

Xavier University
College of Osteopathic Medicine

Student Handbook

and

Clinical Rotation Manual



Academic Year 2027 – 2028

This document exists to provide XUCOM students and applicants to XUCOM an opportunity to review the policies and procedures that XUCOM students must comply with from acceptance through graduation.

This document is in effect during Academic Year 2027-2028 (June 1, 2027 through June 30, 2028) and is updated annually. The current document replaces all prior versions. The current version may be viewed on the XUCOM website.

XUCOM reserves the right to amend or add policies or procedures to this document, edit this document, or make changes to this document at any time that reflect modifications or alterations in the admissions process, curriculum, tuition/fees, or any other XUCOM-related activity. This document may also be revised to reflect changes in applicable law and/or revisions in the standards or requirements of accreditors.

Enrollment in XUCOM is an agreement to comply with the statements set forth herein. It is the responsibility of each student to be familiar with these expectations.

This document aims to provide clarity and specific details for students enrolled in XUCOM. No single document can provide every aspect and detail of every policy, procedure, or process. Students may be referred to other documents for more information. In the event that conflicting information exists, the university student handbook takes precedence over this document.

Students and applicants are encouraged to reach out to the administration of XUCOM for questions or concerns.

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Section A: Student Handbook

1. XUCOM Overview

The Xavier University College of Osteopathic Medicine (XUCOM) publishes a Student Handbook and Clinical Rotation Manual to serve as a guide and reference for its students. Students are expected to be familiar with the content and seek clarification for any item that is not clear. Each academic year, XUCOM reviews and updates the document based on feedback from students, faculty, and staff, and changes in health care delivery, practices in higher education, and accrediting policies/requirements.

1.1 Accreditation Statement

Xavier University is accredited by the Higher Learning Commission (HLC), most recently reaffirmed in 2021. HLC is located at 230 South LaSalle Street, Suite 7-500, Chicago, IL 60604 and can be reached at (800) 621-7440 or (312) 263-0456.

The Xavier University College of Osteopathic Medicine (XUCOM) program is currently under review for approval from the Ohio Department of Higher Education and is in the review process for Pre-Accreditation by the Commission on Osteopathic College Accreditation (COCA). The COCA Department of Accreditation can be reached at predoc@osteopathic.org or (312) 202-8124.

1.2 XU Mission

Xavier is a Jesuit Catholic university rooted in the liberal arts tradition. Our mission is to educate each student intellectually, morally and spiritually. We create learning opportunities through rigorous academic and professional programs integrated with co-curricular engagement. In an inclusive environment of open and free inquiry, we prepare students for a world that is increasingly diverse, complex and interdependent. Driven by our commitment to educating the whole person, promoting the common good, and serving others, the Xavier community challenges and supports all our members as we cultivate lives of reflection, compassion and informed action.

1.3 XUCOM Mission

The mission of the XUCOM is to establish and grow a reflective and discerning medical community that educates osteopathic physicians in the Jesuit Catholic tradition to be fully alive intellectually, morally, and spiritually in their individual journey. Our graduates will be relentless in their pursuit of compassion, excellence, and service to their patients and communities in becoming impactful physician leaders.

1.4 XUCOM Curriculum

XUCOM prepares its students to meet the health care needs of diverse populations in a rapidly evolving, dynamic, interdependent, and highly technical environment. Grounded in Jesuit values, the osteopathic physicians that graduate from XUCOM will be prepared to practice holistic medicine, promote the common good, serve others, and lead innovation in the tri-state region, throughout the United States, and around the world.

XUCOM provides a longitudinal approach to guide and direct its students as they develop clinical competence using several types and features of technology to deliver clinical education to all of its students.

The COMLEX-USA Master Blueprint (revised May 2024) published by the National Board of Osteopathic Medical Examiners (NBOME), the Osteopathic Core Competencies (OCCs) and the Entrustable Professional Activities (EPAs) serve as primary resources for XUCOM's curricular design.

A focal point of XUCOM's learning environment and educational culture includes many types of frequent formative assessment followed by timely feedback. To ensure that students are prepared for "their next challenge" (i.e., test) and residency training, XUCOM uses the following teaching and learning assurance methods to deliver its clinical education curriculum.

1.4.1 Curricular Delivery

Synchronous Instruction

Instructors and students meet (in person or virtually) at the same time to conduct learning sessions together in real-time. The social interaction adds to the learning experience.

- Lectures
- Small Group Learning Sessions
 - Problem-based Learning
 - Team-based Learning
- Simulation Activities
 - Standardized Patients
 - Simulators
 - Virtual Reality

Asynchronous Instruction (eLearning / Technology Enhanced)

Students access learning materials (podcasts, posted assignments, vendor products, etc.) at their convenience outside of scheduled class time and clinic time, at their own pace.

- Independent Study
 - Self-Directed Learning
 - Self-Regulated Learning

1.4.2 Procedural Aspects

Clinical Skills are taught and assessed during both phases of the curriculum, i.e., the pre-clerkship and clerkship phases. During the OMS1 and OMS2 years (pre-clerkship), clinical skills are included in a required, four-semester, longitudinal course, during OMM labs, and as appropriate during biomedical science courses. During the OMS3 and OMS4 years (clerkship), clinical skills are taught at the bedside at partner and affiliated institutions.

Emphasis during the Pre-Clerkship Phase

1. Ability to complete a focused history and physical examination.
2. Demonstrate how to conduct a symptom-focused osteopathic structural examination.
3. Create an appropriate differential diagnosis based on common clinical conditions.
4. Be capable of generating diagnostic evaluation plans for common patient scenarios.
5. Describe therapeutic approaches for the treatment of common illnesses.
6. Be able to perform basic bedside procedures with supervision.

Emphasis during the Clerkship Phase

1. Achieve the professional aptitude expected of a first-year resident.
2. Approach novel clinical presentations applying appropriate critical-thinking skills.
3. Effectively communicate and function collaboratively as a member of an interprofessional team.
4. Use osteopathic principles and practice (OPP) and osteopathic manipulative medicine (OMM) in the approach to, and delivery of, holistic patient care.

The pre-clerkship phase includes early clinical encounters with actual patients beginning during Semester 1, frequent case studies using team-based and self-directed learning, and clinical thinking and procedural skills are practiced in the simulation center. Objective Structured Clinical Examinations (OSCEs) enriched through timely and robust feedback take place throughout all four years of the curriculum.

Key Elements

- Communication Skills: Verbal and Written
- Special Communication Topics in Patient Care
 - o Discussing medical errors
 - o Managing end-of-life support
 - o Delivering bad news
 - o Handling grief, anger, denial, etc.
- Eliciting a patient history (Hx)
- Completing a general physical examination (PE)
- Conducting a focused history & PE
- Generating an appropriate Differential Diagnosis
- Creating and Communicating a Patient Care Plan
- Counseling patients on common health issues

- Interprofessional Education / Teamwork
- Task Trainer skills acquisition
 - Airway Management / Intubation
 - Cardiopulmonary Resuscitation
 - Phlebotomy
 - IV placement
 - Placement of a nasogastric tube
 - Wound Management / Suturing
 - Lumbar puncture
- Manikin-based simulation cases
- Quality Assurance and Quality Improvement in clinical settings
- Patient Encounters
 - Early Clinical Contact
Students engage in the provision of authentic patient care. The experiences range from simple observation (aka “shadowing”) to practicing basic clinical skills to patient intake / evaluation in a directly supervised setting.
- Simulation Educational activities that employ artificial depictions (simulation) of clinical scenarios and/or situations using trained individuals and/or technological resources.
 - Standardized Patients (SPs) are trained actors that portray specific cases (clinical presentations) in a reliably consistent manner. SPs can teach and assess clinical skills, primarily bedside evaluations that include soliciting a history and completing a physical examination.
 - Simulators / Task-Trainers include manikins that allow medical students to learn and practice various procedural skills to gain confidence and dexterity before performing the procedure on actual patients.
 - Virtual Reality / Augmented Reality is computer-generated imagery using 3D-eyewear that provides an immersive feel into various aspects of learning.
 - Self-Directed Learning (SDL) helps students develop lifelong learning skills. With guidance from a faculty member, students determine their own learning needs/goals, decide upon the best approach to achieve their learning goals, engage in and monitor their own progress, and assess the outcome of their learning efforts.
 - Interprofessional Education (IPE) activities are created from gathering a heterogeneous group of health professionals brought together to learn about, from, and with one another.

1.4.3 Outcomes Assessment

A focal point of XUCOM’s learning environment and educational culture capitalizes on the utility of many types of frequent formative assessment followed by timely feedback. XUCOM employs the following learning assurance (assessment) methods:

- Prior to completing summative assessments, students will have opportunities to assess their own progress through numerous formative assessments. All formative assessments include post-event feedback.

- XUCOM monitors student progress not only in courses, but also by determining each student's mastery of content and skills by assessing milestone achievement. Milestones will be assessed at the end of each semester and academic year. Progression to the next stage of training will occur only if milestones are achieved.

To assure that students are progressing in their learning, XUCOM includes a Transitions to Clerkship/OMS3 Prep course (start of 3rd year) and a Transitions to Residency/GME course (start of 4th year).

Assessments include COM-generated multiple-choice questions, clinical skills examinations, direct faculty observation of specific medical procedure skills using formal checklists, OMM skills examinations, and OSCEs. The results of these assessments are used to identify students that may be struggling, guide remediation, drive curricular revision / quality improvement, and to determine student preparedness to enter the next stage of their medical school journey.

As an additional layer of validation, XUCOM's students are assessed at several points during their training using the NBOME's COMAT and COMSAE examinations.

Prior to graduation, each XUCOM student will:

1. Achieve the professional aptitude expected of a first-year resident.
2. Be fully alive intellectually, morally and spiritually, relentless in their pursuit of compassion, excellence and service; guided by Xavier's foundational Ignatian tenets, especially *cura personalis* and *magis*.
3. Be able to provide effective, evidence-based patient care in a supervised GME setting.
4. Approach novel clinical presentations applying appropriate critical-thinking skills.
5. Apply rational clinical judgment when problem-solving.
6. Be self-aware and prepared to engage in self-directed, life-long learning.
7. Understand interprofessional education (IPE) and engage in interprofessional collaboration (IPC).
8. Use osteopathic principles and practice (OPP) and osteopathic manipulative medicine (OMM) in the approach to, and delivery of, holistic patient care.

1.4.4 Quality Assurance and Continuous Quality Improvement

To ensure equivalent rotation experiences so that all students have comparable learning opportunities regardless of location, seasonality, or other variables, XUCOM:

1. Provides rotation syllabi with learning objectives so that all students have goals in mind as to the knowledge and skill set that they should achieve while completing each core and required rotation.
2. Curricular Management
 - a. Monitor patient volume, variety, and breadth by collecting student feedback using focus groups and survey instruments

- b. Evaluate student workload and learning opportunities using focus groups and survey instruments
- c. Evaluate student performance on end-of-rotation (COMAT) examinations
- d. Compare XUCOM student performance to national normed data
 - i. COMLEX-USA series
- e. Present information quarterly to the Curriculum Committee

1.5 Career Counseling

XUCOM's approach to career counseling is based on early discussion, a tailored approach, and guided preparation. Career counseling includes synchronous individual and group meetings with XUCOM faculty and staff, and asynchronous educational third-party materials and podcasts.

Early Discussions

Beginning during the first semester of the XUCOM curriculum, students are introduced to career path options, including clinical practice, administrative, academic, and research opportunities. During each year of the curriculum, students receive information, resources, and are introduced to internal and external practitioners and advisors to ensure that they are ready for application to, and prepared to begin, residency training.

Tailored Approach

XUCOM focuses on two primary elements of career planning: 1) how to enhance success in the Match, and 2) how to optimally prepare for entry into GME. Primary topics by year of training include:

- OMS1 – Options in career planning and matching into competitive residencies
- OMS2 – Understanding the Match, developing CVs, and networking
- OMS3 – Audition rotations and navigating the Match Process
- OMS4 – ERAS applications and preparing for interviews

Guided Preparation

The Assistant/Associate Dean of Clinical Education and GME oversees a holistic, student-centric approach that helps students maximize their chances of matching into competitive specialties at preferred locations. Students receive educational materials and are connected to practicing physicians, residents, and residency directors to serve as advisors and mentors on their journey to GME.

Xavier University's Career Development Office is also available as a resource for XUCOM students (<https://www.xavier.edu/career/>).

1.6 XUCOM Leadership

Steven J. Halm, DO, FAAP, FACP, FACOI, HPF
Founding Dean

Donald Sefcik, DO, MBA, MS, FACOFP, FNAOME
Senior Associate Dean, Academic Affairs

Michael LaFontaine, PhD
Associate Dean of Faculty and Medical Programs

Zack Vaskalis, PhD
Associate Dean for Curriculum, Assessment, and Quality

Rajan Lakhia, DO, FACP
Assistant Dean of Clinical Affairs and GME

Hanna Wetzel, PhD
Director of Research

TBD
Director of Simulation

Kenneth Hensley, PhD
Chair of Basic Sciences

Anthony C. Bianco II, DO
Division Chair, Osteopathic Principles and Practice

1.7 Accreditation Standard Complaint

The process of filing a formal complaint is as follows:

- a. The complainant must submit a written statement that is signed and dated. Anonymous complaints will not be accepted.
- b. The statement must identify the COCA standard in question and specific details as to why the complainant perceives that XUCOM is not in compliance.
- c. The statement must be submitted to the Office of the Dean, at halms@xavier.edu or directly by delivering it to the XUCOM Office of the Dean, 3800 Victory Parkway, Cincinnati, OH 45207.

The process for review and adjudication of a formal complaint related to accreditation standards is as follows:

- a. The written complaint will be reviewed by the COM Dean and the COM Deans' Council.
- b. One or more administrators will be assigned to conduct further investigation of the complaint, including an interview of the complainant as warranted, and report back to the executive team within 30 days. The report will detail:
 - i. The COCA standard(s) in question
 - ii. The details of the complaint
 - iii. Findings that support or refute the complaint
 - iv. Corrective action plan, if applicable
- c. The COM Deans' Council will review the report and may accept it as complete or take further action as indicated.
- d. Once the matter has been deemed fully addressed by the executive team, a written response will be prepared and sent to the complainant. This response will detail the findings of the review, a link to XU non-retaliation policy, and any steps taken to correct the complaint, if applicable.
- e. A report of the complaint and its adjudication and response will be submitted to the COM Faculty leadership at the discretion of the COM Dean. If the complaint is relevant to a standing committee of the COM (e.g., Curriculum Committee), the report will be shared with that specific committee.
- f. A copy of all documents related to the complaint and its adjudication and response will be kept on file through XUCOM's record retention process.
- g. There will be no retaliation against the complainant for filing a complaint.

Student complainants who are not satisfied with the adjudication of and response to the complaint may appeal to the Dean of XUCOM in writing within five days of being notified of the resolution of the complaint.

Individuals may also choose to file a complaint directly and confidentially with the AOA Commission on Osteopathic College Accreditation. Written complaints should be addressed to the Secretary of the Commission on Osteopathic College Accreditation.

The mailing address is:
Secretary of the Commission on Osteopathic College Accreditation
American Osteopathic Association
142 E. Ontario St.
Chicago, IL 60611
Telephone: 312-202-8124 Fax: 312-202-8424
Email: predoc@osteopathic.org

Please be advised you must sign your complaint when providing a submission to the accreditor; the Commission will not accept anonymous complaints.

At all times, it is the policy of XUCOM to maintain confidentiality of any complaint. All records and materials referable to each individual complaint will be stored within the Office of the Dean (or in the electronic equivalent) in a confidential manner and in accordance with XUCOM's records retention policy.

2. Admissions

2.1 Application Process

The admissions process at XUCOM, described below, is rigorous and competitive.

2.1.1 Requirements to Apply

The XUCOM Admissions Committee reviews application materials holistically. Although XUCOM does not set minimum values for tGPA, sGPA, and MCAT, applicants within a cohort group are expected to have competitive tGPA, sGPA, and MCAT scores. MCAT scores cannot be more than three (3) years old at the time of application.

Letters of recommendation and shadowing experiences are described under *Secondary Applications*.

Applicants must have completed a bachelor's degree or higher-level degree from a college or university accredited by the USDE by the date of matriculation.

The undergraduate course credit hour requirements for admission are:

Course	Required (minimum college credit hours)
Biology/Zoology with lab	8
General/Inorganic Chemistry with lab	8
Organic Chemistry with lab	8
Physics with lab	8
English	6
Behavioral Sciences	6
Algebra or higher-level math	3
Biochemistry	3

Course	Recommended (minimum college credit hours)
Molecular Biology and/or Genetics	3
Immunology	3
Introduction to Communications or Acting or Public Speaking	3

2.1.1.1 AACOMAS Application

XUCOM participates with other osteopathic colleges in a centralized application processing service called the American Association of Colleges of Osteopathic Medicine Application Service (AACOMAS). An application must be submitted online at: https://aacomas.liaisoncas.org/?utm_source=aacom&utm_medium=referral&utm_campaign=top-nav-link.

Detailed instructions can be accessed through and questions can be answered by contacting: AACOMAS aacominfo@liaisoncas.com or (617) 612-2889

To initiate the application process, applicants must apply directly to AACOMAS.

AACOMAS is available to potential applicants for the entering class from May through March of the year applying.

Applicants must request all official transcripts from all colleges and universities attended to 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 course work from an international 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 course work completed at an institution outside of the US is comparable to a USDE-accredited US college or university in a course-by-course fashion. XUCOM will not consider such coursework as being completed unless the evaluation service verifies comparability.

2.1.2.2 XUCOM Secondary Applications

After receipt of the AACOMAS application, XUCOM performs an initial screening of the application. Applicants determined to be eligible for a Secondary Application based on criteria established by the XUCOM Admissions Committee, may be invited to submit a Secondary Application and supporting documents. Please note, XUCOM screens all primary applications, and not all applicants will receive an invitation to submit a Secondary

Application. A decision by the XUCOM Admissions Committee not to invite an applicant to submit a Secondary Application is final.

Applicants invited to submit a Secondary Application will receive an email notification from the Office of Strategic Enrollment Management (COM Admissions). This email will contain information and instructions on how to complete the Secondary Application and submit the processing fee. A non-refundable fee of \$50.00 is payable upon submission of the Secondary Application for admission. XUCOM waives this fee if the applicant has an approved AACOMAS fee waiver document.

In addition to the Secondary Application and non-refundable processing fee or AACOMAS fee waiver, applicants must submit two required letters of recommendation. Letters of recommendation must be originals on professional or college/university letterhead and signed by the evaluator, less than three (3) years old, and focus on information specific to a medical school application. Letters of recommendation may not be written by a relative, including relatives through marriage. XUCOM accepts letters through AACOMAS, Interfolio and mail (addressed to the Office of Strategic Enrollment Management).

Letters of recommendation which are included as a part of a pre-health committee packet or letters from an official evaluation collection service (AACOMAS or Interfolio) recognized by XUCOM as a part of their official application packet and are accepted without signature or letterhead, as long as the letters are sent directly from the authors to the pre-health committee. If the applicant's school does not utilize a pre-health committee, a letter must be from a full-time science PhD faculty member familiar with the academic work of the applicant. A second letter of recommendation must be from either an osteopathic physician (DO) or an allopathic physician (MD). Although a letter from an osteopathic physician is not required, it is strongly recommended.

While shadowing experience with a DO is not required of applicants, it is suggested because applicants who have shadowing experience with an osteopathic physician typically demonstrate a more robust understanding of the practice of osteopathic medicine.

XUCOM welcomes additional letters of support or recommendation from those who are acquainted with the student's academic or professional ability. XUCOM receives additional letters of recommendation via AACOMAS and Interfolio.

2.2 Technical Standards

XUCOM has technical standards that are necessary to successfully complete the curriculum and to practice to the full extent of osteopathic medicine that an unlimited license provides. 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 a component of the physical examination and as a treatment modality. As part of the educational process, XUCOM students must be able to tolerate being palpated, examined, and receive osteopathic manipulation by members of all genders, and to palpate, examine, and provide osteopathic manipulation to others (of all genders) in order to acquire the full scope of osteopathic skills necessary to provide patient care. This palpation is performed in a professional and appropriate manner.

Acquiring the skills to palpate and examine patients requires a student to examine partially disrobed patients of all genders and is mandatory for successful completion of the curriculum at XUCOM.

- Students will be required to participate fully as both the examiner and examinee in various non-sensitive clinical laboratory experiences. In Clinical Skills and Osteopathic Manipulative Medicine laboratory experiences, as well as other clinical laboratories where physical examination skills are practiced, 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 areas where osteopathic manipulative techniques are to be performed, students will need to wear appropriate attire and will be expected to partially disrobe for certain laboratory experiences. Details can be found in appropriate course syllabi.
- Students will be required to complete sensitive examinations on trained standardized patients and general patients of both genders that involve the inspection and palpation of breasts and external genitalia, including examinations of the pelvis, anus, and rectum with appropriate chaperones present.

Additionally, XUCOM utilizes cadavers in the gross anatomy laboratory. As such, XUCOM students must be able to tolerate working with and touching cadavers. Pregnant students should discuss the need for appropriate respirators and gloves with the Anatomy Course Director and XU's Office of Accessibility and Disability Resources.

XUCOM students also participate in ultrasound labs and, as such, will 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 or religious beliefs, except where required by law. Students who have any concern regarding these requirements should discuss them with the COM's Office of Medical Student Services (student affairs) prior to applying for admission.

XUCOM is committed to patient safety and assuring a safe and effective environment that does not place patients, students, or others at unnecessary 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 the Technical Standards Requirements should not apply to XUCOM.

The technical standards requirements are requisite abilities and skills in five (5) areas:

Observation

The student must be able to visually observe laboratory demonstrations, microscopic tissue with the aid of the microscope, and electronic images used in classroom presentations and laboratory demonstrations. The student must be able to visually and accurately observe physical signs and discuss patients' symptoms used in the diagnosis and clinical management of illness.

The use of a trained intermediary in such cases would compromise learning opportunities and 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 often enhanced by the sense of smell.

Communication

The student must be able to communicate effectively in English, as the curriculum and clinical experiences are offered exclusively in English. Students are encouraged to learn other languages for medical communication; however, the entire curriculum and all assessment exercises are provided in English. XUCOM requires the functional ability to speak, hear, and observe patients to elicit accurate medical information. The student must be able to both 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 patients, regardless of age, gender, disability, national origin and with all members of the healthcare team in order to successfully complete the curriculum.

Motor and Sensory

The student must have sufficient motor and sensory function to gather information from patients through the performance of palpation, percussion, and other diagnostic measures. The student must have sufficient motor function to carry out maneuvers of general and emergent medical care and of osteopathic manipulation. Examples of emergent motor functions include, but are not limited to, cardiopulmonary resuscitation, placement of central venous access, administration of intravenous fluids and intravenous medications, management of an obstructed airway, hemorrhage control, wound closure by suturing, and obstetrical deliveries.

In addition, osteopathic manipulation requires the use of the provider's extremities in

palpation, positioning, and carrying out treatment maneuvers. These actions require fine and gross motor control, as well as the sense of touch and adequate vision for inspection.

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, which include, but are not limited to, muscle energy, counterstrain, Still Technique, and high-velocity, low amplitude (HVLA).

Intellectual

The student 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, learn, synthesize, and recall a large amount of information without assistance from another or via technology to successfully complete the curriculum.

The student must be able to comprehend and understand/apply three-dimensional and 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 various types of learning materials and formats utilized in the XUCOM curriculum. In addition, students must be able to perform pattern recognition, recall information, identify and discriminate important information, problem solve, calculate, and make decisions in closely timed situations and in the presence of noise and distractions.

The aforementioned abilities are essential, as students and graduates are 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 plan for emergent conditions. This type of demonstrated intellectual ability must be performed in a rapid and time-efficient manner to provide appropriate care to patients with emergent conditions.

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, toxic exposures, shock, and hemorrhage.

Behavioral and Social Attributes

The student must possess the emotional health needed for full use of their intellectual capabilities at all times. The emotional health required for effective communication and professional, mature, sensitive, and compassionate patient/physician or patient/student relationships must be present at all times.

Students must be able to function effectively under stress and with physically taxing workloads, such as during lectures, labs, written and practical examinations, and clinical rotations. Students must have the emotional stability and motivation to deliver appropriate 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 Applicant Day 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. XUCOM considers drug and alcohol addiction use or abuse a significant risk factor for providing unsafe patient care and poor patient outcomes. As such, XUCOM has developed policies regarding alcohol and substance abuse.

Students must report any areas where there is a question regarding their ability to meet the Technical Standards to the Office of Medical Student Services. If an applicant has a question about their ability to meet the minimal Technical Standards, the applicant is required to notify the Office of Medical Student Services in advance of applying.

An offer of acceptance may be rescinded should an accepted applicant NOT meet the Technical Standards Requirements for Admission to XUCOM, or be found to not be able to meet the Technical Standards Requirements following matriculation. The financial impact of a rescinded offer of acceptance, if any, is to be discussed with the Office of the Bursar.

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

If an applicant attests through their signature that they meet the Technical Standards for admission, but it is discovered after matriculation that the student signed one or more attestations knowing they did not meet these minimum standards, the student may be subject to disciplinary process and receive sanctions up to and including dismissal from the program.

2.2.1 Physical Contact in Clinical Skills and OMM Labs

Practicing medicine as an osteopathic physician requires examining partially and fully disrobed patients of all genders. To successfully complete the curriculum at XUCOM and acquire the skills of an osteopathic physician, it is mandatory that students participate fully as both the examiner and examinee in various clinical laboratory experiences. During Clinical Skills and Osteopathic Manipulative Medicine laboratory experiences, as well as other clinical laboratories where physical examination skills are practiced, students are required to participate in the examination of fellow students (of all genders) who may be partially

disrobed.

XUCOM students must be able to tolerate being palpated and examined, and consent to receive osteopathic manipulation by members of all genders, and to palpate, examine, and provide osteopathic manipulation to others (of all genders) in order to acquire the full scope of osteopathic skills necessary to provide patient care. Lab activities are performed in a professional and appropriate manner.

2.2.2 Drug Testing

To matriculate into XUCOM, to participate in early clinical contact, and to engage in patient care at partner and affiliated institutions during clinical rotations, necessitate that each student successfully completes a drug screen prior to orientation and prior to beginning clinical rotations as a third-year medical student. Results are reviewed and tracked by the Director of Medical Student Services.

2.3 Criminal Background Checks

After acceptance into XUCOM and prior to matriculation, each student must complete a criminal background check. Results will be reviewed by the Director of Medical Student Services. Note that some clinical partners and clinical rotations sites require a criminal background check a month or less before interacting with patients at their site.

2.4 Transfer Policy

XUCOM does not solicit transfer students. XUCOM will consider requests from currently enrolled medical students in COCA- or LCME-accredited medical schools or eligible for readmission to their previously attended medical school. The Dean of XUCOM will complete an initial review of the circumstances surrounding the transfer request. If the Dean determines that the transfer request warrants further consideration, the following procedural steps are followed:

1. The student requesting transfer completes an AACOMAS application to XUCOM which includes a letter describing the circumstances for the request and the academic portfolio (i.e., transcripts and non-FERPA protected materials) from the previous institution that is forwarded to the XUCOM Admissions Committee.
 - a. Applicant must supply a letter of support from the prior medical school dean.
 - b. Applicant must supply evidence of a first-time pass on COMLEX-USA 1 or USMLE Step 1 if taken.
2. The committee makes a recommendation to the Dean, XUCOM.
 - a. The Dean will work with XU's Registrar to coordinate the transfer articulation process and assure that previously earned course credits accepted toward degree completion are posted on the transcript.

3. If a student is granted the opportunity to transfer to XUCOM, the following requirements apply:
 - a. Transfer credits are only awarded:
 - i. for coursework that was successfully completed at medical schools accredited by the COCA or the LCME.
 - ii. if the student is currently enrolled or eligible for readmission at the previously attended medical school.
 - b. When the transfer is from a COCA-accredited COM, advanced standing may be granted; however, a minimum of the final two years of instruction must successfully be completed at XUCOM, in addition to fulfilling all other XUCOM Graduation Requirements.
 - c. When the transfer is from an LCME-accredited medical school, students must successfully complete a minimum of three years of instruction at XUCOM; they must fulfill all other XUCOM Graduation Requirements; and they must successfully complete all XUCOM OMM and OPP requirements prior to the granting of the DO degree.

2.5 Tuition, Fees, Financial Aid, and Debt Management

XUCOM provides financial aid information and counseling sessions for its applicants and enrolled students to assist them with financial aid applications and debt management. The information and sessions (which include group presentations as well as individual appointments) include:

Prior to Matriculation

Topics include the cost of attendance/medical education, scholarship and loan opportunities, the Free Application for Federal Student Aid (FAFSA), budgeting, and debt management.

During Orientation

During Orientation there is a mandatory presentation (attendance is recorded) on cost of attendance, loan disbursements and refunds, compounding interest, and the future value of money. A Q&A session is included.

Annually

Class emails will be sent at the beginning of each academic year that will include online resources, dates for planned webinars, and links to learning modules that describe and discuss financial literacy, credit and credit scores, identify theft, financial planning, budgeting, cost of applying to GME, and debt management. Students will be reminded that financial aid counselors are available for individual appointments to discuss any financial concerns.

Prior to Graduation

During the final semester of the curriculum at XUCOM, students will be required to attend a mandatory "Exit Financial Aid Counseling Presentation" (attendance is recorded) that will

discuss debt repayment strategies, loan consolidation, loan forgiveness opportunities, and loan deferment/forbearance options. Individual appointments to discuss any concerns will be available.

Xavier University's Office of Student Financial Services is available as a resource for XUCOM students (<https://www.xavier.edu/financial-aid/index>).

2.6 Health Insurance

XUCOM requires that all students have and maintain health insurance as a requirement of enrollment. Health insurance is an important mechanism to mitigate one of the primary causes of short and long-term financial hardship.

Health Insurance Coverage

The health benefits plan must meet the standard of "minimal essential coverage". The details of plans meeting this standard are described by the U.S. Department of Health and Human Services at this site: <https://www.healthcare.gov/coverage/what-marketplace-plans-cover/>

Students are strongly encouraged to maintain a provider-patient relationship with a healthcare professional to ensure that their preventative and maintenance healthcare needs are promptly addressed. Urgent and emergent health care needs can be addressed as described in the Mental Health Policy and the Physical Health Policy.

XUCOM does not waive the requirement to be enrolled in a health insurance plan for religious or personal preferences.

Noncompliance with the Health Insurance policy will result in suspension or a mandatory leave of absence.

Annual Verification of Health Insurance

At the beginning of each academic cycle (Fall Semester), the Office of Health and Counseling Services ensures that new and returning students are enrolled in SHIP.

Details: https://myahpcare.com/wp-content/uploads/Xavier_PHF_25-26.pdf

Students who do not want to obtain their health insurance coverage through Xavier University must sign a waiver to be disenrolled.

Students that opt out of coverage through SHIP must provide documentation of a current health insurance plan through independent, parental or spousal coverage.

The plan must meet the standard of "minimal essential coverage" as noted above.

The majority of students will meet their health insurance plan requirement through the options above. If a student believes that he/she is compliant with this requirement through another option, the student should contact the Office of Health and Counseling Services to discuss the situation (<https://www.xavier.edu/health-wellness/directory/index>).

2.7 Mental Health Services

Xavier University Counseling Services are available to help students address a wide range of mental and emotional concerns.

Xavier University Counseling Services are located in the Health United Building (HUB) on the first (1st) floor, across from the Recreation Center.

Appointments can be scheduled online or by calling (513) 745-3022, option 2, Monday – Friday between 8:30am – 5:00pm.

Online: <https://xavier-mcs.titaniumhwc.com/OnlineAppointmentScheduling1sttimeAcademicyear>

Walk-ins are welcome on a first-come, first-served basis, Monday – Friday, 10:00am - 12:00pm and 2:00pm – 4:00pm.

Additionally, students can access the *Muskie Mental Health Line* at (513) 745-1001, for immediate support and crisis intervention from a mental health specialist, 24 hours a day / 7 days a week, no matter where they are located.

Off Campus Psychological Emergencies can also access assistance at (513) 745-1000 or 911
Suicide and Crisis Hotline: 988

Students on Clinical Rotations in the Cincinnati Area

In addition to the resources above, XUCOM students completing rotations in the Cincinnati area may seek mental health care, as the need arises, using providers available through the location's healthcare network of the facilities below:

Emergency Departments

[Good Samaritan Hospital/TriHealth](#)

375 Dixmyth Avenue Cincinnati, OH 45220
Emergency Room: (513) 862-2536 (24/7/365)
Drive Time from XU campus: typically, 15 minutes

[The University Hospital /UC Health](#)

234 Goodman Avenue Cincinnati OH 45219
Emergency Room: (513) 584-5700 (24/7/365)
Drive Time from XU campus: typically, 15 minutes

[The Christ Hospital](#)

2139 Auburn Avenue Cincinnati OH 45219
Emergency Room: (513) 585-2235 (24/7/365)
Drive Time from XU campus: typically, 10 minutes

[Mercy Health Rookwood Medical Center](#)

4101 Edwards Road Cincinnati, Ohio 45209
Emergency Room: (513) 979-2999 (24/7/365)
Drive Time from XU campus: typically, 6 minutes

Urgent Care Center

[The Christ Hospital Urgent Care Center](#)

4440 Red Bank Expressway Cincinnati OH 45227
(513) 564-1366 (Monday through Friday 7am – 7pm; Saturday and Sunday 9am – 3pm)
Drive Time from XU campus: typically, 11 minutes

Urgent Care Holiday Hours

New Year's Day	9 a.m. - 3 p.m.
Martin Luther King Day	Closed
Memorial Day	Closed
Independence Day	Closed
Labor Day	Closed
Day Before Thanksgiving	9 a.m. - 3 p.m.
Thanksgiving Day	Closed
Christmas Eve	9 a.m. - 3 p.m.
Christmas Day	Closed

Outside of the Cincinnati Area

Students can access the *Muskie Mental Health Line at (513) 745-1001*, for immediate support and crisis intervention from a mental health specialist, 24 hours a day / 7 days a week, no matter where they are located.

When XUCOM students are completing elective or selective rotations outside of the Cincinnati area, they should seek mental health care, as the need arises, using providers available through the location's healthcare network, a nearby urgent care center, or the nearest emergency department.

Other Resources

National Domestic Violence Hotline: (800) 799-7233

National Sexual Assault Hotline: (800) 656-4673

Suicide Prevention Hotline: (800) 273-8255

Substance Abuse / SAMHSA Helpline: (800) 662-4357

Suicide and Crisis Hotline: 988

UnitedHealthcare Assistance Program: <https://myahpcare.com/wp-content/uploads/UHC-SAP.pdf>

2.8 Physical Health Services

Xavier University Health Services are provided through a partnership with TriHealth. The physicians and nurse practitioners providing healthcare are all Board Certified in Primary Care and Internal Medicine.

Xavier University Health Services is located in the Health United Building (HUB) on the first (1st) floor, across from the Recreation Center.

Appointments (which are recommended) can be scheduled by calling (513) 745-3022, option 3, Monday – Friday between 8:30am – 5:00pm. Walk-ins are welcome.

After hours and during weekends, a nurse line is available at (513) 246-7023. Students need to identify themselves as an XUCOM student.

<https://www.trihealth.com/locations/queen-city-physicians-xavier-university-students-only>

- On Campus Medical and Psychological Emergencies: (513) 745-1000
- Off Campus Psychological Emergencies: (513) 745-1000 or 911
- Off Campus Medical Emergencies: 911
- Suicide and Crisis Hotline: 988

TriHealth offers telemedicine appointments:

<https://www.trihealth.com/services/telehealth-and-video>

The student health insurance plan also has AcademicLive Care – a 24/7 access to telehealth with a licensed health care provider <https://academiclivecare.com/>

Cincinnati Area Emergency Departments

[Good Samaritan Hospital/TriHealth](#)

375 Dixmyth Avenue Cincinnati, OH 45220
Emergency Room: (513) 862-2536 (24/7/365)
Drive Time from XU campus: typically, 15 minutes

[The University Hospital /UC Health](#)

234 Goodman Avenue Cincinnati OH 45219
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Thanksgiving Day	Closed
Christmas Eve	9 a.m. - 3 p.m.

Outside of the Cincinnati Area

When XUCOM students are completing elective or selective rotations outside of the Cincinnati area, they should seek medical care, as the need arises, using providers available through the location's healthcare network, a nearby urgent care center, or the nearest emergency department.

TriHealth offers telemedicine appointments, and the student health insurance plan also has AcademicLive Care – a 24/7 access to telehealth with a licensed health care provider <https://academiclivecare.com/>

2.9 Americans with Disabilities Act (ADA) / Accommodations

XUCOM students that believe accommodations are needed based on the impact of a documented disability should notify the course director. Students may contact Cassandra Jones in the XU Office of Accessibility and Disability Resources at 745-3280 or e-mail jonesc20@xavier.edu to help coordinate reasonable accommodations. Additional Information may be accessed at: <https://www.xavier.edu/accessibility-and-disability-resources/accommodations/index>

3.0 Student Affairs

3.1 Student Health and Wellness

XUCOM promotes student health and wellness, and strives to support students; physical health and mental health are priorities. Policies and procedures exist to address fatigue, promote safety, and mitigate stress. Students with concerns, academic or otherwise, should reach out to a faculty or staff member for guidance and assistance.

3.2 Student Conduct / Professionalism

XUCOM students are expected to adhere to rules of professional conduct established by Xavier University (XU student handbook, <https://www.xavier.edu/handbook/standards/>), described in the XUCOM Student Handbook and Clinical Rotations Manual, and presented in the AOA Code of Ethics (section 3.3).

Social media and the Internet offer methods of sharing information and access to mass communication. XUCOM students must be aware of the risks and consequences associated with social networking and maintain professional boundaries in the use of electronic media. It is important to avoid disclosing any HIPAA-protected information regarding patients, clinical sites,

or peers. Any student found to have violated this policy will be subject to disciplinary action as set forth in this document and the XU student handbook. Students should report any breach of confidentiality or privacy to a faculty member or the Office of Medical Student Services.

3.3 AOA Code of Ethics

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

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

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

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

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

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

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

Section 5. A physician should make a reasonable effort to partner with patients to promote their health and shall practice in accordance with the body of systematized and scientific

knowledge related to the healing arts. A physician shall maintain competence in such systematized and scientific knowledge through study and clinical applications.

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

Section 7. Under the law a physician may advertise, but no physician shall advertise or solicit patients directly or indirectly through the use of matters or activities which are false or misleading. [View further interpretation.](#)

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

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

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

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

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

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

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

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

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

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

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

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

<https://osteopathic.org/about/leadership/aoa-governance-documents/code-of-ethics/>

3.4 Student Organizations

XUCOM offers several opportunities for students to join student organizations. XUCOM supports student chapters of state, regional, and national organizations. Students with interest may join any organization. Student organizations are led by student leadership teams and a faculty or staff advisor.

Interested students should contact the Office of Medical Student Services to obtain a list of student organizations, for information on how to join a student organization, and for guidance on how to create a new student organization.

Student Organization activities and events, which must be scheduled in advance, cannot conflict with scheduled class time.

3.5 Student Records

XUCOM requires that official student records whether hard copy (paper), electronic, or some other form, be created, received, maintained, and accessed in a systematic and logical manner that is consistent with applicable laws. This is coordinated with the XU Registrar. Student records include documentation related to admissions, advisement, academic counseling,

financial aid, student professionalism, career counseling, and academic performance established through evaluations, examinations, grading, and attempted/completed course credits.

3.6 XU-campus policies

It is the obligation of every XU student to comply with the policies, guidelines, and procedures within the XU Student Handbook as a condition of enrollment noting that some aspects of the contents specifically refer to specific student populations. In the event of a conflict between any policy, guideline or procedure in this document and the XU Student Handbook, the XU Student Handbook will apply unless otherwise noted herein. XUCOM students are encouraged to [check online](#) for the updated version of all XU policies and procedures.

3.6.1 Family Educational Rights and Privacy Act (FERPA)

XUCOM administrators, faculty, and staff are trained in FERPA when they are onboarded and then every two (2) years thereafter. Evidence of training is monitored by XUCOM's Office of the Dean, in consultation with XU's Office of the Registrar.

Highlighted in the training are the rights of students to inspect their own official educational records and how to request amendments, the information that may be disclosed to third-parties known as "directory information" at XU, how students may opt out of having certain information included as directory information, the situations in which personally identifiable information (PII) can be shared without the student's consent that constitutes a FERPA violation, and how a complaint may be filed if a student believes a FERPA violation has occurred.

Students are advised about FERPA at the beginning of each academic year when issued their XUCOM Student Handbook.

Additional information can be reviewed at:

Xavier University's Registrar's Office: Information on FERPA

<https://www.xavier.edu/registrar/ferpa>

Xavier University's QUICK TIPS on FERPA for Faculty and Staff:

https://www.xavier.edu/registrar/documents/QuickTips_FERPA_faculty_staff.pdf

3.6.2 Health Insurance Portability and Accountability Act (HIPAA)

Never share or post protected health information (PHI), photographs or images obtained during any patient encounter or relationship. XUCOM students must be aware of the risks and consequences associated with social networking. Any student found to have violated this policy

will be subject to disciplinary action as set forth in this document and the XU student handbook. Sanctions will depend on the legal implications and severity of the violation. Report any breach of confidentiality or privacy to a faculty member or the Office of Medical Student Services.

Students need to be familiar with the HIPAA policies of the hospitals and clinics where they engage in patient care.

3.6.3 Title IX

XUCOM adheres to the requirements of federal and state law in accordance with Title IX of the Education Amendments of 1972, as amended. This law provides that, "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...." This includes protection from sexual harassment, sexual violence, domestic violence, dating violence, and stalking as well as discrimination and harassment based on an individual's status as pregnant or parenting. In accordance with Title IX, Xavier University does not discriminate, exclude from participation in, or deny benefits of its educational programs, admission policies, activities, or employment policies and opportunities on the basis of gender. Xavier's Title IX Office monitors compliance with this law and coordinates Xavier's response to complaints of discrimination based on sex, including assisting Reporting Parties in receiving any medical, mental health or other services and facilitating any interim protective measures that may be warranted. Inquiries concerning the application of Title IX and Xavier's Title IX policies may be referred to Xavier's Chief Title IX Officer:

Kate Lawson, Gallagher Student Center Room 340,
3800 Victory Parkway, Cincinnati, Ohio 45207-2120,
513-745-3046, lawsonk1@xavier.edu

OR

Office of Civil Rights, Cleveland Office,
U.S. Department of Education, 600 Superior Avenue East,
Suite 750, Cleveland, OH 44114-2611,
216-522-4970, OCR.Cleveland@ed.gov

3.7 Dress Code

Students are an important part of the culture and reputation of XUCOM. As such, they should promote a positive and professional image. When deciding how to dress, consideration needs to be given to several variables including the different settings and activities both on and off the campus where students will be interacting.

Overall, students need to be modest with the application of colognes, perfumes and scented sprays. Grooming, jewelry and makeup should align with the environment. Generally, body art

and tattoos should be covered. Hygiene should be addressed. Attire necessary for religious, cultural, and medical reasons should follow acceptable norms. Identification badges student should be displayed as expected.

Students attending professional events need to appear professional. Attending events that include distinguished guests should be approached as opportunities to advance the reputation of the institution and oneself.

3.7.1 Campus

While on the campus attending lectures, studying, and attending XU and XUCOM-sponsored events, XUCOM students are expected to wear business casual attire.

3.7.2 Labs (Clinical Skills / OMM)

The dress code for the Osteopathic Manual Medicine (OMM) and Clinical Skills labs is described in the respective course syllabus.

3.7.3 Clinical Rotations

In addition to the general comments noted above (section 3.7), professional attire and appearance are required for all clinical rotations.

4. Academic Affairs

4.1 Academic Standards

The academic standards of XUCOM are divided into the sections (4.1.1 – 4.1.9) that follow.

4.1.1 Grading

Each course syllabus describes the requirements that must be achieved to earn course credit.

- XUCOM uses a numeric grading system (0 – 100%) to report and record examination and course performance. The maximum score that may be achieved in any course is 100%.
- The minimum passing grade in all courses is 70%
 - Rounding only occurs on final course grades from 69.50 – 69.99% which is rounded up to 70%.
 - Final course scores below 70% are recorded in the student's official record as a course failure (F).
 - An unmet academic requirement exists when a student earns a score of less than 70.0 but above 50.0 and is eligible for remediation.

- An unmet academic requirement is recorded as an incomplete until the unmet requirement is resolved, at which point the grade is changed to a 70% C if the student passes remediation or an F if the student does not pass remediation.
- A student has a one calendar year from the end of the course to complete remediation. If the student does not complete remediation within this timeframe, the incomplete will be converted to an F.
- A score of less than 50.0 is a course failure (F) and is not eligible for remediation.

Single Course Remediation Guidelines

- A. A student who scores lower than 70.0 but at or above 60.0 at the conclusion of a course may be allowed to remediate the course in the remediation week following the block
- B. A student who scores lower than 60.0 but at or above 50.0 at the conclusion of the course may be allowed to remediate the course in a four-week period following the end of the academic year
- C. The requirements for remediation are determined prior to the start of each academic year, approved by the Curriculum Committee, and are published in each course syllabus
- D. A student who passes remediation will receive a 70.0 for the course grade and it will be recorded as a “C” in the student’s transcript
- E. A student who does not successfully fulfill the requirements of remediation during remediation week will be allowed a second attempt during the four-week remediation period
- F. A student who does not successfully fulfill the requirements of remediation following the four-week remediation period will receive a failing grade in the course.
 1. The course will be recorded as an “F” on the student’s transcript
 2. Students who fail a course must leave the curriculum and may request a repeat year from the Academic Progress Committee or face dismissal from the College of Osteopathic Medicine

Multiple Course Remediation Guidelines

- A. A student may not remediate more than two courses in a single remediation week
- B. A student may not remediate more than three courses in an academic year
 1. When a student receives a fourth unmet academic requirement in an academic year, they must leave the curriculum and request a repeat year from the Academic Progress Committee or face dismissal from the College of Osteopathic Medicine

2. All unmet academic requirements that have not been successfully remediated at the time a student receives a fourth unmet academic requirement will be recorded as an “F” on the student’s transcripts.
- Incomplete grades are only assigned when circumstances do not allow a student to complete a course during its normal scheduled time period.
 - Incomplete grades (INC) can only be assigned after consultation with the Chair of the Department leading the course.
 - When all course requirements are satisfactorily completed, the INC is replaced by the final course grade in the student’s official record.
 - Class Rank is determined using the cumulative total of each course grade times the credit hours awarded for completion of pre-clinical courses. For clinical rotation grades, COMAT scoring will be included to further revise class rank determination through all 3rd year core rotations.
 - The score used for any remediated or repeated course is 70%.
 - Honors (H) is designated for any student that scores at or above the 85th percentile in any clinical rotation.

4.1.2 Recusal Policy

It is the policy of XUCOM that any faculty member or preceptor who is a healthcare professional and has a past or ongoing provider-patient relationship with an XUCOM applicant or current student recuse themselves from any activity that involves the assessment, grading, evaluation, dismissal, and/or promotion of that student.

A provider-patient relationship exists when a licensed clinician assumes the responsibility to diagnose, consult, and/or manage a medical, surgical, behavioral, or other health condition.

Students should seek medical care from non-XUCOM personnel.

Education of Stakeholders on Policy

During Orientation, and annually, during the fall semester:

- The Office of the Dean sends an email to all XUCOM students and faculty reminding them of the codes of conduct (including the recusal policy).
- XUCOM preceptors receive an email from the Assistant/Associate Dean of Clinical Affairs to review all policies (including the recusal policy) in the handbooks.
- Preceptors receive this information when credentialed to teach.
- XUCOM students are reminded of the recusal policy in course syllabi, the Student Handbook, and the Clinical Rotation Handbook.
- XUCOM committee members (including the Admissions Committee and the Academic Progress Committee); course directors, faculty assigning grades, faculty grading

assignments, and faculty completing rotation evaluation forms; and Simulation Center instructors and simulated patients, are reminded of their charge and responsibilities, including the need to recuse themselves pursuant to this policy.

Individuals with provider-patient relationships must recuse themselves from the following activities:

- Committee discussions and decisions related to admissions, course or rotation failure, academic progression in the curriculum, and/or graduation
- Assigning grades for a clinical rotation
- Completing end-of-rotation evaluation forms
- Assigning formative or summative grades for course activities
- Assigning formative or summative grades for simulation activities

Recusal shall not be required when:

- Lecturing or providing instruction to groups of students
- Teaching clinical skills
- Conducting OMM table training
- Writing letters of recommendation
- Academic advising

Reporting Provider-Patient Relationships

In the event that a provider-patient relationship was not disclosed or a new provider-patient relationship is established, the Associate Dean of Clinical Affairs must be informed the next business day. The Associate Dean will transition the responsibility for student feedback, assessment, evaluation, grading, and remediation (if applicable) to another faculty member.

Emergency Services

Nothing in this policy should impede the delivery of emergency medical services when necessary.

4.1.3 Attendance

Class attendance is a vital component of professionalism. As such, XUCOM students are expected to attend all instructional activities. Attendance will be taken during OMM lab sessions, team-based learning sessions, clinical skills sessions, simulation learning activities, “Callback Days” (dates that OMS3 and OMS4 students are expected to be on the XUCOM campus), and all other sessions listed as mandatory attendance in accordance with course syllabi.

- OMS1-2 students are expected to be available Monday – Friday; 7:30am – 5:00pm

- OMS3-4 students are expected to be available up to 60 hours per week, which is dependent upon the clinical rotation service and at the sole discretion of the supervising preceptor.

4.1.3.1 Excused Absences

Illnesses and injuries are unpredictable, and students should address them as they manifest. Preventative and maintenance healthcare needs should be scheduled outside of instructional activities and clinical rotations. If a student experiences excessive absences (as defined in the course syllabus), the student shall be required to meet with the appropriate Assistant/Associate Dean.

- OMS1-2 students should coordinate excused absences with course directors.
 - Excessive absences are determined by each course director.
- OMS3-4 students should coordinate excused absences with their preceptor.
 - Excessive absences are considered to be more than 10% of the assigned rotation time-on-service requirements.

4.1.3.2 Inclement Weather

For OMS1-2 students, XUCOM follows the delay / weather-cancellation decisions of Xavier University. Updates are provided at www.xavier.edu. In the event that classes are cancelled and the university closed, XU ALERT ME will be activated and send voice and text messages. To receive this information, you must register your cell phone number and preferred email account by going to the XU ALERT ME tab on the MyXU campus portal. [For more information on how to subscribe to XU ALERT ME.](#)

OMS3-4 students should follow the guidance provided by their supervising preceptor. In the event of any questions or concerns, the student should contact the XUCOM Office of Clinical Affairs.

4.1.4 Tuition and Fees

Application Fee: Secondary application must be accompanied by a \$50 nonrefundable processing fee. Students are also responsible for the cost of background checks.

Acceptance Fee: XUCOM requires a nonrefundable, SEAT HOLD acceptance fee of \$1500 that is applied to the MS1 tuition. The acceptance fee must be paid by the deadline provided in the letter of acceptance.

Cost of Attendance: The cost to attend XUCOM each year includes a number of variables including tuition, parking fees, room and board, required books, required clinical skills equipment, electronic resources, and other miscellaneous expenses. Information about tuition and fees at XUCOM may be found at: <https://www.xavier.edu/tuition-fees/graduate-current>

Payment Plans:

XUCOM students have two (2) options to pay their bursar account balance.

1. Payment in Full

- a. Fall Semester – an electronic bill (eBill) is scheduled for release on July 1st. Remittance of payment is expected by July 25th. A late fee of 1% is assessed for each month of outstanding balance. More information is available at: <https://www.xavier.edu/bursar/payment-plans/index>
- b. Spring Semester – an electronic bill (eBill) is scheduled for release on December 1st. Remittance of payment is expected by December 25th. A late fee of 1% is assessed for each month of outstanding balance. More information is available at: <https://www.xavier.edu/bursar/payment-plans/index>

2. Payment Plan

- a. Students may distribute their semester balance across monthly installments by enrolling in the X-Flex payment plan. There is a \$50 fee required for each semester of enrollment in the plan. More information is available at: <https://www.xavier.edu/bursar/payment-plans/index>

Refunds (Excess Aid)

XUCOM follows the refund policy established by Xavier University. It may be found at: <https://www.xavier.edu/tuition-fees/policies/>

4.1.5 Student Promotion

The academic standing of XUCOM students is assessed at the end of each academic year. Students completing all the requirements are promoted. The requirements for promotion are:

1. All coursework for the previous two (2) semesters has been passed.
2. BLS is current.
3. ACLS is current for OMS3-4 students
4. Immunization requirements are current.
5. There are no unresolved issues being monitored by XUCOM's Academic Progress Committee (APC) related to Warning, Probation, or a Leave of Absence.
6. There are no issues being monitored by XUCOM's Student Professionalism and Conduct Committee (SPCC).
7. COMLEX-USA Examinations

- a. For OMS3 students, COMLEX-USA Level-1 has been taken by the deadline published annually by the Office of the Dean.
- b. For OMS4 students, COMLEX-USA Level-2 has been passed.

4.1.6 Retention

XUCOM prides itself on being student centric. As such, XUCOM employs several retention approaches and mechanisms to support its students. Examples include:

- Faculty Open-Door Policy
- Monitoring of student progress by Course Directors, XUCOM Committees, and the XUCOM Associate Dean of Curriculum, Assessment and Quality
- Student Affairs and Clinical Affairs Activities
 - Academic Counseling
 - Financial Aid and Debt Management Counseling
 - Mental Health Services
 - Physical Health Services
 - Fatigue Mitigation Policy
 - Peer Support Groups

4.1.7 Graduation

The Doctor of Osteopathic Medicine (D.O.) degree may be awarded to osteopathic medical students who have completed the following graduation requirements on/before June 30th of the same year and who have been approved by the XUCOM faculty, XUCOM Dean, and XU Board of Trustees for:

1. Satisfactorily completing all courses, clinical rotations, and curricular activities as presented and described in the XUCOM Student Handbook and Clinical Rotation Manual.
2. Demonstrating the ethical, professional, and personal qualities expected of an osteopathic physician ready to begin training in a graduate medical education (GME) program as presented and described in the XUCOM Student Handbook and Clinical Rotation Manual.
3. Passing the COMLEX-USA Level-1 and Level 2CE examinations.
4. Passing the XUCOM faculty-administered comprehensive Objective Structured Clinical Examination (OSCE) during the clerkship phase of the curriculum.
5. Being at least 21 years old.
6. Complying with all legal and financial requirements of XUCOM.
7. Completing at least the final two (2) years of medical education at XUCOM.
8. Finishing all academic requirements for the D.O. degree within six (6)-years from the date of matriculation as described in the COCA Accreditation Standards for COMs.

9. Participating in all mandatory events and activities and completing all required forms and surveys during graduation week as described in the XUCOM and XU Student Handbooks.

NOTE: Students do not receive their diploma until all requirements are verified as completed by the appropriate XUCOM official.

4.1.8 Student Rights and Responsibilities

A university community requires an environment conducive to the intellectual and personal growth of its students. Xavier University has adopted a Statement on Student Rights that may be reviewed at:

<https://www.xavier.edu/handbook/student-issues/statement-on-student-rights>

Key Rights

- Fair Treatment
 - No unlawful Discrimination
 - Compliance with Title IX
- Privacy
 - Health Records
 - Compliance with FERPA
- Freedom of Expression
- Access to Educational Resources
 - Accommodations for documented disabilities pursuant to state or federal law, as applicable.

Key Responsibilities

- Adherence at all times to the AOA Code of Ethics
- Professionalism at all times
- Compliance with Xavier University and XUCOM Policies
 - Student Handbooks
- Demonstrated Integrity
- Academic Performance
 - No Irregular Behavior
 - <https://www.fsmb.org/step-3/step-3-announcements/>
 - No Irregular Conduct
 - <https://www.nbome.org/assessments/comlex-usa/bulletin-of-information/exam-administration/irregular-conduct/>
- Respect for Others
- Fulfilling financial obligations to XUCOM
- Reporting of Violations

4.1.9 Filing of Grievances and Appeals

Xavier University strives to provide the highest quality educational experience for its students. If conflicts arise, students are encouraged to reach out to the appropriate personnel to discuss their concerns. Xavier University has adopted procedure for students to follow that may be reviewed at: <https://www.xavier.edu/dean-of-students/student-behavior/student-complaint-procedure>

XUCOM students have the right to file grievances and appeals. The burden to prove the nature of the grievance or appeal rests with the student.

- *Grievance*
A grievance may be filed when a student alleges that their academic rights have been violated.
- *Appeal*
Appeals may be submitted to course directors when the student believes that the computation of a final course grade was erroneous. Appeals cannot be filed for dissatisfaction with the assigned grade. Appeals must be filed within five business days of a course or rotation final grade being made available to students.

4.2 Academic Counseling

Multiple factors influence osteopathic medical student success. XUCOM's approach to academic counseling is multi-modal, based on early identification, tailored intervention, and longitudinal monitoring. Academic counseling for OMS1-2s is primarily face-to-face, while OMS3-4s have primarily virtual encounters (e.g., Teams Meetings).

Early Identification

All students will be advised to seek academic counseling as they transition into medical school. The academic performance of all students will be monitored. Those who experience challenges (exam or course failure) or are otherwise identified as at-risk will be required to meet with an Academic Specialist.

Academic Specialists provide information, make recommendations, coach, and make referrals, which may include Faculty Advisors, Behavioral Health Services, and/or Xavier University's Office of Advising and Learning Support.

Academic Specialists provide strategies focused on study skills; learning styles; time, stress, and anxiety management; COMLEX-USA preparation, and test-taking skills.

Tailored Intervention

XUCOM promotes self-directed, life-long learning. In addition to the resources mentioned, the library provides personnel, third-party learning resources, electronic databases, and study aids. Other assistance for academic success includes Regional Assistant Deans, residency program faculty, and meetings with XUCOM's Academic Progress Committee for recommendations on study plans and possibly further evaluation/intervention using a third party.

Longitudinal Monitoring

Student progress, including the impact of implemented interventions, is monitored using multiple formative and summative assessments throughout the curriculum to ensure development of the seven osteopathic core competencies (OCC). Timely, robust feedback guides students' success.

The XUCOM building and curriculum were designed to promote student-faculty interaction and facilitate peer learning.

4.3 Advising and Tutoring

Students are encouraged to contact the Associate Dean of Faculty and Medical Programs and/or the Assistant Dean of Clinical Affairs and GME for guidance related to advising and tutoring needs. Xavier University offers comprehensive advising and tutoring through its Office of Academic Advising and Learning Support (OALS / <https://www.xavier.edu/academic-advising/>) accessible via the Student Hub (<https://www.xavier.edu/academic-advising/old-index>).

4.4 Leave of Absence (LOA)

As described in the XU Student Handbook (section 3.9), students might need a leave of absence for many reasons. XUCOM divides these needs into voluntary (usually personal and/or medical), and mandatory. Student that are considering an LOA should contact the Office of the Dean for guidance on moving the request forward.

4.5 Transcripts

Transcripts are either official or unofficial. Individuals that want to review their transcripts or need an official copy should follow the steps outlined by the Office of the Registrar: <https://www.xavier.edu/registrar/request-your-transcript/index>

4.6 Simulation Center

The Simulation Center in XUCOM serves as an environment for students to learn, practice, refine, and demonstrate clinical skills. Standardized patients, manikins, task-trainers, and other equipment provide opportunities for clinical skill acquisition. Simulation activities are integrated throughout the curriculum.

The Assistant/Associate Dean of Simulation is a member of the Dean’s Advisory Council and works with all course directors and faculty to assure that learning and assessment activities in each course is seamlessly woven into the curriculum. Students should refer to each course syllabus for information on simulation expectations and responsibilities. Any questions or concerns should be directed to the Assistant/Associate Dean of Simulation.

5. Graduation Requirements

5.1 List of Requirements

Please refer to section 4.1.7 (Graduation) in Section 4 (Academic Standards).

5.1.1 Six (6)-year policy

The XUCOM program’s standard duration is four (4) academic years.

In accord with Element 6.3 of the Commission on Osteopathic College Accreditation (COCA) *New and Developing Accreditation Standards* (effective September 26, 2023; edited October 1, 2024) which requires that a COM and any branch campus must have a policy that requires that each single degree student completes the DO degree within 150% of the standard time to achieve the degree (six years following matriculation), the maximum allowable time to complete all requirements for graduation from XUCOM is six (6) academic years (150% of the standard length) from matriculation—even including leaves of absence or extensions.

Exceptions for extenuating circumstances (such as medical or parental leave) can be considered through written appeal to the Dean of XUCOM. The Dean will solicit a recommendation from the XUCOM Academic Progress Committee (APC) and, upon consideration of the APC recommendation, will accept or deny the request. In the event that a student is granted a request to exceed the six-year time period for graduation, a written plan must be approved by the Dean or Dean’s designee, specifying an obligatory deadline for completion of remaining requirements.

5.2. Graduation Attendance

Students graduating in a given academic year are expected and mandated to physically attend the graduation ceremony, unless exempted by the Dean of XUCOM. Exemptions will be granted only for cases of extraordinary personal or familial hardship, unforeseen sickness or injury.

5.3 Comprehensive Osteopathic Medical Licensing (COMLEX-USA

) Examinations and Physical Examination-Qualifying Exam (PE-QE)

As a prerequisite for graduation, all students of the Xavier University College of Osteopathic Medicine (XUCOM) must pass the National Board of Osteopathic Medical Examiners (NBOME) Comprehensive Osteopathic Medical Licensing Examination (COMLEX-USA) Level 1 and Level 2-

CE, as well as the XUCOM Physical Examination–Qualifying Exam (PE-QE), also referred to as the Objective Structured Clinical Examination (OSCE).

The PE-QE requires students to demonstrate competence in fundamental clinical skills and physician competency domains necessary for graduation, entry into supervised graduate medical education, and the safe practice of osteopathic medicine. Successful completion of COMLEX-USA Level 1, COMLEX-USA Level 2-CE, and the PE-QE is required for graduation.

5.3.1 Approval to Register and Take

A. COMLEX-USA Level 1

To be eligible to sit for COMLEX-USA Level 1, a student must have successfully completed all OMS-1 and OMS-2 coursework and be in good academic standing. The student must also have fulfilled all financial obligations to Xavier University. In addition, the student must achieve a score at or above the required threshold on an XUCOM-designated Qualifying Examination (QE), such as the COMSAE or equivalent assessment, as determined by the Dean of XUCOM or a designee. Formal approval from the Dean or designee is required before the student may schedule and sit for the examination.

Students who do not achieve the required QE threshold are not eligible to schedule COMLEX-USA Level 1. A student who fails the QE on three consecutive attempts will be referred to the Academic Progress Committee (APC). The APC may require the development of a formal remediation plan, which may include structured board preparation, consultation with a learning specialist, participation in an external board review program, or placement into an extended or modified curriculum.

Students are required to sit for COMLEX-USA Level 1 prior to the start of their first clinical rotation unless otherwise authorized by the Dean or a designee. Students who have completed the examination and satisfied all OMS-1 and OMS-2 curricular requirements may enter OMS-3 clinical rotations.

B. COMLEX-USA Level 1 Failure

Failure of COMLEX-USA Level 1 results in automatic referral to the APC.

After a first failure, the student will meet with the APC and be required to work with an academic specialist and follow a formal remediation plan with assigned structured board preparation. Moreover, the student will be placed into an appropriate academic adjustment period that suspends clinical rotations. The student must obtain APC approval before retaking the examination.

After a second failure, the student will again be referred to the APC for formal review. The suspension of clinical rotations will continue. A more intensive remediation plan will be

implemented, which may include mandatory board preparation programming, consultation with the Associate Dean for Faculty and Medical Programs, and participation in an external review course. The student may be placed on a Leave of Absence, and graduation may be delayed.

After a third failure, the student will be referred to the APC for comprehensive review. Because students are permitted a maximum of three attempts at COMLEX-USA Level 1 as described in Section 5.3.3, failure on the third attempt will result in a referral to the APC for dismissal hearing from XUCOM.

C. COMLEX-USA Level 2-CE

To be eligible to sit for COMLEX-USA Level 2-CE, a student must be in good academic standing as an OMS-3, having passed all required prior coursework. The student must achieve a passing score on an XUCOM-designated Qualifying Examination, such as the COMSAE-Phase 2 or equivalent, and must fulfill all financial obligations to Xavier University. Approval from the Dean or a designee is required before scheduling the examination. COMLEX-USA Level 2-CE must be passed prior to transition to OMS-4.

Students who fail the designated QE on three consecutive attempts will be referred to the APC and may be assigned an altered or extended course of study, including required participation in a structured board preparation program.

D. COMLEX-USA Level 2-CE Failure

Failure of COMLEX-USA Level 2-CE results in automatic referral to the APC.

After a first failure, a formal remediation plan will be developed, and structured board preparation will be required. The student's anticipated graduation timeline may be modified as necessary.

After a second failure, the APC will conduct a formal review. The student may be placed into a Modified Course of Study or extended curriculum, and participation in an external board preparation program may be mandated.

After a third failure, the student will be referred to the APC for a dismissal hearing.

5.3.2 Consequences of Failure(s)

Students who experience difficulty completing any element of the XUCOM curriculum or any component of the COMLEX-USA or PE-QE examination series in a timely manner according to the academic calendar and the requirements set forth in this Student Handbook and Clinical Training Manual may be withdrawn from clinical rotations pending successful completion of required examinations. Such students may be placed into a Modified Course of Study, required

to complete a structured board preparation program, assigned to an extended curriculum, placed on a Leave of Absence, or experience a delay in graduation.

Students placed in a Modified Course of Study must comply fully with the plan established by the APC. So long as the student is making satisfactory academic progress within the Modified Course of Study, the student will remain in full-time status. Students who fail to comply with the plan or who fail to demonstrate satisfactory progress will be referred back to the APC. The APC may recommend additional remediation, sanctions, or move to dismiss the student.

5.3.3 Number of Attempts

Students are permitted a maximum of three attempts at COMLEX-USA Level 1 and a maximum of three attempts at COMLEX-USA Level 2-CE, with no more than five total attempts combined across both examinations. Students who fail to meet these examination criteria will be referred to the APC for a dismissal hearing.

6. Campus Facilities and Resources

6.1 Safety

Refer to the XU Student Handbook Section 1.3 (Campus Safety and Security):

<https://www.xavier.edu/handbook/campus-safety-and-security/index>

Section B: Clinical Rotation Manual

1. Clerkship Overview

1.1 General Information

Section B provides additional information to help guide students through the second half (OMS3 and OMS4 years) of the XUCOM curriculum. All elements of the XUCOM Student Handbook (section A of this document) are applicable to students completing clinical rotations.

During clinical rotations, students are expected to develop the skills, abilities, and attitudes to prepare for graduate medical education (GME) training. Students are expected to maintain the highest standards of professional behavior during the delivery of healthcare to patients, as well as during interactions with all members of the healthcare team, XUCOM's faculty and staff, and peers.

1.1.1 Professionalism

XUCOM students are required to be professional at all times. The added visibility during clinical rotations amplifies this requirement. Regardless of rotation site, role, or purpose for being at any location, student physicians represent not only themselves but also XUCOM.

While on clinical rotations, students will always respect patient confidentiality and complete all assigned responsibilities with integrity and decorum.

1.1.1.1 Appearance

While on clinical rotations students must wear their XUCOM-issued white coat and visibly display their ID badge. Clothing and hygiene guidelines include:

- Clothing is to be clean and wrinkle-free.
- Clothing should allow for an appropriate range of motion.
- Hair and jewelry should not interfere with patient interactions.
- No denim
- Shirts and blouses should be appropriately buttoned and non-revealing.
- Dresses and skirts should be of a professional / appropriate length.
- Shoes should be closed-toe (heels less than 3 inches).
- No heavy perfumes, fragrances, or scents.
- Fingernails (per CDC and WHO guidelines: no artificial nails; natural nails should be trimmed to less than 0.25 inch in length).

Obscene, profane, and sexually suggestive images, pictures, words, or symbols, are not permitted. Clothing with advertisements is not allowed.

1.1.1.2 Behavior

Rotation etiquette is essential. Here are important tips:

1. Be prepared.
 - a. Review the syllabus before starting any rotation.
 - b. Be ready for the next day.
2. Be timely.
 - a. Don't assume that the commute will always go smoothly.
 - i. Leave early for the facility.
 - b. Don't be the first one to leave every day.
3. Be present.
 - a. Listen to the patient.
 - b. Listen to your attending physician.
 - c. Avoid checking your mobile device for texts and emails.
4. Be proactive.
 - a. Ask to get involved.
 - b. Notify your attending in advance if there is an issue.
5. Be professional
 - a. See sections 1.1 and 1.1.1 (1.1.1.1, and 1.1.1.2).

1.1.2 Course Syllabi and Grading

Each clinical rotations (core, required, selective and elective) has its own syllabus. Students are to be familiar with each syllabus and follow the requirements delineated for every rotation.

1.2 Eligibility to begin Clinical Rotations

To be eligible to enter clinical rotations students must fulfill the following conditions:

1. All coursework required for the XUCOM pre-clerkship phase has been passed.
2. All clinical clerkship orientation activities that occur during OMS3 Blocks 1 and 2 have been satisfactorily completed.
3. ACLS and BLS training are current.
4. Immunization and health insurance requirements are current.
5. The COMLEX-USA Level-1 examination has been taken by the date set annually by the XUCOM Dean or his/her designee.
6. All legal and financial obligations to the university are fulfilled.
7. There are no unresolved issues being monitored by XUCOM's Academic Progress Committee.
8. There are no unresolved issues being monitored by XUCOM's Student Professionalism and Conduct Committee.

1.3 Advancement

The academic standing of XUCOM students is assessed at the end of each academic year. Students completing all the requirements are promoted. The requirements for promotion are:

1. All coursework for the previous two (2) semesters has been passed.
2. BLS is current.
3. ACLS is current.
4. Immunization requirements are current.
5. There are no unresolved issues being monitored by XUCOM's Academic Progress Committee (APC) related to Warning, Probation, or a Leave of Absence.
6. There are no issues being monitored by XUCOM's Student Professionalism and Conduct Committee (SPCC).
7. For OMS3 students, COMLEX-USA Level-1 has been passed.
8. For OMS4 students, COMLEX-USA Level-2 has been passed.

1.4 Graduation Requirements

The Doctor of Osteopathic Medicine (D.O.) degree may be awarded to osteopathic medical students who have completed the following graduation requirements on or before June 30 of the same year and who have been approved by the XUCOM faculty, XUCOM Dean, and XU Board of Trustees for:

1. Satisfactorily completing all courses, clinical rotations, and curricular activities as presented and described in the XUCOM Student Handbook and Clinical Rotation Manual.
2. Demonstrating the ethical, professional, and personal qualities expected of an osteopathic physician ready to begin training in a graduate medical education (GME) program as presented and described in the XUCOM Student Handbook and Clinical Rotation Manual.
3. Passing the COMLEX-USA Level-1 and Level 2CE examinations.
4. Passing the XUCOM faculty-administered comprehensive Objective Structured Clinical Examination (OSCE) during the clerkship phase of the curriculum.
5. Being at least 21 years old.
6. Complying with all legal and financial requirements of XUCOM.
7. Completing at least the final two (2) years of medical education at XUCOM.
8. Finishing all academic requirements for the D.O. degree within six (6) years from the date of matriculation as described in the COCA Accreditation Standards for COMs.
9. Participating in all mandatory events and activities and completing all required forms and surveys during graduation week as described in the XUCOM and XU Student Handbooks.

NOTE: Students do not receive their diploma until all requirements are verified as completed by the appropriate XUCOM official.

1.5 Approval to Register for / Take COMEX Level-2CE

See Student Handbook section 5.3 (5.3.1 – 5.3.3).

1.6 Rotations with Family Members / Friends / Mentors

Students may complete one clinical rotation with a family member and that rotation must be an elective.

1.7 COCA Requirements

Element 6.10 of the Commission on Osteopathic College Accreditation (COCA) *New and Developing Accreditation Standards* (effective September 26, 2023; edited October 1, 2024) requires that a COM must ensure that each student's rotations prior to the fourth-year clinical clerkships include the following experiences: 1) at least one rotation conducted in a health care setting in which the student works with resident physicians currently enrolled in an accredited program of graduate medical education; 2) at least one rotation under the supervision of an osteopathic physician; and 3) more than one rotation in an inpatient setting.

1.7.1 Clinical Rotation with a DO

During at least one core or OMS3 required clinical rotation, each OMS3 will be assigned to complete a rotation with an osteopathic physician (DO). This assignment may be a primary care or specialty area, inpatient or outpatient experience.

1.7.2 Clinical Rotation with a Resident

During at least one core or OMS3 required clinical rotation, each OMS3 will be assigned to complete a rotation with a resident physician. This assignment may be a primary care or specialty area, inpatient or outpatient experience, with an intern or first-year resident (PGY1) or a more advanced resident (PGY2 – 5).

1.7.3 Inpatient Clinical Rotations

During at least one core or OMS3 required clinical rotation, each OMS3 will be assigned to complete an inpatient rotation. This experience may be in a primary care or specialty area that may include supervision by a resident or occur directly under the supervision of an attending physician.

1.8 OPP/OMM during OMS3 and OMS4

Students will receive training in osteopathic principles and practice (OPP) and osteopathic manipulative/manual medicine (OMM) during the OMS3 and OMS4 years. This training will occur as a combination of synchronous and asynchronous activities. The synchronous elements will occur primarily during Call-Back Days and Teams Meetings. The asynchronous elements will primarily be delivered as podcasts and assigned online activities.

1.8.1 Call-Back Days

During CORE clinical rotations (which are completed in proximity to the XUCOM campus), students will spend one day per block on the campus for Call-Back Days. During this time on campus, students will receive didactic training, practice clinical skills (including OMM), and complete various assessment activities, including COMATs and OSCEs. These activities will be posted online in XUCOM's learning management system (Canvas) at least one block in advance.

1.9 Objective Structured Clinical Examinations (OSCEs)

OSCEs are secured and/or developed by the XUCOM faculty and staff. During Call-Back Days, students will complete several OSCEs proctored by XUCOM faculty.

To be eligible for graduation, students must successfully pass a series of comprehensive OSCEs.

1.10 Scheduling Rotations

XUCOM's clinical rotations are four-weeks in duration. XUCOM students will complete seven (7) core clinical rotations and thirteen (13) required clinical rotations.

As OMS3s, the focus is on CORE rotations which must be completed at XUCOM affiliated sites (base hospitals). Each cohort of OMS3s starts its CORE rotation sequence in July following a month-long clinical rotation preparatory course.

1.10.1 OMS3 year

XUCOM students will be assigned to a base hospital for their OMS3 CORE Rotations: TriHealth, The Christ Hospital, or Mercy Health Hospital. During elective and selective rotations, students will have the opportunity to rotate at the other two systems as well as other XUCOM-approved locations.

Scheduling Assignments are made as follows:

Step 1 – Students rank the sites from 1 (most preferred) to 3 (least preferred)

Step 2 – A software program maximizes preferences to assign base hospitals.

Step 3 – Students receive their block schedule assignments.

Step 4 – Students rank rotation sequence and assignments are made.

Base Hospital Assignments

The Department of Clinical Education meets with OMS2s // August – September.

Students submit their base hospital (Rank-Order List) preferences // October

Students are notified of Base Hospital Assignments// November

Rotation Sequence Assignments

The Department of Clinical Education meets with OMS2s // January – February .

Students submit their rotation sequence (Rank-Order List) preferences // March

Students are notified of Rotation Sequence Assignments // April

1.10.2 OMS4 year

XUCOM students may complete their OMS4 required rotations (electives and selectives) at base hospitals or at locations pre-approved by the Department of Clinical Affairs. The scheduling of required rotations is coordinated through the Department of Clinical Affairs (see sections 3.1 and 3.2).

1.11 Residency Match

XUCOM focuses on two primary elements of career planning: 1) how to enhance success in the Match and 2) how to optimally prepare for entry into GME. Main topics by year of training include:

OMS1 – Options in career planning and matching into competitive residencies

OMS2 – Understanding the Match, developing CVs, and networking

OMS3 – Audition rotations and navigating the Match Process

OMS4 – ERAS applications and preparing for interviews

Guided Preparation

The Assistant Dean of Clinical Affairs and GME oversees the student-centric approach that helps students maximize their chances of matching into competitive specialties at preferred locations. Students receive educational materials and are connected to practicing physicians, residents, and residency directors to serve as advisors and mentors on their journey to GME.

2. Core Rotations

CORE Rotations	Credit Hours	Course Number	Description
Family Medicine	4	OMED710	The Family Medicine rotation is a four-week clinical experience that introduces the student to the unique role that family physicians have evaluating and treating patients from conception through death. In a structured learning environment, students will participate directly in patient care, synchronous and asynchronous educational activities, and gain clinical skills through self-directed learning.
Internal Medicine 1	4	OMED720	The Internal Medicine rotations are four-week clinical experiences that introduces the student to the unique role and skills that internists have evaluating and treating patients. The focus is on adult medicine. In a structured learning environment, students will participate directly in patient care, synchronous and asynchronous educational activities, and gain clinical skills through self-directed learning.
Internal Medicine 2	4	OMED721	The Internal Medicine rotations are four-week clinical experiences that introduces the student to the unique role and skills that internists have evaluating and treating patients. The focus is on adult medicine. In a structured learning environment, students will participate directly in patient care, synchronous and asynchronous educational activities, and gain clinical skills through self-directed learning.
Obstetrics/Gynecology	4	OMED730	The Obstetrics & Gynecology rotation is a four-week clinical experience that introduces the student to the unique role that obstetricians have evaluating and treating patients. The focus is on women's health. In a structured learning environment, students will participate directly in patient care, synchronous and asynchronous educational activities, and gain clinical skills through self-directed learning.
Pediatrics	4	OMED740	The Pediatrics rotation is a four-week clinical experience that introduces the student to the unique role that pediatricians have evaluating and treating patients. The focus is on neonates, infants, children, and adolescents. In a structured learning environment, students will participate directly in patient care, synchronous and asynchronous educational activities, and gain clinical skills through self-directed learning.
Psychiatry	4	OMED750	The Psychiatry rotation is a four-week clinical experience that introduces the student to the unique role that psychiatrists have evaluating and treating patients. The focus is on mental health and wellbeing. In a structured learning environment, students will participate directly in patient care, synchronous and asynchronous educational activities, and gain clinical skills through self-directed learning.
Surgery	4	OMED760	The General Surgery rotation is a four-week clinical experience that introduces the student to the unique role that surgeons have evaluating and treating patients. The focus is on pre-operative, operative, and post-operative care. In a structured learning environment, students will participate directly in patient care, synchronous and asynchronous educational activities, and gain clinical skills through self-directed learning.

3. Required Rotations

Required Rotations	Credit Hours	Course Number	Description
Emergency Medicine	4	OMED810	The Emergency Medicine rotation is a four-week clinical experience that introduces the student to the evaluation and treatment patients in urgent and emergent situations. The focus is on managing acute medical and surgical conditions. In a structured learning environment, students will participate directly in patient care, synchronous and asynchronous educational activities, and gain clinical skills through self-directed learning.
Geriatrics	4	OMED820	The Geriatrics rotation is a four-week clinical experience that introduces the student to the unique aspects of aging. The focus is on evaluating and managing common conditions and diseases that present most commonly in patients that are over 65 years of age. In a structured learning environment, students will participate directly in patient care, synchronous and asynchronous educational activities, and gain clinical skills through self-directed learning.
Primary Care (PC) Selectiv	4	OMED830	The PC Selective (1&2) rotations are four-week educational experiences that allow a student to pursue additional training in an area of healthcare defined as primary care. The student chooses from a list of options focusing on Family Medicine, Pediatrics, Internal Medicine, and Obstetrics & Gynecology. The structure of the learning experience is coordinated under the guidance and supervision of a course director.
Primary Care (PC) Selectiv	4	OMED831	The PC Selective (1&2) rotations are four-week educational experiences that allow a student to pursue additional training in an area of healthcare defined as primary care. The student chooses from a list of options focusing on Family Medicine, Pediatrics, Internal Medicine, and Obstetrics & Gynecology. The structure of the learning experience is coordinated under the guidance and supervision of a course director.
Elective 1	4	OMED840	The Elective rotations (1-5) are four-week educational experiences that allows a student to pursue additional training in areas of interest. The structure of the learning experience is coordinated under the guidance and supervision of a course director in an area approved by the Assistant/Associate Dean of Clinical Affairs & GME.
Elective 2	4	OMED841	The Elective rotations (1-5) are four-week educational experiences that allows a student to pursue additional training in areas of interest. The structure of the learning experience is coordinated under the guidance and supervision of a course director in an area approved by the Assistant/Associate Dean of Clinical Affairs & GME.
Elective 3	4	OMED842	The Elective rotations (1-5) are four-week educational experiences that allows a student to pursue additional training in areas of interest. The structure of the learning experience is coordinated under the guidance and supervision of a course director in an area approved by the Assistant/Associate Dean of Clinical Affairs & GME.

Elective 4	4	OMED843	The Elective rotations (1-5) are four-week educational experiences that allows a student to pursue additional training in areas of interest. The structure of the learning experience is coordinated under the guidance and
Elective 5	4	OMED844	The Elective rotations (1-5) are four-week educational experiences that allows a student to pursue additional training in areas of interest. The structure of the learning experience is coordinated under the guidance and supervision of a course director in an area approved by the Assistant/Associate Dean of Clinical Affairs & GME.
Surgery Elective	4	OMED850	allows a student to pursue additional training in an area of surgery. The student chooses an area to focus from a list of traditional surgical specialties
Sub-Internship	4	OMED860	The Sub-Internship rotation is a four-week educational experience that focuses on the evaluation and management of hospitalized patients. The structure of the learning experience is coordinated under the guidance and supervision of a course director.
Rural/Underserved	4	OMED870	The Rural/Underserved rotation is a four-week educational experience that focuses on the delivery of patient care in an area that is outside of a metropolitan statistical area. The structure of the learning experience is coordinated under the guidance and supervision of a course director.
OMS3 Selective	4	OMED770	The OMS3 Selective rotation is a four-week educational experience that allows a student to pursue additional training in an area of medicine or surgery. The student chooses an area to focus from a list of traditional medical and surgical specialties. The structure of the learning experience is coordinated under the guidance and supervision of a course director.
Transition to Clerkship 1	4	OMED700	The Transition to Clerkship 1 rotation is a four-week educational experience that focuses on the clinical knowledge and clinical skills that are required to succeed on the CORE clinical rotations. A significant portion of this course takes place in the Simulation Center.
Transition to Clerkship 2	4	OMED701	The Transition to Clerkship 2 rotation is a four-week educational experience that focuses on the clinical knowledge and clinical skills that are required to succeed on the CORE clinical rotations. A significant portion of this course takes place in the Simulation Center.
Transition to GME	4	OMED800	The Transition to GME rotation is a four-week educational experience that focuses on selecting and securing audition rotations, the ERAS application, all aspects of the Match Process, and preparing for entry into residency training.

3.1 Request for Approval of Selectives

The purpose of selective rotations is to allow students flexibility in their pursuit of clinical experience within the subspecialties of medicine or surgery. All selectives must be approved by the Department of Clinical Affairs a minimum of 30 days prior to the start date.

Selective rotations must be completed as follows:

1. Selective rotations must be an inpatient or outpatient experience.
2. With approval from the Assistant Dean of Clinical Affairs and GME a student may be allowed to divide one 4-week elective rotation into two 2-week blocks.
3. All course syllabi requirements must be completed to receive a grade.

3.2 Request for Approval of Electives

The purpose of elective rotations is to allow students to pursue clinical experience in areas of personal interest. All electives must be approved by the Department of Clinical Affairs a minimum of 30 days prior to the start date.

Elective rotations must be completed as follows:

1. Elective rotations must be an inpatient or outpatient experience.
 - a. One 4-week block may be research.
2. With approval from the Assistant Dean of Clinical Affairs and GME a student may be allowed to divide one 4-week elective rotation into two 2-week blocks.
3. All course syllabi requirements must be completed to receive a grade.