sessions are followed by directed debrief discussions dedicated to self-evaluation and practical change. Medical improvisation II is the expansion of patient-centered interviewing into the more difficult skill set of motivational interviewing. The same principles, tools and applied improvisation techniques are adapted to further develop

interviewing skills associated with behavioral change. Limited enrollment: Minimum 6 student doctors; maximum 12.

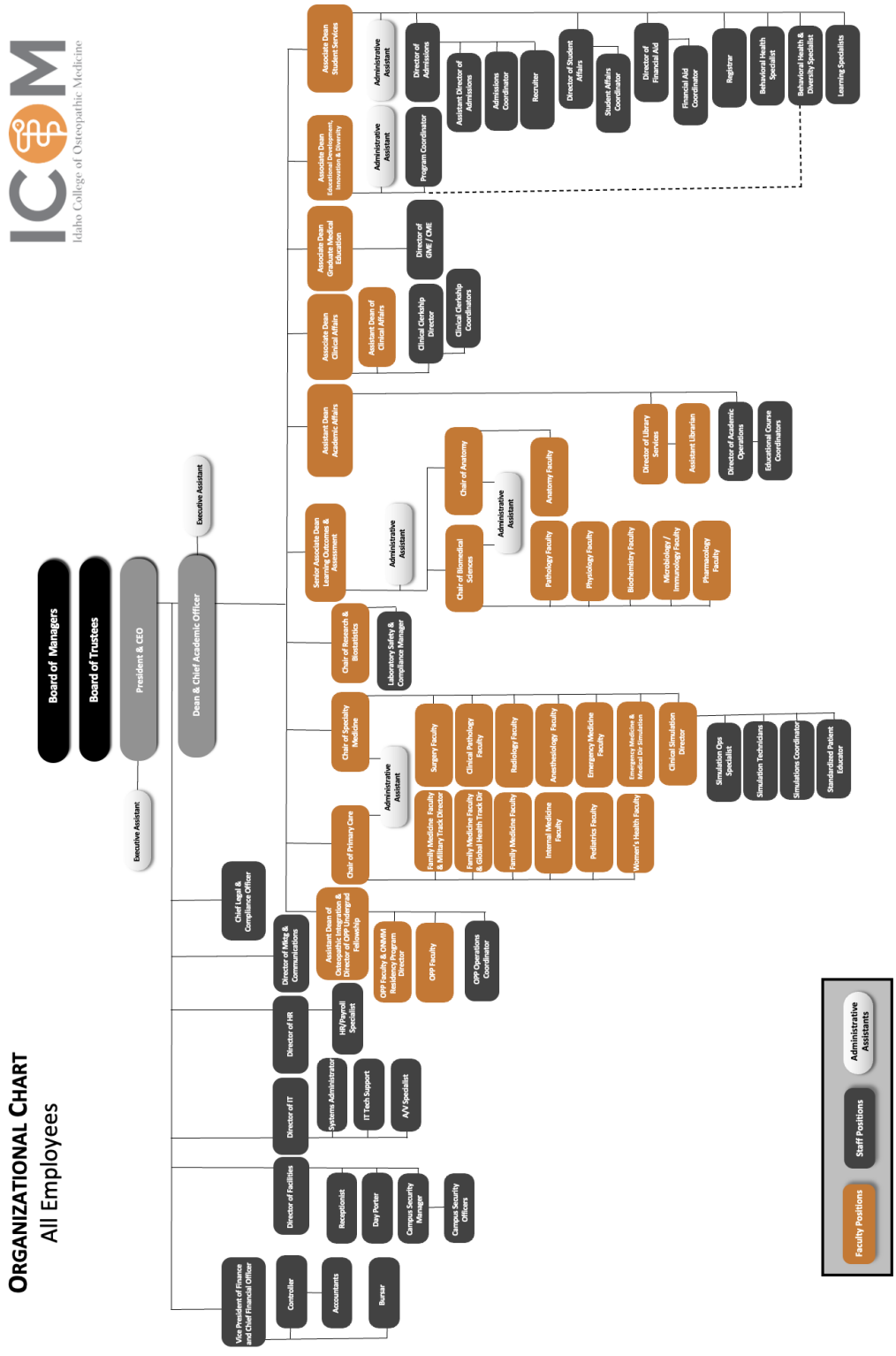
Prerequisites: open to OMS II student doctors who have completed WKSP 9000, and who are in good academic standing with Registrar and Course Director permission.

Term: Spring | Credit Hours: 0 | Repeatable for Credit: No | Grading: Pass/Fail

WLD 9001: Wilderness Medicine
This course introduces student doctors to an overview of the field of wilderness medicine. The course discusses some of the most common medical problems encountered in the outdoors and how they are managed. This includes discussions of common clinical presentations, diagnostic techniques, treatment guidelines, medical kits and equipment selection, and other considerations for the practice of medicine in resource-limited settings and austere environments.

Prerequisites: open to OMS I and OMS II student doctors in good academic standing with Course Director permission.
Term: Spring | Credit Hours: 0 | Repeatable for Credit: No | Grading: Pass/Fail

Organizational Overview



Changes to The Catalog

ICOM reserves the right to make changes to this catalog at any time without obligation or liability. ICOM reserves the right to make such changes as it determines, in its sole discretion, to be necessary or advisable in its regulations, course offerings, staff and financial policies without notice. Changes to rules and policies may occur at any time and could be applied to currently matriculated student doctors. Student doctors are responsible for understanding all Catalog requirements as they may be modified and appended from time-to-time, in an easily accessible addendum. This Catalog is intended as a guideline for student doctors and should not be construed as an offer or as a contract between ICOM and any student doctor or a warranty of any entitlements, programs, regulations, or benefits set forth herein. ICOM, its agents, officers and employees may rescind or modify any benefit, program, regulation or entitlement set forth herein at any time, for any reason, with or without notice. This Catalog supersedes all previous Academic Bulletin and Student Handbook editions.

ICOM Catalog Addendum

Approved by the Academic Leadership Council on 10/13/2022

Veterans Under Chapter 31, Vocational Rehabilitation, and Chapter 33, Post 9/11 GI Bill® Benefits.

Covered Individuals

Any individual who is entitled to educational assistance under Chapter 31, Vocational Rehabilitation, or Chapter 33, Post 9/11 GI Bill® benefits.

Transcript Review, Training Review, and Credit Determination for Covered Individuals

ICOM will inquire about each veteran's previous education and training. ICOM will request transcripts from all prior institutions, including military training, traditional college coursework, and vocational training. The previous transcripts will be evaluated and credit will be granted, as appropriate.

Program Participation for Covered Individuals

Covered individuals are permitted to attend or participate in the course of education during the period beginning on the date on which the individual provides ICOM a Certificate of Eligibility (COE) for entitlement to educational assistance under Chapter 31 or 33 and ending on the earlier of the following dates:

- The date on which payment from the VA is made to the institution;
- 90 days after the date the institution certified tuition and fees following the receipt of the COE.

ICOM will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds, on any covered individual because of the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement of funding from the Department of Veterans Affairs under chapter 31 or 33.

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government website at https://www.benefits.va.gov/gibill.

Idaho College of Osteopathic Medicine

ICOM Catalog Addendum

Approved on 12/21/2022

Edits to Current Sections of the Catalog:

Text added to section "Graduation Requirements and Time to Degree" on Page 134

● To graduate, 4th year students must successfully complete 169.50 credits. This is subject to change for future academic years and graduating cohorts.

Text with at least the address and phone number added to the cover of the catalog, Page 4 and Page 14.

Idaho College of Osteopathic Medicine

Campus Address: 1401 E. Central Dr. Meridian, ID 83642
School Website: idahocom.org
Main Telephone: (208) 795-4266
Email Address: info@idahocom.org

Text to be added to current and future editions of the Catalog:

Text for section "Satisfactory Academic Progress (SAP) for Financial Aid Purposes"

Satisfactory Academic Progress (SAP)

ICOM's Satisfactory Academic Progress requirements for the D.O. degree include completion of the curriculum designated by the institution and approved by the American Osteopathic Association Commission on Osteopathic College Accreditation. ICOM is required to publish our Satisfactory Academic Progress standards and measure them at least annually once we have Title IV federal funding. The requirements and processes below are for informational purposes only, until which time ICOM is approved for federal financial aid.

SAP Process

All students admitted and enrolled at Idaho College of Osteopathic Medicine (ICOM) pursuing the Doctor of Osteopathic Medicine degree (DO) must meet the standards outlined below to establish and maintain eligibility for federal financial aid. The Standards of Satisfactory Academic Progress are measured for all students in all academic years, even those in which the student does not receive federal financial aid. Students who are receiving aid are notified of their current SAP standing via student email once the evaluation is complete. If a student's SAP standing is not viewable in the student portal, it can be obtained by contacting the Office of Financial Aid. Financial aid offered in future enrollment period(s) may be cancelled if a student's academic progress does not meet the required standards. The annual evaluation reviews all coursework counted in GPA and credits Please be aware that the ICOM academic standards and eligibility requirements may differ from the Title IV specific standards below. Academic standing information can be found on pgs. 104-105 in the current catalog ("student performance and academic standing" section).

SAP Standards

Satisfactory Academic Performance (SAP) is considered when reviewing a student's eligibility for financial aid. The SAP GPA standard is set at a minimum GPA of 2.0 and the progress standard is set at a 67% completion rate. While students in ICOM's DO program are enrolled full-time, every semester, they must be able to complete all of the requirements in the DO program within 150% of the published length of the program (four years) which is the equivalent of six years of attendance. If a student cannot complete the program within 6 years, they are academically dismissed from the school by the PAR Committee.

If a student's grade changes at any point in the academic year, it is the student's responsibility to contact the Office of Financial Aid and inform them of the grade change, so that SAP may be re- evaluated. Students not meeting the standards will be placed on SAP suspension and can appeal to receive future financial aid except as noted below.

SAP Standings

The Standards of Satisfactory Academic Progress are evaluated annually to correspond with the end of a payment period, and students are notified of their SAP standing after the evaluation is complete. Possible SAP standings include: "Good", "Education Plan", and "Suspension".

Good Standing

Students who are meeting all Standards of Academic Progress are considered to be in "Good Standing". No additional advising, education plan, or appeals are required. Students in "Good Standing" are encouraged to continue their progress by maintaining standards above the minimum requirements. Students are also encouraged to pursue assistance when and if needed.

Education Plan

Students on "Suspension" who have had an appeal approved are placed on an "Education Plan." Students on an "Education Plan" with an approved appeal are eligible for financial aid. The education plan is developed to ensure that the student is able to meet ALL of the Standards of Satisfactory Academic Progress again by a specific point in time. Students remain eligible for aid as long as they adhere to the terms outlined in their plan. A student is held to the standards outlined in the academic plan and their progress is reviewed at the end of each payment period. Students who fail to adhere to the requirements specified by their academic plan or who fail to achieve the minimum SAP eligibility requirements by the end of their education plan, are considered ineligible to receive financial aid. Students who begin meeting all of the standards while on an "Education Plan" are placed in "Good Standing" for the next evaluation at the end of a payment period. Students who do not adhere to the plan as outlined and who do not meet SAP standards are placed on "Suspension" for the next evaluation at the end of a payment period.

Suspension

Students who have not met one or more of the Standards of Academic Progress are placed in a "Suspension" status. Students placed on "Suspension" may appeal if they have extenuating circumstances (see Appeals). Students on "Suspension" are not eligible for financial aid unless their appeal is approved. Submitting an appeal does not guarantee approval. See more about the appeal requirements below.

Appeals

Students placed on "Suspension" may appeal if there are extenuating circumstances which led to the difficulties in their academic progress. The SAP appeal form will be available from the Office of Financial Aid at ICOM. Incomplete appeals will not be accepted or reviewed. Extenuating circumstance are circumstances that the student does not have control over. Examples of extenuating circumstances include, but are not limited to, a death in the student's immediate family, hospitalization, accidents, or illness. Additional supporting documentation is required. SAP Appeals are reviewed by the Financial Aid Office.

SAP Appeals must include:

1. SAP appeal form which includes a written signed statement describing the student's extenuating circumstances and why they failed to meet the satisfactory academic standards.
2. The statement should also address what has changed in the students' circumstances to allow them to improve their academic performance and meet the Satisfactory Progress Standards by the next evaluation.
3. Supporting documentation related to the extenuating circumstances.
4. An academic improvement plan approved by the student's advisor.

Once a SAP appeal is submitted, it will be reviewed within seven business days (excluding periods of school closure) and the student will be notified via their student email of the

outcome of the appeal. If the appeal is approved, the student will regain eligibility for financial aid and the student remains in the SAP status of “Education Plan”. If the appeal is denied, the student will remain ineligible for financial aid and the student is responsible for finding their own assistance to cover costs until they can once again meet the SAP requirements. A student who has become ineligible to receive financial aid and been denied by appeal may regain eligibility once they meet both the pace (quantitative) and GPA (qualitative) SAP standards outlined in this policy. Appeal decisions are final.

ICOM Faculty (New to Catalog)

First Name	Last Name	Suffix	Job Title	Appointment
David	Adams	DO	Preceptor	Assistant Professor of Family Medicine
Joshua	Adams	MD	Preceptor	Assistant Professor of Family Medicine
Nathan	Adams	MD	Preceptor	Assistant Professor Internal Medicine
Amy	Aldrich	DO	OPP Table Trainer	Assistant Professor Emergency Medicine
Benjamin	Allen	MD	Preceptor	Assistant Professor of Orthopedic Surgery
Darin	Allred	MD	Preceptor	Assistant Professor of Anesthesiology
Matthew	Allred	DO	Preceptor	Assistant Professor of Women's Health
John	Amsbury	DO	Preceptor	Assistant Professor of Women's Health
Brock	Andersen	MD	Preceptor	Assistant Professor of Surgery
Douglas	Andersen	DO	Preceptor	Assistant Professor Internal Medicine
Brennan	Anderson	DO	Preceptor	Assistant Professor of Women's Health
Joseph	Anderson	DO	Preceptor	Assistant Professor Emergency Medicine
Michael	Anderson	DO	Preceptor	Assistant Professor of Family Medicine
Shane	Anderson	DO	Preceptor	Assistant Professor Internal Medicine
Matthew	Andres	DO	Preceptor	Assistant Professor of Family Medicine
Shane	Andrew	DO	Preceptor	Assistant Professor of Orthopedic Surgery
Erika	Aragona	DO	Preceptor	Assistant Professor of Family Medicine
Vaun	Archibald	DO	Preceptor	Assistant Professor of Pediatrics
Jared	Armstrong	MD	Preceptor	Assistant Professor of Orthopedic Surgery
Bryce	Arnold	DO	Preceptor	Assistant Professor Internal Medicine
Indra	Arya	MD	Preceptor	Assistant Professor of Family Medicine
Robert	Atnip	MD	Preceptor	Assistant Professor of Surgery
Taylor	Augustine	DO	Preceptor	Assistant Professor of Women's Health
David	Babbel	DO	Preceptor	Assistant Professor of Pediatrics

Eric	Baird	MD	Preceptor	Assistant Professor of Surgery
Trenton	Baker	DO	Preceptor	Assistant Professor of Pediatrics
Lawrence	Banta	MD	Adjunct Faculty	Assistant Professor of Psychiatry & Neurology
Sarah	Bardwell	MD	Adjunct Faculty	Assistant Professor of Family Medicine
Jonathan	Barrus	DO	Preceptor	Assistant Professor of Family Medicine
Jenifer	Barry	MD	Assistant Professor of Internal Medicine	Assistant Professor of Internal Medicine
Daniel	Barth	DO	Regional Assistant Dean	Assistant Professor Internal Medicine
Joshua	Barton	MD	Preceptor	Assistant Professor of Surgery
Rodney	Bates	DO	Chair of Primary Care / Assistant Professor	Assistant Professor Internal Medicine
Bradley	Beaufort	DO	Preceptor	Assistant Professor of Family Medicine
Brandon	Beck	DO	Preceptor	Assistant Professor of Surgery
Christian	Becker	MD	Preceptor	Assistant Professor of Anesthesiology
Paul	Beckett	DO	Preceptor	Assistant Professor of Family Medicine
Brian	Beesley	MD	Preceptor	Assistant Professor of Family Medicine
Adam	Bell	MD	Preceptor	Assistant Professor of Surgery
Ryan	Bell	MD	Preceptor	Assistant Professor of Pediatrics
Andrea	Belovich	PhD	Assistant Professor of Pharmacology	Assistant Professor Pharmacology
Lora	Bennett	MD	Assistant Professor of FM & Military Track Dir	Assistant Professor of Family Medicine
Sean	Bergsten	DO	Preceptor	Assistant Professor of Women's Health
Joshua	Berlat	MD	Adjunct Faculty	Assistant Professor Emergency Medicine
Nathan	Bertoldo	MD	Preceptor	Assistant Professor of Women's Health
Diane	Bigham	DO	Preceptor	Assistant Professor of Surgery
Jonathan	Bigwood	MD	Preceptor	Assistant Professor of Pediatrics
Ryan	Billington	MD	Preceptor	Assistant Professor of Psychiatry
Vanna	Binning	MD	Preceptor	Assistant Professor of Family Medicine
Dianna	Binnion	MD	Adjunct Faculty	Assistant Professor Emergency Medicine
Bradley	Bishop	MD	Preceptor	Assistant Professor of Pediatrics
Ronald	Blair	DO	Preceptor	Assistant Professor of Surgery
Brandon	Bloxham	DO	Preceptor	Assistant Professor Emergency Medicine
Alexi	Bobodzhanov	BS	Adjunct Faculty	Instructor Diagnostic Ultrasound
Edmund	Boese	MD	Preceptor	Assistant Professor of Anesthesiology
Melissa	Bowers	DO	Preceptor	Assistant Professor of Family Medicine
Lyndon	Box	MD	Preceptor	Assistant Professor Internal Medicine
Andrew	Bradbury	MD	Preceptor	Assistant Professor of Family Medicine

John	Brandecker	MD	Assistant Professor of EM & Medical Dir Simulation	Assistant Professor Emergency Medicine
Jerel	Brandt	DO	Preceptor	Assistant Professor of Surgery
Diane	Brennan Hulse	DO	Preceptor	Assistant Professor of Physical Medicine and Rehabilitation
Earl	Brewley, MD	MD	Preceptor	Assistant Professor of Orthopedic Surgery
Michael	Broadbent	DO	Preceptor	Assistant Professor of Anesthesiology
Adam	Burch	DO	Preceptor	Assistant Professor of Psychiatry
Phyllis	Burris	NP	Preceptor	Instructor
Todd	Burt	MD	Assistant Professor of Radiology	Assistant Professor of Radiology
Matthew	Burtelow	MD	Preceptor	Assistant Professor of Pathology
Ian	Butler-Hall	MD	Ultrasound Facilitator	Assistant Professor Emergency Medicine
Nasir	Butt	PhD	Assistant Professor of Pathology	Assistant Professor of Pathology
David	Butuk	MD	Preceptor	Assistant Professor of Family Medicine
Stephen	Byrd	MD	Preceptor	Assistant Professor of Psychiatry & Neurology
Logan	Byrne	DO	Preceptor	Assistant Professor Internal Medicine
Victoria	Byrne	DO	Preceptor	Assistant Professor Internal Medicine
Robert	Cach	MD	Preceptor	Assistant Professor of Neurology/Psychiatry Surgery
Robert	Calhoun	PhD	Preceptor	Assistant Professor of Nueropsychology
Ryan	Callahan	DO	Preceptor	Assistant Professor of Surgery
Lanny	Campbell	MD	Preceptor	Assistant Professor of Family Medicine
Michael	Cannon	DO	Preceptor	Assistant Professor of Women's Health
Shawn	Cannon	DO	Regional Assistant Dean	Assistant Professor Internal Medicine
Mark	Capener	MD	Preceptor	Assistant Professor of Otolaryngology
Joel	Carlson	DO	Preceptor	Assistant Professor of Women's Health
Kelly	Carman	DO	Preceptor	Assistant Professor of Surgery
Sharon	Carswell	MD	Clinical Small Group Facilitator	Assistant Professor of Family Medicine
Thomas	Carver	DO	Preceptor	Assistant Professor of Pediatrics
Cortney	Casper	MD	Preceptor	Assistant Professor of Women's Health
Brad	Chadwell	PhD	Associate Professor of Anatomy	Associate Professor Anatomy
Stephanie	Child	PhD	Assistant Professor of Anatomy	Assistant Professor Anatomy
Ondrej	Choutka	MD	Preceptor	Assistant Professor of Neurological Surgery
Brian	Christensen	MD	Preceptor	Assistant Professor of Surgery
James	Christensen	DO	Preceptor	Assistant Professor of Family Medicine
Jennifer	Chun-Brodie	MD	Preceptor	Assistant Professor of Family Medicine
Jacob	Clawson	MD	Preceptor	Assistant Professor of Pathology

Cameron	Codd	DO	Preceptor	Assistant Professor of Women's Health
Jason	Coombs	DO	Preceptor	Assistant Professor of Physical Medicine and Rehabilitation
Andrew	Cooper	DO	Preceptor	Assistant Professor of Physical Medicine and Rehabilitation
Daniel	Cooper	MD	Preceptor	Assistant Professor Internal Medicine
Kristin	Craig	MD	Preceptor	Assistant Professor of Women's Health
Katherine	Croft	MD	Preceptor	Assistant Professor of Women's Health
Jay	Crutchfield	MD	Associate Professor of Surgery	Associate Professor of Surgery
Andrew	Curran	DO	Preceptor	Assistant Professor of Orthopedic Surgery
Christine	Curry	MD	Adjunct Faculty, Anatomy Lab	Assistant Professor of Women's Health
Kristen	Dalton	MD	Preceptor	Assistant Professor Internal Medicine
Sheev	Dattani	MD	Preceptor	Assistant Professor of Surgery
Ryan	David	DO	Preceptor	Assistant Professor of Family Medicine
Keith	Davis	MD	Preceptor	Assistant Professor of Family Medicine
Sarah	Davis	DO	Assistant Professor of OPP	Assistant Professor OPP
Toby	Davis	DO	Preceptor	Assistant Professor of Family Medicine
Gergana	Deevska	PhD	Associate Professor of Biochemistry	Associate Professor Biochemistry
Stephen	Denagy PLLC	MD	Adjunct Faculty	Assistant Professor of Psychiatry & Neurology
Tanisha	Denning	DO	Associate Professor of OPP	Associate Professor of OPP
Abhilash	Desai	MD	Adjunct Faculty	Assistant Professor of Psychiatry & Neurology
Michelle	DeVoe	DO	Preceptor	Assistant Professor of Pediatrics
Filippo	Di Carmine	MD	Preceptor	Assistant Professor of Pediatrics
John	Dickinson	DO	Preceptor	Assistant Professor of Neurology/Psychiatry Surgery
April	Dillion-Bialobrzeski	DO	Preceptor	Assistant Professor of Family Medicine
Anthony	Dinallo	MD	Preceptor	Assistant Professor of Surgery
Lisa	Dockter	MD	Preceptor	Assistant Professor of Family Medicine
Eric	Donahue	MD	Clinical Small Group Facilitator	Assistant Professor of Family Medicine
Graham	Donald	MD	Preceptor	Assistant Professor of Surgery
Bryon	Dorgan	DO	Preceptor	Assistant Professor Internal Medicine
Ellen	Douglass	DO	Adjunct Faculty	Assistant Professor of Family Medicine
Robyn	Dreibelbis	DO	Associate Dean of GME / Associate Professor	Associate Professor of Family Medicine
Paula	Durst	DO	Preceptor	Assistant Professor of Women's Health
Donald	Dyer	MD	Assistant Professor of Women's Health	Assistant Professor of Women's Health
Ernest Daniel	Dytiapco	MD	Preceptor	Assistant Professor Internal Medicine
Christian	Eby	MD	Preceptor	Assistant Professor of Anesthesiology

James	Elder	MD	Preceptor	Assistant Professor of Surgery
Jessica	Elkin	MPAS PA-C	Adjunct Faculty, Anatomy Lab	Instructor, Anatomy
Patricia	Engel	MD	Preceptor	Assistant Professor of Surgery
Travis	Erickson	DO	Preceptor	Assistant Professor of Family Medicine
Cameron	Evans	MD	Preceptor	Assistant Professor of Diagnostic Radiology
Dustin	Evans	MD	Preceptor	Assistant Professor of Surgery
Jessica	Evans	PhD	Assistant Professor of Microbiology	Assistant Professor of Microbiology
Jessica	Evert	MD	Preceptor	Assistant Professor of Family Medicine
Matthew	Fackrell	DO	Preceptor	Assistant Professor of Family Medicine
Jessie	Fauntleroy	MD	Preceptor	Assistant Professor of Women's Health
Ethan	Feuerborn	DO	Preceptor	Assistant Professor Internal Medicine
Crista	Few	MD	Preceptor	Assistant Professor of Family Medicine
Timothy	Foeller	MD	Preceptor	Assistant Professor Internal Medicine
John	Folland	MD	Preceptor	Assistant Professor of Family Medicine
Eric	Fountain	MD	Adjunct Faculty	Assistant Professor Internal Medicine
Tammy	Fouse	DO	Preceptor	Assistant Professor of Surgery
Kevin	Franks	DO	Regional Assistant Dean	Assistant Professor Emergency Medicine
Christina	Freston	DO	Preceptor	Assistant Professor of Family Medicine
Ryan	Frieder	DO	Assistant Professor of Anesthesiology	Assistant Professor of Anesthesiology
Beata	Gamel	RN	Preceptor	Instructor
EW	Garland MD PA	MD	Preceptor	Assistant Professor of Psychiatry & Neurology
Caroline	Gass	MD	Adjunct Faculty	Assistant Professor of Neurology/Psychiatry Surgery
Maren	Gaul	DO	Preceptor	Assistant Professor of Dermatology
Daniel	Gay	DO	Preceptor	Assistant Professor of Surgery
Paul	Gering Jr.	MD	Preceptor	Assistant Professor of Family Medicine
Rebecca	Gettelman	MD	Preceptor	Assistant Professor Internal Medicine
Rita	Getz	PhD	Sr Associate Dean of Learner Outcomes & Assessment	Professor Anatomy
Nathan	Gibb	DO	Preceptor	Assistant Professor Internal Medicine
Trent	Giles	DO	Preceptor	Assistant Professor of Family Medicine
Michael	Gold	MD	Clinical Small Group Learning	Assistant Professor of Anesthesiology
Michael	Goodhope	DO	Preceptor	Assistant Professor of Family Medicine
Honey	Goodman	BS	Adjunct Faculty	Instructor Social Work
Michael	Graff	MD	Preceptor	Assistant Professor of Family Medicine
Walter	Graham	MD	Preceptor	Assistant Professor of Family Medicine

Mark	Grajcar	DO	Preceptor	Assistant Professor of Family Medicine
Nathan	Green	MD	Preceptor	Assistant Professor Internal Medicine
Gary	Gregerson	MD	Preceptor	Assistant Professor of Women's Health
Paula	Griffith	MD	Preceptor	Assistant Professor of Psychiatry
Daniela	Grigore	MD	Preceptor	Assistant Professor of Pediatrics
Gabriel	Guerrero	DO	Preceptor	Assistant Professor of Dermatology
Guillermo	Guzman-Trevino	MD	Preceptor	Assistant Professor of Women's Health
Harry	Hamlyn	MD	Preceptor	Assistant Professor of Psychiatry & Neurology
Jeffrey	Hancock	MD	Preceptor	Assistant Professor of Pediatrics
Brian	Hansen	DO	Preceptor	Assistant Professor of Family Medicine
Dwayne	Hansen	MD	Preceptor	Assistant Professor of Surgery
Mark	Hansen	MD	Preceptor	Assistant Professor of Surgery
Hollan	Harper	DO	Preceptor	Assistant Professor of Family Medicine
Richard	Harper	DO	Preceptor	Assistant Professor of Family Medicine
Eli	Harris	MD	Preceptor	Assistant Professor of Anesthesiology
John	Hatanelas	DO	Preceptor	Assistant Professor Internal Medicine
Megan	Haughton	DO	Adjunct Faculty	Assistant Professor of Family Medicine
Nicolas	Hayes	DO	Preceptor	Assistant Professor of Surgery
Robert	Hendren	DO	Adjunct Faculty	Assistant Professor of Psychiatry & Neurology
Aaron	Herington	MD	Preceptor	Assistant Professor Emergency Medicine
Ronald	Higginbotham	DO	OPP Table Trainer	Assistant Professor of Family Medicine
David	Hightower	MD	Assistant Professor of Emergency Medicine	Assistant Professor of Emergency Medicine
Michael	Hill	MD	Preceptor	Assistant Professor of Surgery
Ammon	Hills	DO	Preceptor	Assistant Professor of Physical Medicine and Rehabilitation
David	Hinchman	MD	Preceptor	Assistant Professor Internal Medicine
Van	Hoang	MD	Preceptor	Assistant Professor Internal Medicine
Timothy	Hodges	DO	Clinical Small Group Facilitator	Assistant Professor Emergency Medicine
Russell	Holliday	DO	Preceptor	Assistant Professor Emergency Medicine
Mark	Hooste	MD	Preceptor	Assistant Professor of Family Medicine
Jennifer	Hotzman	PhD	Associate Professor of Anatomy	Associate Professor Anatomy
Lauren	Huber	OD	IPE Guest Lecturer	Assistant Professor of Optometry
Jennifer	Hudson	DO	Preceptor	Assistant Professor of Women's Health
Kristin	Hulquist	MPT	Adjunct Faculty, Anatomy Lab	Instructor of Physical Therapy
Matthew	Hulquist	MD	Preceptor	Assistant Professor Emergency Medicine

Joseph	Humpherys	DO	Preceptor	Assistant Professor of Orthopedic Surgery
Stanford	Israelsen	MD	Preceptor	Assistant Professor of Orthopedic Surgery
John	Jambura	MD	Adjunct Faculty	Assistant Professor of Pediatrics
Blake	Jensen	DO	Preceptor	Assistant Professor of Anesthesiology
Ray	Jensen	DO	Preceptor	Assistant Professor of Orthopedic Surgery
Blake	Johnson	MD	Preceptor	Assistant Professor of Orthopedic Surgery
Mayben	Johnson	DO	Preceptor	Assistant Professor of Family Medicine
Robert	Johnson	DO	Preceptor	Assistant Professor of Orthopedic Surgery
Frederick	Jones	MD	Preceptor	Assistant Professor of Pediatrics
Michael	Jones	DO	Preceptor	Assistant Professor of Women's Health
Peter	Jones	MD	Preceptor	Assistant Professor of Urology
Stephen	Jones	MD	Preceptor	Assistant Professor of Surgery
Wilmer	Jones III	MD	Preceptor	Assistant Professor of Surgery
Mckenzie	Joyner	N/A	Adjunct Faculty	Instructor
Ryan	Julian	DO	Preceptor	Assistant Professor of Family Medicine
Sabieli	Kabeli	MD	Preceptor	Assistant Professor Internal Medicine
Jacob	Kammer	MD	Assistant Professor of Family Medicine	Assistant Professor of Family Medicine
Kevin	Kartchner	MD	Clinical Small Group Facilitator	Assistant Professor of Anesthesiology
Megan	Kasper	MD	Preceptor	Assistant Professor of Women's Health
Davis	Katseanes	MD	Preceptor	Assistant Professor of Women's Health
Sabra	Katz-Wise	PhD	Adjunct Faculty	Assistant Professor Public Health
Virginia	Keaveny	MD	Preceptor	Assistant Professor of Emergency Medicine
Tricia	Keefe	DO	Preceptor	Assistant Professor of Family Medicine
Nancy	Keegan-Ovando	MD	Preceptor	Assistant Professor Internal Medicine
Denise	Kellaher	DO	Adjunct Faculty	Assistant Professor of Psychiatry
Nathan	Kellis	MD	Preceptor	Assistant Professor Internal Medicine
Philip	Kern	MD	Adjunct Faculty	Assistant Professor Internal Medicine
Stephen	Kessinger	DO	Preceptor	Assistant Professor Emergency Medicine
Anthony	Keys	MD	Adjunct Faculty	Assistant Professor of Women's Health
Rebecca	Kirsch	DO	OPP Table Trainer	Assistant Professor Internal Medicine
Carolyn	Knackstedt	MD	Adjunct Faculty	Assistant Professor of Family Medicine
Daniel	Knorpp	DO	Preceptor	Assistant Professor of Family Medicine
Carol	Koprowski	PhD	Adjunct Faculty	Assistant Professor of Nutrition
Gregory	Kostur	MD	Preceptor	Assistant Professor of Pediatrics

David	Kovaleski	MD	Preceptor	Assistant Professor Internal Medicine
Steven	Krawtz	MD	Preceptor	Assistant Professor Internal Medicine
Michelle	Krohn	DO	Preceptor	Assistant Professor of Women's Health
Rebecca	Krzyminski	DO	Preceptor	Assistant Professor of Women's Health
Jarom	Lamb	MD	Preceptor	Assistant Professor of Surgery
Matthew	Larsen	DO	Preceptor	Assistant Professor of Psychiatry & Neurology
Christopher	Larson	MD	Preceptor	Assistant Professor of Surgery
Crystal	Larson	DO	Preceptor	Assistant Professor of Psychiatry & Neurology
Michael	Larson	MD	Preceptor	Assistant Professor of Orthopedic Surgery
Ricky	Latham	MD	Preceptor	Assistant Professor Internal Medicine
Gillian	Lavik	MD	Preceptor	Assistant Professor of Surgery
Tracye	Lawyer	MD	Preceptor	Assistant Professor of Orthopedic Surgery
Matthew	Laye	PhD	Associate Professor Physiology	Associate Professor of Physiology
Josh	Layher	DO	Clinical Small Group Facilitator	Assistant Professor Internal Medicine
Benjamin	Leishman	DO	Preceptor	Assistant Professor of Family Medicine
Cristina	Leon	DO	Preceptor	Assistant Professor of Pediatrics
Juan	Leon	MD	Preceptor	Assistant Professor of Anesthesiology
Shaye	Lewis	MD	Preceptor	Assistant Professor Internal Medicine
Brian	Liddell	DO	Preceptor	Assistant Professor of Pediatrics
William	Linder	MD	Preceptor	Assistant Professor of Orthopedic Surgery
Ryan	Lindsay	DO	Preceptor	Assistant Professor of Pediatrics
Edward	Lisenbey	MD	Preceptor	Assistant Professor Emergency Medicine
Ellis	Locke	PhD	Assistant Professor of Anatomy	Assistant Professor of Anatomy
Rebecca	Locke	DO	Preceptor	Assistant Professor of Family Medicine
Reid	Lofgran	DO	Preceptor	Assistant Professor of Family Medicine/OMT
Joshua	Lovell	DO	Preceptor	Assistant Professor of Psychiatry & Neurology
Joshua	Lundberg	MD	Assistant Professor of FM & Global Track Dir	Assistant Professor of Family Medicine
Launa	Lynch	PhD	Chair of Biomedical Sciences / Associate Professor	Associate Professor Pharmacology
Jessica	Maddox	MD	Preceptor	Assistant Professor of Pediatrics
Blaine	Maley	PhD	Chair of Anatomy / Associate Professor	Associate Professor Anatomy
William	Malone	MD	Preceptor	Assistant Professor Internal Medicine
John	Malouf	DO	Preceptor	Assistant Professor of Family Medicine
Hafid	Mantilla	MD	Preceptor	Assistant Professor of Pediatrics
Daniel	Marshall	DO	Preceptor	Assistant Professor of Dermatology

Brian	Martin	PhD	Professor of Pathology	Professor of Pathology
Jaime	Martin	MD	Preceptor	Assistant Professor Emergency Medicine
Derek	Martinez	DO	Preceptor	Assistant Professor of Neurology/Psychiatry Surgery
Philippe	Masser	MD	Preceptor	Assistant Professor of Surgery
James	Mathews	DO	Preceptor	Assistant Professor of Family Medicine
Shane	McCauley	MD	Preceptor	Assistant Professor of Family Medicine
Molly	McCormick	DO	OPP Table Trainer	Assistant Professor of Family Medicine
Carolyn	McFarlane	MD	Preceptor	Assistant Professor Internal Medicine
Traci	McGregor	BSN	Adjunct Faculty	Instructor
Logan	McKenna	MD	Preceptor	Assistant Professor of Surgery
Russel	McKenna DOPC	DO	Regional Assistant Dean	Assistant Professor of Pediatrics
Drew	McRoberts	MD	Preceptor	Assistant Professor of Surgery
Russell	McUne	MD	Preceptor	Assistant Professor Emergency Medicine
Thomas	Meier	MD	Preceptor	Assistant Professor Internal Medicine
Ryan	Melvin	DO	Preceptor	Assistant Professor of Family Medicine
Jeffry	Menzner	MD	Preceptor	Assistant Professor of Orthopedic Surgery
Robert	Meredith	DO	Preceptor	Assistant Professor of Women's Health
Brian	Merrill, P.C.	DO	Preceptor	Assistant Professor of Psychiatry
Ronny	Meunier	MD	Preceptor	Assistant Professor of Psychiatry & Neurology
Anna	Meyers	DO	Preceptor	Assistant Professor of Pediatrics
Andrew	Michaels	MD	Preceptor	Assistant Professor Internal Medicine
Daisy	Miller	DO	Preceptor	Assistant Professor of Family Medicine
David	Miller	DO	Preceptor	Assistant Professor of Family Medicine
Pamela	Mills	MD	Preceptor	Assistant Professor of Women's Health
Mihail	Mitov	PhD	AssIstant Professor Physiology	Assistant Professor Physiology
Jacob	Mong	DO	Preceptor	Assistant Professor of Ophthamology
Timothy	Moon	MD	Preceptor	Assistant Professor Internal Medicine
Ryan	Moore	MD	Preceptor	Assistant Professor of Family Medicine
Zachary	Morairty MD	MD	Preceptor	Assistant Professor of Psychiatry & Neurology
Matthew	Mors	DO	Preceptor	Assistant Professor of Otolaryngology
Curtis	Mortensen	DO	Preceptor	Assistant Professor Emergency Medicine
Luke	Mortensen	PhD	Associate Dean of Educ Dev, Innovation & Div	Professor Pharm/Phys/Path
Nicole	Moses	MD	Assistant Professor of Family Medicine	Assistant Professor of Family Medicine
Hunter	Moyer	MD	Preceptor	Assistant Professor of Plastic Surgery

Joy	Mueller	MD	Preceptor	Assistant Professor of Family Medicine
Brett	Mumford	DO	Preceptor	Assistant Professor of Family Medicine
Charan	Mungara	MD	Preceptor	Thoracic and Cardiac Surgery
Mark	Murphy	DO	Preceptor	Assistant Professor of Psychiatry
Abdel-Ghani	Mustafa Azzouqa	MD	Preceptor	Assistant Professor Internal Medicine
Lucinda	Myers	MD	Adjunct Faculty	Assistant Professor of Physical Medicine and Rehabilitation
Mary	Nagle	MD	Preceptor	Assistant Professor of Family Medicine
Lisa	Nelson	MD	Regional Assistant Dean	Assistant Professor Internal Medicine
Matthew	Nelson	MD	Preceptor	Assistant Professor Internal Medicine
Timothy	Nelson	MD	Preceptor	Assistant Professor Internal Medicine
Julius	Ngaile	MD	Preceptor	Assistant Professor of Anesthesiology
Charles	Novak MD Chartered	MD	Preceptor	Assistant Professor of Psychiatry & Neurology
John	Nwankwo	MD	Preceptor	Assistant Professor of Anesthesiology
Jenisa	Oberbeck	DO	Assistant Professor of OPP	Assistant Professor of OMM & Family Medicine
Augustine	Okeke	MD	Preceptor	Assistant Professor Internal Medicine
Jennifer	Olsen	DO	Preceptor	Assistant Professor of Family Medicine
Cory	Ondler	DO	Preceptor	Assistant Professor Emergency Medicine
Shawn	Ostler	MD	Preceptor	Assistant Professor Emergency Medicine
Trisha	Ostrander	PhD	Adjunct Faculty	Assistant Professor of Occupational Therapy
George William	Palmer	MD	Preceptor	Assistant Professor of Allergy and Immunology
John	Palmer	DO	Preceptor	Assistant Professor Internal Medicine
Todd	Palmer	MD	Preceptor	Assistant Professor of Family Medicine
Mark	Parent	MD	Preceptor	Assistant Professor Internal Medicine
Justin	Parkinson	DO	Preceptor	Assistant Professor of Family Medicine
Christopher	Peine	DO	Preceptor	Assistant Professor of Family Medicine/OMT
Jeffrey	Pennings	DO	Preceptor	Assistant Professor of Family Medicine
Kelly	Pennings	DO	Preceptor	Assistant Professor of Family Medicine
Benjamin	Perry	DO	Preceptor	Assistant Professor of Dermatology
David	Peterman	MD	Adjunct Faculty	Assistant Professor of Pediatrics
Robert	Petersen	MD	Preceptor	Assistant Professor Internal Medicine
David	Peterson	DO	Preceptor	Assistant Professor of Orthopedic Surgery
David Erik	Peterson	MD	Preceptor	Assistant Professor of Orthopedic Surgery
Kylan	Peterson	DO	Preceptor	Assistant Professor of Ophthalmology and Otolaryngology-HNS
Ryan	Pettit	DO	Preceptor	Assistant Professor of Women's Health

David	Petty	DO	Preceptor	Assistant Professor of Allergy and Immunology
Paul	Phail	DO	Preceptor	Assistant Professor of Family Medicine
Inaia	Phoenix	PhD	Assistant Professor of Microbiology / Immunology	Assistant Professor of Microbiology & Immunology
Amy	Plagge	MD	Preceptor	Assistant Professor Internal Medicine
Mark	Poirier	DO	Adjunct Faculty	Assistant Professor Internal Medicine
Stephanie	Potter	MD	Assistant Professor of Family Medicine	Assistant Professor of Family Medicine
Luke	Poulter	DO	Preceptor	Assistant Professor of Family Medicine/Dermatology
Bhaskar	Purushottam	MD	Preceptor	Assistant Professor Internal Medicine
Jason	Quinn	MD	Preceptor	Assistant Professor Emergency Medicine
Ian	Qureshi	DO	Preceptor	Assistant Professor Internal Medicine
Richard	Radnovich	DO	Clinical Small Group Facilitator	Assistant Professor of Physical Medicine and Rehabilitation
Rishi	Rattan	MD	Adjunct Faculty	Assistant Professor of Surgery
Michael	Rayel	MD	Preceptor	Assistant Professor of Psychiatry & Neurology
Roggie	Reason	MD	Preceptor	Assistant Professor Internal Medicine
Kaleb	Redden	DO	Preceptor	Assistant Professor of Family Medicine
Kurtis	Reed MD PLLC	MD	Preceptor	Assistant Professor of Dermatology
Jeffery	Reese	DO	Preceptor	Assistant Professor of Women's Health
Steven	Reich	MD	Preceptor	Assistant Professor of Otolaryngology
Laura	Reis	DO	Preceptor	Assistant Professor of Family Medicine
Stewart	Rendon	MD	Preceptor	Assistant Professor of Surgery
Dallas	Rindfleisch	DO	Preceptor	Assistant Professor of Family Medicine/OMT
Bartholomew	Ripepi	DO	Preceptor	Assistant Professor of Family Medicine
Bruce	Roach	MD	Preceptor	Assistant Professor of Family Medicine
Jacob	Robison	MD	Preceptor	Assistant Professor of Otolaryngology
Suzanne	Rogers	DO	Assistant Professor of Pediatrics	Assistant Professor Pediatrics
Troy	Rohn	PhD	Adjunct Faculty	Assistant Professor of Biological Sciences
Debra	Roman	DO	Clinical Small Group Facilitator	Assistant Professor of Family Medicine
Eric	Romriell	DO	Preceptor	Assistant Professor of Ophthalmology and Otolaryngology-HNS
Justin	Rose	DO	Preceptor	Assistant Professor Emergency Medicine
Thomas	Rosenzweig	MD	Assistant Professor of Clinical Pathology	Assistant Professor of Clinical Pathology
Kyle	Sabey	DO	Preceptor	Assistant Professor of Pediatrics
Irony	Sade	MD	Preceptor	Assistant Professor of Surgery
Cristina	Sanchez	MD	Adjunct Faculty	Assistant Professor of Psychiatry & Neurology
Robert	Santa-Cruz	MD	Preceptor	Assistant Professor of Urology

James	Schmidt	MMin	Adjunct Faculty	Instructor
James A	Schmidt	MD	Preceptor	Assistant Professor of Family Medicine
Elizabeth	Schniedewind	MA	Adjunct Faculty	Instructor, Sign Language
Caroline	Schoo	MD	Clinical Small Group Facilitator	Assistant Professor of Family Medicine
Jonathan	Schott	MD	Adjunct Faculty	Assistant Professor of Family Medicine
Jeffrey	Scott	DO	Preceptor	Assistant Professor of Family Medicine
Daniel	Scrimshaw	DO	Preceptor	Assistant Professor Emergency Medicine
Lovita	Scrimshaw	DO	Preceptor	Assistant Professor Emergency Medicine
Spencer	Seibold	DO	Preceptor	Assistant Professor of Family Medicine
Benjamin	Seymour	BA	Adjunct Faculty	Instructor, Behavioral Health
James	Shackelford	MD	Preceptor	Assistant Professor of Psychiatry & Neurology
Michelle	Shaub	DO	Preceptor	Assistant Professor Internal Medicine
Ellen	Sigauke	MD	Preceptor	Assistant Professor of Pathology
Eric	Silk	PhD	Adjunct Faculty	Assistant Professor of Neueropsychology
Jason	Slade	MD	Preceptor	Assistant Professor Internal Medicine
Richard	Sloan	DO	Associate Professor of OPP & ONMM Program Dir	Associate Professor of OPP
Brad	Smith	DO	Preceptor	Assistant Professor of Surgery
Brodi	Smith	DO	Preceptor	Assistant Professor of Surgery
Camille	Smith	DO	Preceptor	Assistant Professor of Family Medicine
Justin	Smith	MD	Preceptor	Assistant Professor of Family Medicine
Steven	Smith	MD	Preceptor	Assistant Professor of Pediatrics
Ryan	Smith	DO	Preceptor	Assistant Professor of Psychiatry & Neurology
Russell	Snow	DO	Preceptor	Assistant Professor of Ophthalmology and Otolaryngology-HNS
Scott	Sorenson	MD	Preceptor	Assistant Professor of Orthopedic Surgery
Gary	Soucie	MD	Preceptor	Assistant Professor of Family Medicine
Tiffany	Spaulding	DO	Preceptor	Assistant Professor of Family Medicine
Jeremy	Starr	DO	Preceptor	Assistant Professor of Family Medicine
Jonathan	Steer-Massaro	MD	Adjunct Faculty	Assistant Professor of Women's Health
Paul	Stevens	DO	Preceptor	Assistant Professor of Women's Health
Gregory	Stiller	MD	Preceptor	Assistant Professor Emergency Medicine
Nicole	Stivers	MD	Preceptor	Assistant Professor of Family Medicine
Christopher	Streeter	MD	Adjunct Faculty	Assistant Professor of Psychiatry & Neurology
Joshua	Stringam	DO	Regional Assistant Dean	Assistant Professor of Family Medicine
Murry	Sturkie	DO	Preceptor	Assistant Professor Emergency Medicine

Elizabeth	Swanson	MD	Preceptor	Assistant Professor of Dermatology
Mark	Szentes	MD	Preceptor	Assistant Professor of Surgery
Stephen	Tamang	MD	Preceptor	Assistant Professor of Family Medicine
Benedict	Taylor	MD	Preceptor	Assistant Professor of Surgery
Angela	Teige	DO	Preceptor	Assistant Professor of Women's Health
Richard	Thomas	DO	Preceptor	Assistant Professor of Dermatology
Jared	Thompson	DO	Preceptor	Assistant Professor of Pediatrics
Bret	Timmons	DO	Preceptor	Assistant Professor of Family Medicine
Joshua	Told	DO	Preceptor	Assistant Professor of Family Medicine
Monty	Tolman	DO	Preceptor	Assistant Professor of Family Medicine
Nathan	Tracey	DO	Preceptor	Assistant Professor of Family Medicine
Marlin	Trainer	DO	Assistant Professor of Emergency Medicine	Assistant Professor Emergency Medicine
Tuan	Tran	MD	Preceptor	Assistant Professor Internal Medicine
Louis	Traverso	MD	Adjunct Faculty	Assistant Professor of Surgery
Taylor	Turner	MD	Preceptor	Assistant Professor of Women's Health
Gunes	Uzer	PhD	Adjunct Faculty	Assistant Professor of Bone Cell Mechanobiology
John	Vallin	MD	Preceptor	Assistant Professor of Physical Medicine and Rehabilitation
Joanna	Van	DO	Clinical Small Group Learning	Assistant Professor of Family Medicine
Cyrus	Vania	DO	Preceptor	Assistant Professor of Family Medicine
Reese	Verner	MD	Preceptor	Assistant Professor of Surgery
Patrick	Villazon	MD	Preceptor	Assistant Professor Internal Medicine
Stephen	Vincent	MD	Preceptor	Assistant Professor of Psychiatry & Neurology
Casey	Von Drehle	DO	Adjunct Faculty	Assistant Professor of Psychiatry & Neurology
Kalyan	Vunnamadala	MD	Preceptor	Assistant Professor of Surgery
Shahla	Walizada	DO	Preceptor	Assistant Professor of Family Medicine
Corey	Walker	MD	Preceptor	Assistant Professor of Internal Medicine/Rheumatology
Anne	Wardle	BSN	Adjunct Faculty	Instructor
Hamilton	Warren-Sutton, MD, PLLC	MD	Preceptor	Assistant Professor of Psychiatry
Charles	Washington	MD	Preceptor	Assistant Professor Emergency Medicine
Richard	Wathne, MD PA	MD	Preceptor	Assistant Professor of Orthopedic Surgery
Gary	Wease	MD	Preceptor	Assistant Professor of Surgery
Jacob	Weasel	MD	Preceptor	Assistant Professor of Surgery
Coire	Weathers MD PLLC	MD	Preceptor	Assistant Professor of Psychiatry
Jeffrey	Webb	DO	Preceptor	Assistant Professor of Pediatrics

Lance	Wehrie	DO	Preceptor	Assistant Professor Internal Medicine
Edwin	Wells	MD	Preceptor	Assistant Professor Emergency Medicine
Michael	Wells	PhD	Assistant Professor of Biochemistry	Assistant Professor of Biochemistry
Brandon	West DO	DO	Regional Assistant Dean	Assistant Professor of Family Medicine
Matthew	Wideroff	MD	Preceptor	Assistant Professor of Surgery
Travis	Williams	DO	Preceptor	Assistant Professor Internal Medicine
Ryan	Williams MD	MD	Preceptor	Assistant Professor Internal Medicine
Benjamin	Wilson	MD	Clinical Small Group Facilitator	Assistant Professor of Family Medicine
Casi	Wilson	BS	Director of Clinical Simulation	Instructor
J'Dee	Wilson	MD	Adjunct Faculty	Assistant Professor of Psychiatry & Neurology
Kevin	Wilson	DO	Associate Dean of Clinical Affairs	Professor of Internal Medicine
Zechariah	Wilson	MD	Preceptor	Assistant Professor of Family Medicine
Michael	Womack	MD	Preceptor	Assistant Professor of Pediatrics
Kyle	Wong	DO	Preceptor	Assistant Professor Internal Medicine
Donald	Workman MD PA	MD	Preceptor	Assistant Professor of Surgery
Jared	Wortham	DO	Preceptor	Assistant Professor of Pediatrics
Steven N	Wyman	MD	Preceptor	Assistant Professor Emergency Medicine
Don Raphael	Wynn	MD	Preceptor	Assistant Professor of Psychiatry & Neurology
Molly	Wyss	MLS	Director of Library Services	Assistant Professor of Educational Technology
Louise	Ye-Liew	DO	Preceptor	Assistant Professor of Family Medicine
Rourke	Yeakley	MD	Regional Assistant Dean	Assistant Professor Emergency Medicine
Morgan	Yost	DO	Preceptor	Assistant Professor of Ophthalmology and Otolaryngology-Surgery
Thomas	Young	MD	Adjunct Faculty	Assistant Professor of Family Medicine
Marianne	Zakarian	MD	Preceptor	Assistant Professor of Women's Health
David	Zamorano	MD	Preceptor	Assistant Professor of Orthopedic Surgery
Cong	Zhao	MD	Preceptor	Assistant Professor of Psychiatry & Neurology
Jessica	Ziebarth	DO	Chair of Specialty Medicine / Assistant Professor	Assistant Professor PM&R
Christian	Zimmerman	MD	Preceptor	Assistant Professor of Neurological Surgery
Dan	Zuckerman	MD	Preceptor	Assistant Professor Internal Medicine

Approved:

T. Moorman Associate Dean for Student Services

Signature and Title

12/21/2022

Date