



# Student Catalog

Pacific Northwest University of Health Sciences





# Letter From The President

Welcome to Pacific Northwest University of Health Sciences. As the president, it is my honor to invite you to visit our young and vibrant health care focused university. Located on a developing 66-acre campus in east Yakima, PNWU is an exciting new addition to the Central Washington educational scene.

PNWU is a nonprofit university founded in 2005 by a visionary and dedicated Board of Trustees. With generous support from the founders and many other donors across the Pacific Northwest, PNWU and its College of Osteopathic Medicine are flourishing. The vision of a medical university is dedicated to core themes of academic success, health care professionals for rural and medically underserved of the northwest, and service to community brings talented faculty, staff and students to participate in the vibrant learning community.

PNWU is a catalyst for innovations in education and research for rural and community based medicine. Our initial College of Osteopathic Medicine has a mission to train compassionate and competent osteopathic physicians to fill the health care needs in the Pacific Northwest, especially in rural and underserved areas. With over 75 percent of our students coming from Washington, Oregon, Idaho, Montana and Alaska, we experience a wide diversity of interests, enthusiasm and positive energy on the campus. Our clinical training sites across these states provide excellent community-based medical education experiences.

This catalog is provided as a guide for you, our faculty, and staff to enable a full understanding of policies and procedures at PNWU and PNWU-COM. PNWU was founded on principles of high standards for learning and conduct to assure that our graduates exceed the public expectations for medical caregivers. Please join me in applauding and upholding this professional promise to your future patients.

Welcome to PNWU and PNWU-College of Osteopathic Medicine.

Sincerely,

A handwritten signature in black ink that reads "Keith Watson, DO." The signature is written in a cursive style.

**Keith Watson, DO**

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ABOUT THE UNIVERSITY

## Mission Statement

Pacific Northwest University of Health Sciences educates and trains health care professionals emphasizing service among rural and medically underserved communities throughout the Northwest. (Approved by the Board of Trustees on November 20, 2013.)

## Vision

Continually improving the availability and quality of health care for those we serve.

## Core Themes

- + Academic Success
- + Healthcare Professionals for the Rural and Medically Underserved of the Northwest
- + Service to Community

## Institutional Values

Mission Driven – Committed to create, sustain, and improve quality educational programs especially for rural and medically underserved communities.

Collaborative – Working together with thoughtful actions, efforts, and concerns to meet each opportunity, issue, or challenge presented.

Compassionate – Every individual is respected and treated with consideration, kindness, and understanding.

Genuine – Real people providing real solutions which have direct impact on community health, resources, and outcomes.

Student Focused - Unwavering support for every student empowers all to realize their full potential

Healthy – At PNWU, you'll learn what it means to be part of a healthy community, and how you thrive by being part of it.

## Institutional Commitments

### Commitment to Students

While the University remains primarily committed to serving students from the Pacific Northwest, it encourages and welcomes students from all regions and cultural backgrounds. PNWU provides an opportunity for students to receive a high-quality education which focuses on the development of the whole person, including the intellectual, spiritual, social, and physical dimensions.

### Commitment to Education

PNWU is committed to providing the highest educational offerings, emphasizing communicative and quantitative skills; independent thinking; tolerance of diverse points of view; cultural, historical, and ethical awareness; and preparation for leadership, civic responsibility, and lifelong learning.

### Commitment to Community and Region

PNWU is committed to enhancing the educational, cultural, and economic opportunities for the Pacific Northwest through its high-quality academic and continuing education programs, as well as its involvement in community service and humanitarian efforts.



## History of Pacific Northwest University of Health Sciences

In response to the growing health care needs of the Pacific Northwest, community leaders in Yakima, Washington, formulated a plan to establish a health sciences university with an initial focus on an osteopathic medical school. Pacific Northwest University of Health Sciences (PNWU) was founded as a 501(c)(3) corporation on February 16, 2005. In the following two years, those community members, several of whom became the original Board of Trustees, raised over \$20 million in cash and in-kind contributions, primarily from the Yakima community. A portion of the 66-acre plot of land, which is the present site of the medical school, was one of the in-kind contributions. The capital raised established the financial reserves required by the American Osteopathic Association, Commission on Osteopathic College Accreditation (AOA COCA) to apply for accreditation for an osteopathic medical school.

The Washington Higher Education Coordinating Board (HECB) (now the Washington Student Achievement Council) authorized PNWU to offer the degree of doctor of osteopathic medicine (DO) in March 2007. Pacific Northwest University of Health Sciences College of Osteopathic Medicine (PNWU-COM) was granted applicant status from the AOA COCA on November 7, 2005, and pre-accreditation status in April 2007. PNWU-COM became the second of only two medical schools in Washington State and was the first new medical school in the Pacific Northwest in over 60 years.

The AOA COCA voted to award Initial Provisional Accreditation status to PNWU-COM at their August 25-26, 2007 meeting. This action established the initial class size of 70 students. That inaugural class matriculated in August 2008.

Ground breaking for Butler-Haney Hall, the first building on the PNWU campus, was held May 16, 2007, and the dedication ceremony to celebrate the completion of Butler-Haney Hall was held July 23, 2008. Less than two years later, construction of the Cadwell Student Center began. It was completed in February 2011. In the spring of 2012, the PNWU Board of Trustees awarded the contractor bid to undertake the expansion of Butler-Haney Hall which was completed just over a year later. The expansion delivered a 7,600 square-foot auditorium which can be divided into two auditoria with occupancy of 200 individuals per side, additional offices, a larger library and simulation laboratory, and a café area for students. The campus continues to grow as evidenced by the University Conference Center which was completed in 2015.

PNWU received the Institutional Review Board/Independent Ethics Committee Registration from the US Department of Health and Human Services on April 27, 2009, which officially established the PNWU Institutional Review Board (IRB). This was a crucial first step in establishing the path to research at PNWU.

The COM was accredited by the AOA COCA in April 2012, and the inaugural class graduated a month later. With accreditation of the COM achieved, PNWU sought to expand the class size from 70 to 135 as part of the University's plan to further address the physician shortage. The class size increase was granted and the first class of 135 students matriculated in the fall of 2013.

The University is always looking to expand its services. In November of 2014, PNWU was approved by the AOA to sponsor continuing medical education (CME). One year later PNWU was recognized as a CME sponsor by the Washington State Medical Association. This allows PNWU to provide both DO and MD continuing education. Additionally, PNWU is in the process of establishing an Institute of Interprofessional Practice and Education to advance collaborative health care research and engagement opportunities throughout the Northwest.

## Accreditation

### **Pacific Northwest University of Health Sciences**

PNWU is a candidate with the Northwest Commission on Colleges and Universities (NWCCU). Candidacy is not Accreditation nor does it ensure eventual Accreditation. "Candidate for Accreditation" is a status of affiliation with the Commission which indicates that the institution has achieved initial recognition and is progressing toward Accreditation.

#### **Contact information for NWCCU:**

Northwest Commission on Colleges and Universities  
8060 165th Avenue N.E., Suite 100  
Redmond, WA 98052  
General phone: 425.558.4224

## College of Osteopathic Medicine

PNWU-COM has been granted accreditation by the Commission on Osteopathic College Accreditation (COCA) of the American Osteopathic Association. Accreditation status is the highest level of accreditation awarded, and confers all rights and privileges of accreditation. Accreditation status is reviewed on a seven year cycle unless otherwise directed by the COCA for a shorter period. Renewal of accreditation is subject to an on-site visit. Once accreditation status is attained, the COM will retain that status until such time as it may be withdrawn by the COCA or may be voluntarily withdrawn at the request of the COM.

Contact information for the AOA COCA:

[American Osteopathic Association Commission on Osteopathic College Accreditation](#)

142 E. Ontario St.

Chicago, IL 60611-2864

Toll-free phone: 800.621.1773

General phone: 312.202.8000

Fax: 312.202.8200

email: [predoc@osteopathic.org](mailto:predoc@osteopathic.org)

## State Authorization

Pacific Northwest University of Health Sciences is authorized by the Washington Student Achievement Council (WSAC) and meets the requirements and minimum educational standards established for degree-granting institutions under the Degree-Granting Institutions Act. This authorization is subject to periodic review and authorizes Pacific Northwest University of Health Sciences to offer specific degree programs. The Council may be contacted for a list of currently authorized programs. Authorization by the Council does not carry with it an endorsement by the Council of the institution or its programs. Any person desiring information about the requirements of the act or the applicability of those requirements to the institution may contact the Council at P.O. Box 43430, Olympia, WA 98504-3430.

## Notice of Non-Discrimination

PNWU is an equal opportunity employer and makes employment and student application decisions on the basis of merit. PNWU strives to have the best available student and individual in every position. The University shall not discriminate against faculty, staff, volunteers, students, or applicants on the basis of race, ethnicity, color, sex, gender, religion, national origin, age, disabilities, sexual orientation, gender identity, marital status, or any other characteristic protected by law for any reason including recruitment, selection and promotion.

PNWU will include a statement of nondiscrimination in all its brochures and catalogs dealing with

student admission, programs, and scholarship, and refer to its nondiscrimination policy in other written advertising that is used as a means of information prospective students of its programs.

PNWU is also committed to compliance with the requirements of Title IX and, in accordance with those requirements, has adopted a policy of nondiscrimination on the basis of sex in its educational programs or activities including admission to those programs or employment in those programs. Refer to the section on Sexual and Other Misconduct for more information on Title IX.

## **Diversity Statement**

Pacific Northwest University of Health Sciences recognizes that diversity enriches the educational experience.

PNWU students, faculty, staff, administrators and volunteers are valued for their diversity as reflected by our non-discrimination policy:

The University shall not discriminate against faculty, staff, volunteers, students, or applicants on the basis of race, ethnicity, color, sex, gender, religion, national origin, age, disabilities, sexual orientation, gender identity, marital status, or any other characteristic protected by law for any reason including recruitment, selection and promotion.

PNWU is committed to facilitating an environment where persons can work together in an atmosphere free of all forms of abusive communication. PNWU acknowledges the individual right of expression within the bounds of courtesy, tolerance, and respect.

PNWU creates and supports a campus community that educates future healthcare professionals who value and appreciate the importance of diversity. PNWU strives to improve the quality of life of faculty, staff, and students by developing and implementing policies and programs that support the University's policy on diversity. PNWU hopes to help students learn about different cultures in society, understand diversity, and be able to work with others from varied backgrounds.

## **Conflict of Interest and Disclosure**

The University and its Board of Trustees have an affirmative duty to identify, disclose, and manage conflicts in conformance with this policy and the law.

The Board of Trustees, employees, and students shall disclose any conflict of interest. A conflict of interest includes remuneration, contractual relationships, employment, and family, financial, or other interests that could pose conflicts of interest.

University officials are prohibited from accepting from third parties (including staff, faculty or students) gifts, favors, services, or anything of value in a situation where decision-making or actions affecting the University may be influenced. University officials are prohibited from providing to third parties (including staff, faculty, or students) gifts, favors, services, or anything of value in a situation where decision-making or actions affecting the third-party recipient may be influenced. Notwithstanding the previous, gifts of nominal value, or gifts customarily given and generally viewed as appropriate in the business, may be accepted without violation of this provision. University officials shall exercise good judgment in making this determination, and should seek additional guidance in the event there is any question as to whether a particular gift violates this policy.

### **Gifts from Students and Others**

With regard to all employees and faculty, PNWU strives to be above reproach in all matters. This includes perceptions of fairness and objectivity. Faculty members in particular must not use their position, authority, or relationship with students to obtain uncompensated labor for their own personal or economic gain. Faculty and staff may not ask students to perform services unrelated to legitimate academic activities unless the student is adequately compensated for such services. Faculty members must not solicit gifts or favors from students. Faculty and staff must not accept gifts or favors where they have reason to believe that such gift or favor is motivated by a desire to secure some academic advantage.

Therefore, PNWU employees, including faculty, must not accept personal gifts beyond the small token of appreciation from students. Neither should gifts beyond the token of appreciation be accepted from firms with which PNWU does business. In every circumstance, faculty members should avoid accepting even token gifts from students prior to submission of grades for those students, or completion of supervision.

### **Additional Conflicts of Interest – Related to Financial Aid and Accounting**

1. The University bans revenue-sharing arrangements with any lender. This is defined as any arrangement between a school and a lender that results in the lender paying a fee or other benefit, including a share of the profits, to the school, its officer, employees or agents, as a result of the school recommending the lender to its students or families of those students.
2. The University bans employees of the financial aid office receiving gifts from any lender, guaranty agency or loan servicer. This excludes:
  - a. Brochures or training material related to default aversion or financial literacy.
  - b. Food, training or informational materials as part of training as long as that training contributes to the professional development of those individuals attending the training.
  - c. Favorable terms and benefits to the student employed by the institution as long as those same terms are provided to all students at the institution.
  - d. Entrance and exit counseling as long as the institution's staff are in control and they do not promote the services of a specific lender.
  - e. Philanthropic contributions from a lender, guaranty agency, or servicer unrelated to education loans.
  - f. State education, grants, scholarships, or financial aid funds administered by or on behalf of the State.
3. The University bans contracting arrangements whereby any employee of the school's financial aid office may not accept any fee, payment or financial benefit as compensation for any type of consulting arrangement or contract to provide services to or on behalf of a lender relating to education loans.
4. The University prohibits steering borrowers to particular lenders or delaying loan certifications. This includes assigning any first-time borrower's loan to a particular lender as part of their award packaging or other methods.
5. The University prohibits offers of funds for private loans. Schools may not request or accept such offers. This includes any offer of funds for loans to students at the institution, including funds for an opportunity pool loan, in exchange for providing concessions or promises to the lender for a specific number of loans, or inclusion on a preferred lender list.

6. The University bans staffing assistance from a lender. Schools may not request or accept any assistance with call center staffing or financial aid office staffing. This excludes:
  - a. Professional development training for financial aid administrators.
  - b. Providing educational counseling materials, financial literacy materials, or debt management materials to borrowers, provided that such materials disclose to borrowers the identification of any lender that assisted in preparing or providing such materials.
  - c. Staffing services on a short-term, nonrecurring basis to assist the school with financial aid-related functions during emergencies, including State-declared or federally-declared natural disasters, and other localized disasters and emergencies identified by the Secretary.
7. The University bans advisory board compensation. Employees of the institution may not receive anything of value from a lender, guarantor, or group in exchange for serving in this capacity. They may, however, accept reimbursement for reasonable expenses incurred while serving in this capacity.

### **Additional Conflicts of Interest - Related to Pharmaceuticals or similarly related Industry**

1. Gifts: gifts or gratuities offered by industry to specific individuals are prohibited.
2. Meals: meals may be accepted when brought on site for groups to enjoy which do not create an advantage for industry.
3. Training/Consulting, Travel and CME: Industry support for travel stipends, educational scholarships, and visiting professorships may only be provided in the form of unrestricted educational grants with monies going directly into an educational account and not directly to specific individuals. Any training activities must be clearly differentiated from sales activities. All content must be controlled by the University.
4. Samples, Supplies, and Medical Equipment: A written letter of agreement must accompany any such items clarifying the intention of such donation and that no quid quo pro is expected.
5. Research: The Dean with advice from the Dean's Council has oversight over COI and should be consulted when considering accepting industry support of any kind.

### **Resources - Finding Information**

This catalog serves as the primary resource for information, services, and policies. However, there are several other places to obtain pertinent information and updates.

- PNWU.edu: The website is a resource for all student needs, latest news, University calendar, forms, directory, and links to other important information.
- Student Handbook: Is a compilation of procedures and guidelines that provide the framework of expectations for academic performance, conduct, behavior, and professionalism as a medical student at PNWU.
- Self-Service: PowerCAMPUS, Self-Service, is the portal for class schedule, University account balance and statements, student ID, financial aid, grades, and transcripts.
- Moodle: Is a learning management system used for coursework information, assignments, and course syllabi.
- E\*Value: Clinical rotation schedules, credentialing documents, and evaluations.
- ProgressIQ: Academic advising tool to track a student's progress in meeting their academic goals, and monitors course activity grades.
- Panopto: Review lecture recordings according to your own pace.
- MedU: Access virtual patient cases.

## Disclaimer

The Student Catalog is the University's official compilation for all curriculum and serves as the basis for program requirements for the academic year. The catalog represents information and requirements that may be altered from time to time by the University at its sole discretion. The provisions of the Student Catalog do not constitute a contract. The University reserves the right to change any provision or requirement at any time. The University complies with the Drug-Free Workplace Act of 1988 and the Drug-Free Schools and Communities Act Amendments of 1989.

The Catalog is the responsibility of Enrollment Services. Any recommendations for additions, deletions, or changes in the Catalog must be submitted in writing to the appropriate dean. Final approval must be granted by the president of the University.

Most of the forms, policies and procedures referred to throughout this catalog are available on the University website, [PNWU.edu](http://PNWU.edu). All inquiries regarding the Student Catalog should be directed to Enrollment Services at [registrar@pnwu.edu](mailto:registrar@pnwu.edu) or 509.249.7888.

## Contact Information

Administrative offices are open weekdays from 8:00 a.m. to 5:00 p.m. Visitors are strongly encouraged to make appointments before visiting the campus to ensure that the person they need to see is available. The PNWU official mailing address is:

### **Pacific Northwest University of Health Sciences**

111 University Parkway, Ste. 202, Yakima, WA 98901

509.452.5100 – Main office

866.329.0521 – Toll Free

509.452.5101 – Fax

Website: [PNWU.edu](http://PNWU.edu)

Email: [info@pnwu.edu](mailto:info@pnwu.edu)

### **Main Campus**

Butler-Haney Hall

200 University Parkway

Yakima, WA 98901-1448



ACADEMIC CALENDAR



**Summer Term Begins**

Last Day to Withdraw with a Partial Tuition Refund  
 Summer Term Ends  
 Summer Term Grades Due  
 Orientation for First-Year Students

**Fall Term Begins**

Last Day to Withdraw with a Partial Refund  
 Labor Day (No Classes)  
 Constitution Day  
 Mid-Term for Fall Term  
 Veterans Day (No Classes)  
 Thanksgiving Break (No Classes)  
 Fall Term Ends  
 Fall Term Grades Due

**Spring Term Begins**

Martin Luther King Jr. Day (No Classes)  
 Last Day to Withdraw with a Partial Refund  
 Presidents' Day (No Classes)  
 Mid-Term for Spring Term  
 Spring Recess (No Classes)  
 Spring Term Ends

**Commencement**

Spring Term Grades Due  
 Memorial Day (No Classes)

**May 22, 2017**

June 9, 2017  
 August 11, 2017  
 August 18, 2017  
 Week of August 7, 2017

**August 14, 2017**

September 1, 2017  
 September 4, 2017  
 September 18, 2017  
 October 13, 2017  
 November 10, 2017  
 November 22-24, 2017  
 December 15, 2017  
 December 22, 2017

**January 8, 2018**

January 15, 2018  
 January 26, 2018  
 February 19, 2018  
 March 9, 2018  
 March 12-16, 2018  
 May 18, 2018

**May 19, 2018**

May 25, 2018  
 May 28, 2018



## GENERAL POLICIES

## Academic Freedom

It is the policy of the University to foster and maintain full freedom of discussion, inquiry, teaching and research, and standards of professional conduct and public morals. The faculty, the staff, the administration, and the students of the University are entitled to discuss relevant subjects freely in the classroom. In scholarship and publication, each faculty, staff, administrator, and student is entitled to investigate, pursue inquiry, and discuss freely those subjects, which they are competent to address; and to develop, maintain, and present opinion and reasoned conclusions relevant to the work.

## Accommodations

Students may find that they have disabilities that diminish academic performance. PNWU can make reasonable accommodations for students with documented disabilities who are otherwise qualified for admission and can meet the minimal technical standards as stated in this catalog. Students with disabilities are encouraged to contact Student Affairs as early as possible. Requests for accommodations must be submitted using the [Accommodation Request form](#).

## The Family Educational Rights and Privacy Act (FERPA)

The [Family Educational Rights and Privacy Act](#) (FERPA) of 1974 is a federal law governing access to student education records. FERPA stipulates conditions for release of information from education records and affords students the opportunity to review and seek revision of those records. Pacific Northwest University of Health Sciences (PNWU) accords all the rights provided by the law and reserves for itself the right to use and release student education records under the conditions specified by the law.

**Education records**, as defined by FERPA, include admission, academic, financial aid, placement records, and other information directly related to students with the exception of:

- Police records created by PNWU for the purpose of law enforcement;
- Student health records that are created and used solely in connection with the provision of health care;
- Employment records that relate exclusively to individuals in their capacities as employees; and
- Alumni or other post-attendance records.

FERPA regulations apply only to records held for institutional use concerning students who enroll at the University; they do not govern records of applicants who are denied admission or who choose not to attend the University, nor do they govern records kept by a University official that are the sole possession of the maker and are not normally revealed to anyone else except a temporary substitute (e.g., temporary reminder notes). FERPA stipulates that institutions may not disclose personally identifiable information contained in education records without a student's written consent, except under conditions specified by FERPA. Information is considered personally identifiable if it contains a student's name or the name of family members, a student's local or family address, an identification number, or descriptions or data sufficient to identify an individual.

FERPA permits access to student education records for school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic, research, or other staff position (including those in law enforcement and health care); a person serving on the Board of Trustees; or an individual or organization with whom the University has contracted to serve as its agent or to provide services in support of its operations (examples include attorneys, auditors, collection agents, and the National Student Clearinghouse). Student employees,

students serving on official committees, and students serving in other positions in which they assist a University employee in performing her or his official tasks are also considered school officials. No student employee shall have access to student education records within the college of their program. A school official has a legitimate educational interest in a student education record if the official needs to review the record in order to fulfill her or his professional responsibilities or official tasks.

With certain exceptions allowed by the law and listed below, no persons outside the University shall have access to, nor will the institution disclose any information from, a student's education record without the written consent of the student. FERPA permits information to be released from education records without written consent of the student to the following officials and agencies:

- Officials of other institutions to which students are applying to enroll
- Persons or organizations providing financial aid
- Individuals and organizations charged with oversight of the University, or of federal or state programs in which the University participates
- Accrediting agencies
- Parents of any student under the age of 21, regardless of the student's dependency status, in cases where the student has violated laws or University rules governing alcohol or controlled substances
- Persons as directed by a judicial order or lawfully issued subpoena, provided the University makes a reasonable attempt to notify the student in advance of compliance (unless directed by judicial authorities not to disclose the existence of an order or subpoena)
- Persons in an emergency to protect the health or safety of students or other persons
- The Immigration and Naturalization Service under the terms and provisions of immigration law

With the exception of alcohol and drug violations, PNWU does not release information from student education records to parents without the written consent of students.

FERPA permits the University to release information concerning violent crimes and non-forcible sex offenses (statutory rape or incest) committed by its students. Victims of an alleged violent crime or non-forcible sex offense may be informed of the final results of University disciplinary hearings concerning the allegation. When a student is an alleged perpetrator of a violent crime or a non-forcible sex offense and the University concludes with respect to that allegation that the student has violated University rules, the University may release to the public the name of the student, the offense committed, and the sanction the University imposes against the student.

FERPA further allows student education records to be released to individuals or organizations performing research on behalf of, or in cooperation with, the University. When education records are released for research purposes, FERPA requires the University and its research partners to implement procedures to safeguard their confidentiality. In addition, records released for research must be returned or destroyed when the research is completed, and research findings may not be presented in a manner that makes it possible to identify confidential data from an individual's education record. PNWU will release information from student education records to outside researchers only under the conditions specified by FERPA and only to those that agree in writing to safeguard the confidential information contained therein.

At its discretion, PNWU may publish or release **directory information** in accordance with the provisions of FERPA. Directory information includes student name, University and permanent home address and telephone number, e-mail address, a photograph, date of birth, dates of attendance, enrollment status, class, major fields of study, previous institutions attended, awards and honors (including honor roll),

degrees conferred (including dates), residency placement, and participation in officially recognized activities. Students may withhold directory information by giving written notification to Enrollment Services within two weeks after the beginning of the term. Requests for non-disclosure of directory information will be honored until graduation unless students submit a written request to have the block on their directory information removed. Students who wish to withhold directory information after they graduate, which would include their dates of attendance and degrees conferred, must submit another written request to Enrollment Services.

FERPA provides students with the right to inspect and review information contained in their education records, to challenge the content and accuracy of those records, to have a hearing if the outcome of the challenge is unsatisfactory, and to submit explanatory statements for inclusion in their files if they disagree with the decisions of the hearing panel. Enrollment Services has been designated by PNWU to establish procedures by which students may review their education records.

Students wishing to review their education records should submit a written request, clearly specifying the records of interest, to the official responsible for maintaining those records. Enrollment Services will assist in identifying the appropriate official. The responsible official will then make arrangements for the student to inspect the records within 45 days of the request and will notify the student of the time and place of inspection. Students may have copies made of their records with certain exceptions (e.g., students may not have a copy of academic records for which a financial "hold" exists, or a transcript of an original or source document produced by another institution or by a person not employed by PNWU). Copies will be made at the student's expense at prevailing rates, which are listed in Student Affairs.

Only records covered by FERPA, as delineated in the paragraph defining education records, will be made available for inspection. (However, students may have their health records reviewed by their own physicians.) Furthermore, the University is permitted or required to withhold from students the following sorts of records: financial information submitted by their parents, confidential letters of recommendation to which students have waived their rights of inspection, and education records containing information about more than one student. In the latter case, the institution will permit access only to the parts of education records that pertain to the inquiring student.

Students who believe their education records contain information that is inaccurate, misleading, or held in violation of privacy rights or other rights, may ask the University to amend a record. In such cases, the student should write to the University official responsible for the record, identify the parts of the record the student believes should be changed, and indicate the reasons it should be changed. If University officials agree with the student's request, the appropriate records will be amended. If the University decides not to amend the record as requested by the student, the student will be notified and advised of her or his right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing. FERPA confers to the student the right to challenge grades only in cases where the grade has been incorrectly recorded. However, PNWU has other procedures for appealing grades.

Student requests for a formal hearing must be made in writing to Student Affairs, who, within a reasonable period of time after receiving such a request, will inform the student of the date, place, and the time of the hearing. Students may present evidence relevant to the issues raised and may be assisted or represented at the hearings by one or more persons of their choice, including attorneys, at their own expense. The hearing panels that adjudicate such challenges are appointed by Student

Affairs. The decisions of the hearing panel will be based solely on the evidence presented at the hearing and are final. They will consist of written statements summarizing the evidence and the reasons for the decision and will be delivered to all parties concerned. If the decision is in favor of the student, the education records will be corrected or amended in accordance with the decision of the hearing panel. If the decision remains not to amend the student's education record, the student has a right to insert a statement in her or his record commenting on the information therein. This statement will be maintained as a permanent part of the student's record and must be included when the record is disclosed to an authorized party.

Students who believe the adjudications of their challenges were unfair, or not in keeping with the provisions of FERPA, may request the assistance of the President of Pacific Northwest University of Health Sciences. Students who believe their FERPA rights have been violated may also file complaints with [The Family Policy Compliance Office, US Department of Education](#), 400 Maryland Avenue S.W., Washington, DC 20202-4605.

### **Children in Learning Environment**

It is not appropriate for children to be in the classroom. It causes disruption to other students. There may be circumstances that are appropriate for children to come on the campus but it is asked that you are sensitive to those in class and those studying. If you need an accommodation, please request one in writing to Student Affairs.

### **Counseling Services**

The purpose of the [Student Assistance Program \(SAP\)](#) is to provide the student, spouse or domestic partner, and dependent members of the student's family with an opportunity to confidentially discuss problems and concerns that may be affecting their lives. Within this confidential program, students are given appropriate resources designed to help with specific problems.

Licensed psychologists and mental health counselors are available for short-term care. If longer term care is needed, Northwest Associates has been contracted to provide those services. This care is available for all students both on campus and at clinical rotations.

### **Psychiatric or Medical Assessment**

The PNWU student acknowledges that, from the time of his/her acceptance to the University and until withdrawal or graduation from the University, he/she may be subject to psychiatric, psychological, or medical assessment and/or evaluation and/or treatment to ensure fitness for duty as the University sees fit. Any student need for psychiatric, psychological, or medical assessment and/or treatment whether voluntary or due to a recommendation or requirement by the Student Progress Committee, or any other PNWU official will be at the sole expense of the student.

### **Health Insurance and Health Care Providers**

PNWU students must present proof of personal health insurance to Enrollment Services at matriculation and again by August 1 of each year they are enrolled. They must maintain personal health insurance throughout their educational program. The student is solely responsible for his/her medical bills. The University assumes no responsibility to seek reductions or waivers.

The University does not endorse any specific insurance plan or health care provider; however, for convenience, a [list of providers](#) has been made available as a resource at PNWU.edu. It is the desire

of PNWU to assist and support students in receiving needed physical health care by establishing agreements with healthcare service providers within the Yakima community. Affiliation agreements have been secured with Yakima Regional Medical and Cardiac Center and Virginia Mason Memorial Hospital and their associated facilities.

It is recommended that students obtain healthcare from non-PNWU affiliated faculty members. However, if the situation arises the faculty member is requested to recuse him/herself from any discussions, or decision involving the students' academic or professional progress.

### **International Travel**

All students will have current TB screening results in E\*Value before traveling outside of the country. Students who are visiting international destinations must complete the [International Travel form](#) and submit with documentation to Student Affairs 60 days before leaving the country. Resources and the form are available on the [International Travel](#) webpage.

Students who spend time in a country with a high prevalence of TB will be required to have a single repeat TB screening 8-10 weeks after they return to the US. Students will keep the PNWU immunization office informed of the follow up results.

Questions regarding immunizations should be sent to [immunizations@pnwu.edu](mailto:immunizations@pnwu.edu), all other international travel concerns should be directed to [studentaffairs@pnwu.edu](mailto:studentaffairs@pnwu.edu).

### **Wellness Committee**

The Wellness Committee is a small group of staff, faculty, and administration dedicated to supporting overall student well-being. The committee meets as needed to address concerns regarding student mental and physical wellness. The committee collaborates and coordinates with various departments, the student government, and student-run clubs to plan activities and implement practices that enhance students' ability to realize their full potential in the context of a health community.

### **Criminal or Civil Convictions**

After a criminal background check has been completed all admitted students must notify Enrollment Services and current students must notify Student Affairs within three days of any criminal or civil recordable event that occurs. The recordable event must be reviewed to determine the student's academic standing and eligibility for clinical experiences. Students are expected to fully cooperate with Enrollment Services or Student Affairs in documenting the recordable event.

### **Criminal Background Check**

Prior to matriculation and starting clinical rotations with a contracted/affiliated hospital or healthcare facility, students are required to undergo a criminal background check (CBC) to enhance patient safety and protection. This is a requirement placed on the healthcare facilities by the Joint Commission on Accreditation of Healthcare Organizations (JCAHO). In compliance with this requirement:

PNWU requires that all students prior to admission undergo a CBC. The student will assume the cost of the CBC prior to admission. No student will be allowed to participate in any classroom activities without proof of a CBC given to Enrollment Services.

1. PNWU requires that all students will undergo a CBC prior to the commencement of the third-year clinical rotations. The student will assume the cost of the CBC prior to the third-year matriculation.
2. An entity that is approved and licensed to perform background checks will be selected at the sole



discretion of PNWU.

3. The CBC search may include, but not be limited to, sources such as the following:
  - Social security number trace
  - Washington State Patrol criminal background check
  - Criminal histories background check
  - Nationwide wants & warrants
  - HHS/OIG list of excluded individuals, GSA list of parties excluded from Federal Programs
  - Consumer report information related to character, general reputation and credit that may be subject to the Fair Credit Reporting Act
  - Sex offender background check
  - Anti-Terrorism and USA Patriot Act
  - Sanctions

The background check vendor will provide a summary report of their findings to the student and to PNWU.

### **Criminal Background Check Process:**

1. PNWU will notify all newly accepted students of the requirement that they must have an approved CBC prior to matriculation. A student who is challenging any part of the CBC may enroll if he/she acknowledges that the challenge must be cleared prior to attending classes.
2. PNWU will notify all second year students of the requirement that they must have an approved CBC prior to commencement of the clinical rotation. Students will be referred to the CBC website to complete the process.
3. A fully detailed copy of the report will be delivered directly to the student with a copy to Enrollment Services.
4. Any questionable or adverse information provided through the CBC will be referred to the Admissions Committee for accepted applicants and the Student Progress Committee for second year students for further evaluation. An adverse or questionable report may result in the denial of admission or dismissal from PNWU.

### **Challenged Results of the Criminal Background Check**

1. Students who question the accuracy of the report should immediately contact the entity that performed the CBC regarding the area they believe to be incorrect.
2. Re-verification and issuance of a new report will follow the process and procedure laid out by the company conducting the CBC.
3. If the student does not challenge the questionable or adverse information from the entity that conducted the CBC and when the CBC findings are such that the student does not meet the admission requirement or the healthcare site's CBC requirement, the student will be referred to the Admissions Committee for accepted applicants or the Student Progress Committee for second-year students for further evaluation.
4. Any adverse decision by the Admissions Committee and the Student Progress Committee may have a final appeal through the dean of the appropriate college.

Notification from PNWU that a prospective student is denied enrollment or a currently enrolled student is denied participation in clinical rotations due to CBC findings will be provided by certified letter to the student from Student Affairs. PNWU-COM will review CBC findings with felony/misdemeanor charges

for severity, frequency/pattern, time period, rehabilitation, unprofessional behavior, accountability, and outcome. The applicant/student should investigate possible consequences on future licensure.

### **Drug Screen**

PNWU reserves the right to require drug screens of accepted students and current students at any time it so chooses. This is a requirement placed on healthcare facilities by the Joint Commission on Accreditation of Healthcare Organizations (JCAHO). In compliance with this requirement, PNWU requires that all students agree to undergo a drug screen whenever it is requested of them. The student will be charged for the cost of the drug screen. A private company that is approved and licensed to perform drug screens will be selected at the sole discretion of PNWU.

1. A copy of the drug screen will be delivered directly to the student upon request with a copy to Enrollment Services.
2. Any questionable or adverse findings revealed through the drug screen will be referred to Student Affairs for current students and the Admission Committee for accepted students, for further evaluation. An adverse or questionable drug screen may result in a rescinded offer of admission for an accepted student and dismissal from PNWU for a current student.
3. Non-compliance or a diluted test may result in a rescinded offer of admission for an accepted student and dismissal from PNWU for a current student.
4. Upon a questionable or adverse result, non-compliance, or diluted test a current student may not be allowed to participate in any classroom activities and will be referred to the Student Progress Committee to determine his/her ability to continue at PNWU.

### **Challenged Results of the Drug Screen**

1. Students who question the accuracy or results of the drug screen should immediately contact the private company that conducted the drug screen regarding the area they believe to be incorrect. Students can request the company's contact information from Student Affairs. All disputes pertaining to the drug screen findings must follow the policies and procedures of the private company that conducted the drug screen.
2. If the student does not challenge the questionable or adverse information from the private company that conducted the drug screen and when the drug screen findings are such that the student does not meet PNWU standards, the student will be referred by Student Affairs to the Student Progress Committee for further evaluation and recommendations.
3. and potential disciplinary action including but not limited to dismissal.
4. Any adverse decision by the Student Progress Committee may have a final appeal through the dean of the appropriate college.

### **Drug and Alcohol Use**

PNWU is committed to being a drug-free, healthy, and safe place of learning. The unlawful possession, use, or distribution of illicit drugs and alcohol by students on PNWU property or as part of any of its activities is prohibited. Students are required to come to study in a mental and physical condition that will allow them to perform satisfactorily as a student. PNWU does not condone any form of drug, substance, or alcohol abuse by its students. No alcoholic beverages or illegal drugs may be manufactured in any academic facility, clinic, or hospital associated with PNWU. Students may not use, possess, distribute, sell, or report to duty after having consumed controlled substances or alcohol while on PNWU premises or while conducting any education-related activity away from PNWU premises. Students may use legally prescribed drugs only if they do not impair their ability to perform the essential functions effectively and safely without endangering themselves or others. Some states have passed

laws that decriminalize or legalize medical or recreational marijuana. Those laws do not change federal law, under which marijuana is an illegal drug. PNWU students and employee must comply with the more restrictive provisions of federal law. Policy violations will not be excused by virtue of the fact that any state has a law permitting medical or recreational marijuana use. PNWU has and enforces a zero tolerance policy on the illegal consumption of alcohol by students. Any violation of this policy will result in disciplinary and appropriate legal action against the offending individual(s). Any student who attends class or a rotation or is on the premises of a facility affiliated with PNWU while under the influence of alcohol or illicit drugs is subject to immediate suspension and possible dismissal at the discretion of the Student Progress Committee, the Wellness Committee, and/or the dean.

Any student who has been convicted of an offense under any federal or state law involving the possession or sale of illegal drugs or the abuse/misuse of alcohol during his/her enrollment at PNWU is subject to immediate suspension and possible dismissal at the discretion of the Student Progress Committee, and/or the dean.

PNWU does not permit alcohol at student-sponsored events on campus. For off-campus PNWU-sponsored student events, alcoholic beverages will be allowed only when approved by the president for a specific period of time. The sponsorship of student activities by promoters of alcoholic beverages is not permitted. When alcohol is permitted at an off-campus student event, the University will be responsible for and shall control the dispensing of alcoholic beverages. The sale of alcoholic beverages is prohibited under all circumstances unless an outside licensed catering company, with the appropriate insurance and permits, is selling the beverages. Persons who rent a room at the University for outside business or personal use may be allowed to dispense and consume alcoholic beverages with the appropriate license, insurance, and permits, allowing them to do so. All events must have a [Student Event Request and Summary form](#) submitted. Alcoholic beverages may not be advertised or promoted on campus. At any such off-campus event where alcohol is served, students are expected to limit their consumption, such that it does not cause the student to become disruptive, belligerent, argumentative, sloppy/unkempt in appearance, or lead to slurring of speech, inappropriate personal interactions and/or behavior, or an inability to operate a motor vehicle safely or result in a violation of any federal or state law.

There are health risks associated with the use of illicit drugs and the abuse of alcohol. Alcohol and drug abuse can cause physical and emotional dependence. Users may develop a craving for these substances and their bodies may respond to the presence of drugs in ways that lead to increased use. Certain drugs, such as opiates, barbiturates, alcohol, and nicotine create physical dependence. When a regular user stops taking the drug, the body experiences the physiological trauma known as withdrawal. Psychological dependence occurs when taking drugs becomes the center of the user's life. Some drugs have an effect on the mind and body for weeks or even months after drug use has stopped. Drugs and alcohol can interfere with memory, sensation, and perception. They can distort experiences and cause loss of self-control that can lead users to harm others as well as themselves.

There are local, state and federal sanctions for the unlawful possession or distribution of illicit drugs and alcohol. State law considers the illegal use of drugs and alcohol serious crimes. The sanctions for first-time violations of these laws range from fines to terms of incarceration, or both. Additionally, local ordinances and municipal codes impose a variety of penalties for the illegal use of drugs and alcohol. See Washington [RCW Chapter 69.50](#), the Uniform Controlled Substances Act, for additional information. There may also be civil consequences that result from the violation of state drug and

alcohol statutes. For example, property associated with the criminal acts, including homes and vehicles, can be confiscated by the government and persons convicted of felonies may be barred from government employment, and lose the right to vote. Federal law considers the manufacture, distribution, dispensation, possession, or use of illegal drugs, or any controlled substance, a serious crime. For the most up-to-date Federal Trafficking Penalties information, visit the website of the [US Drug Enforcement Administration](#). In addition to possible criminal sanctions, students can lose financial aid eligibility.

PNWU makes available drug or alcohol counseling, treatment, or rehabilitation or re-entry programs. Students may seek these services through the Student Assistance Program. For more information, please see the Counseling Services section of the Student Catalog. Students may also contact the Washington Physicians Health Program to participate in their confidential services: [www.wphp.org](http://www.wphp.org).

This policy will be reviewed biennially to determine its effectiveness, implement changes, and ensure that disciplinary sanctions are consistently enforced.

### **Tobacco**

Smoking and tobacco use is not allowed on PNWU property.

### **Personal Property**

PNWU is not responsible for personal property that is lost, damaged, or stolen. If employees or students bring personal property/items/belongings onto University property, owned or leased, the employee or student is responsible for said property.

Personal property is not covered under the University's insurance. All personal property brought onto University property, owned or leased, may be inspected with just cause.

### **Fragrance-Free Environment**

PNWU is a fragrance-free environment. Given that chemically sensitive individuals may react to different products with varying degrees of severity, it is very difficult to ensure a consistently comfortable and accommodating environment. To minimize reactions by students, faculty, staff and others on campus, PNWU requests that all persons remain free of scented products and do not bring them to campus. This includes, but is not limited to scented; colognes, hairsprays, hand lotions, body lotions, air fresheners, or candles.

### **Employment**

A health professions curriculum content and time required for completion is such that any outside employment by the student is strongly discouraged.

### **Food Service/Dining Facilities**

Pacific Northwest University of Health Sciences offers limited catering and vending options.

### **Gambling**

Gambling is not permitted on PNWU property.

### **Dress Code**

Students will, during regular business hours (Monday - Friday, 8:00 a.m. -5:00 p.m.), be dressed

appropriately with awareness to personal hygiene, cleanliness, professional demeanor, and professional dress. Modest professional apparel, or scrubs (top and bottom), will be required for all activities in PNWU buildings. In the case of special events, students must adhere to professional dress.

## Housing

Students must secure their own housing during the duration of their medical education. PNWU may have suggestions to assist students in their search for appropriate, affordable housing. For [housing in the Yakima Valley](#), students may find resources at [PNWU.edu](#).

Students are prohibited from living with faculty, staff, preceptors, or other affiliated University personnel. A rare exception may be made by the appropriate dean for the college with the understanding that the students must sign a contract outlining the expectations of both parties (this would include duration, facility usage, etc.).

## Notification of Emergency Contact

In the event of an emergency involving a PNWU student, PNWU may contact the person the student has designated as his/her emergency contact. If the student is considered by a representative of PNWU in his/her judgment to be in a physical or mental crisis, the representative may contact the student's designated emergency contact. By providing the name and phone number of an emergency contact, the student is granting PNWU the authority to notify the emergency contact of the student's condition.

It is the responsibility of the student to keep their emergency contact information up to date.

## Official Mailing Address

It is imperative that Student Affairs have current records regarding name, mailing address, telephone number, and emergency contact information. [PowerCAMPUS Self-Service](#) must be updated immediately with any change in information.

## Official Photo

The official photo of all students is the white coat photo that is taken upon matriculation. If a student wants to update their photo it must be done by the PNWU designated photographer with the student wearing their PNWU white coat. All retakes will be at the student's expense. Contact Student Affairs for details.

## Name Changes

In accordance with the Family Educational Rights and Privacy Act, only the student may request a name change on the official university records. Complete the [Name Change Request form](#), and submit documentation to [registrar@pnwu.edu](mailto:registrar@pnwu.edu). Student must provide legal documentation of the name change (e.g., certified copy of marriage certificate, divorce decree, court order, or valid Washington State driver's license) before the official records may be updated.

## Professionalism

Professionalism is the basis of medicine's contract with society. It demands placing the interests of patients above those of the physician, setting and maintaining standards of competence and integrity, and providing expert advice to society on matters of health. The principles and responsibilities of medical professionalism must be clearly understood by both the profession and society. A set of professional

responsibilities includes, but is not limited to a commitment to:

- Clinical competence
- Honesty with patients
- Patient confidentiality
- Maintaining appropriate relations with patients
- Improving quality of and access to care
- A just distribution of finite resources
- Scientific knowledge
- Maintaining trust by managing conflicts of interest

As members of a profession, physicians should be respectful of one another and participate in the processes of self-regulation, including remediation and discipline of members who have failed to meet professional standards. The profession should also define and organize the educational and standard-setting process for current and future members. Physicians have both individual and collective obligations to participate in these processes. These obligations include engaging in internal assessment and accepting external scrutiny of all aspects of professional performance (i.e. professional promise).

Examples of student conduct which violate professional standards and may lead to disciplinary action by the University for failure to demonstrate professional promise, include but are not limited to:

- Intentionally interfering with classes, research, administration, patient care, or any school function
- Showing a lack of respect towards other students, patients, faculty, staff, administration, or other school personnel
- Failure to complete assignments
- Failure to attend required classes, labs, or rotations
- Failure to complete documentation of activities (i.e. certifications, immunizations, research documentation, case logs, service, etc.)
- Failure to resolve conflicts in a reasonable manner or disrespecting diversity
- Being mentally or constitutionally unable to follow the directions provided by faculty, staff, administration, or other school personnel
- Academic dishonesty, including cheating, plagiarism, attempting to pass examinations by improper means, or assisting another student in such an act or simply tolerating it in others
- Intentionally providing false information to the school or officers of the school, altering records, or refusing to comply with the directions of school officials
- Intentional damage or theft of any school property or property of any school employee or visitor
- Practicing or appearing to practice medicine without a license (such as engaging in clinical activity without the direct supervision of a licensed physician) or accepting any form of reimbursement, payment, or gift for performance of clinical duties
- Sexual or physical harassment of any other student, employee, or visitor to the school
- The use, distribution, sale, or possession of illicit drugs or non-prescribed substances, and
- Any action in violation of local, state, or federal law or being indicted by a local, state, or federal court system for a felony
- Any action in violation of PNWU policy

### **Professionalism and the Honor Code**

The Student Government of the College of Osteopathic Medicine, Inaugural Class of 2012 developed an honor code as a way to educate and emphasize the importance of professionalism in the classroom, lab, clinic, and community. As part of orientation the student government association has each student

sign and agree to uphold the PNWU Honor Code, as follows:

## Honor Code

Adherence to an honor code will promote the growth and development of health care professionals at Pacific Northwest University of Health Sciences. We therefore commit to the following:

### Pledge of Academic Standards

- Students will neither give nor receive aid in examinations or independent class work.
- Students will not represent others' work as their own.
- Students will abide by academic standards as put forth by each class instructor.

### Pledge of Professionalism

- Students will appreciate and respect the diverse perspectives of peers, faculty, and the community at large.
- Students will conduct themselves as ambassadors to the community from PNWU.
- Students will treat others with respect.

### Pledge of Community Obligation

- Students understand that the integrity of the honor code is predicated upon agreement of the entire student body to uphold the spirit and the letter of the honor code.

### Charge to Uphold

- Students' first obligation is to directly approach peers concerning perceived transgressions.
- In the event a student cannot fulfill the above obligation, they may ask a member of the student body to act as their proxy.
- Students understand that failure to report indiscretions constitutes an infraction in kind.
- Students' final resource by which to report honor code violations is the Associate Dean for Medical Student Affairs.

## Record Retention

The record retention procedures for the University include, but are not limited to:

- Academic records will be maintained by the University, and governed by the Family Education Rights and Privacy Act as a permanent student record.
- Non-academic records of disciplinary actions will be maintained by the University as the responsibility of Student Affairs. These actions are maintained as part of the student's permanent record.
- In cases where disciplinary action leads to a student's dismissal/ineligibility or re-enrollment, the record becomes a part of the permanent academic file and transcript.
- Financial aid records will be maintained by the University for three years after the end of the award year in which the student last attended.

The full Document Retention and Destruction policy is available at [PNWU.edu](https://pnwu.edu). Procedures for accessing your academic record are available in the [Student Handbook](#).

## Requesting a Letter of Recommendation

For a student to obtain a letter of recommendation from a PNWU employee, a [letter of recommendation request form](#) must be completed and provided to the letter writer a minimum of 14 days prior to the date the letter is to be submitted. The letter of recommendation request form may be found at [PNWU.edu](https://pnwu.edu).

## Scholarly Activity

The Office of Scholarly Activity (OSA) fosters and engages the best talents of each individual and group

in order to cultivate an interprofessional and collaborative environment that stimulates the creation of knowledge about health care, education, our communities, and our organization. Scholarly activities/research are any systematic creative endeavors that generate new knowledge, challenge or expand existing knowledge, or identify gaps in knowledge, and which are intended to result in dissemination to external entities through peer reviewed mechanisms. According to the Accreditation Council for Graduate Medical Education (ACGME), scholarly activities fall into the following categories: research (bench, translational, and/or human subjects), organized clinical discussions, rounds, journal clubs, conferences, peer reviewed funding, publication of original research or review articles in peer reviewed journals, chapters in textbooks, publication or presentation of case reports or case series, clinical series at local, regional, or national professional and scientific society meetings, and/or participation in national committees or educational organizations. All PNWU faculty, staff, and students are required to notify the OSA when involved or engaged in any level of scholarly activity/research.

### **Sexual and Other Misconduct (Including Harassment, Stalking, Bullying, and Intimidation)**

PNWU strives to provide a safe environment for students to learn, and employees to work, free from the detrimental effects of sexual and other harassment, bullying, intimidation, and any form of unlawful discrimination as prohibited by Federal and State laws. Any violation of PNWU policy or applicable law by a faculty member, fellow student, employee or persons doing business with or for PNWU, male or female, will result in corrective or disciplinary action which could include dismissal from PNWU, termination from employment, or termination of any contractual relationship. Some violations could result in a report to law enforcement.

This policy applies to all PNWU programs and activities.

**Definitions** – sexual or related misconduct can be in many different forms as defined below.

#### **Sexual Harassment**

Unwelcome, sex or gender-based verbal or physical conduct that is sufficiently severe, persistent, or pervasive such that it unreasonably interferes with, limits or deprives someone of education or employment access, benefits or opportunities, and/or the ability to participate in or benefit from the University's educational program and/or activities, and is based on power differentials (quid pro quo), the creation of a hostile environment, or retaliation.

Examples may include, but are not limited to:

- Unwanted sexual advances
- Offering benefits/advantages in exchange for sexual favors
- Making threatening reprisals after a negative response to sexual advances
- Visual conduct, such as leering, making sexual gestures, or displaying sexually suggestive objects, pictures, cartoons, or posters
- Verbal conduct, such as making derogatory comments, epithets, slurs, sexually explicit jokes, or sexual comments about a student's body or dress
- Sexual conduct that has the purpose or effect of unreasonably interfering with an individual's academic performance or creating an intimidating, hostile, demeaning, or offensive academic or living environment
- Verbal sexual advances or propositions
- Verbal abuse of a sexual nature, graphic verbal commentary about an individual's body, sexually degrading words to describe an individual, or suggestive or obscene letters, notes, or invitations



- Physical conduct, such as touching, assault, or impeding or blocking movement

### **Hostile Environment**

Any situation in which there is harassing conduct based on sex or gender that is severe and pervasive or persistent and objectively offensive such that it alters or interferes with the conditions of education or employment or denies or limits a person's ability to participate in or benefit from the University's programs, services, opportunities, or activities from both a subjective (the alleged victim's) and an objective (reasonable person's) viewpoint

Although a hostile environment occurs when conduct is objectively and subjectively severe, pervasive or persistent, persons exposed to or who witness harassing conduct based on sex or gender should not wait to report it until it becomes severe or pervasive or persistent. PNWU can take action to prevent the continuation of such conduct, intervene so that the conduct does not escalate, and introduce measures to protect persons targeted by such harassment.

### **Quid Pro Quo Sexual Harassment**

Exists when there are unwelcome sexual advances, requests for sexual favors or other verbal or physical conduct of a sexual nature; and submission to or rejection of such conduct results in adverse educational or employment action

### **Retaliatory Harassment**

Retaliatory harassment is any adverse employment or educational action taken against a person because of the person's participation in a complaint or investigation of discrimination or sexual misconduct. Also includes retaliation against the complainant by the respondent or by the respondent's friends or others who are sympathetic to him/her. Can also include retaliation directed toward a third party because of his/her participation in a complaint process or for supporting a party.

### **Non-Consensual Sexual Contact**

Non-consensual sexual contact is any intentional sexual touching however slight with any object by one person upon another person that is without consent and/or by force. Sexual Contact includes intentional contact with the breasts, buttock, groin, or genitals, or touching another with any of these body parts, or making another touch you or themselves with or on any of these body parts; or any other intentional bodily contact of a sexual manner.

### **Non-Consensual Sexual Intercourse**

Non-consensual sexual intercourse is any sexual intercourse however slight with any object by one person upon another person that is without consent and/or by force. Non-Consensual Sexual Intercourse includes vaginal penetration by a penis, object, tongue or finger, anal penetration by a penis, object, tongue, or finger, and oral copulation (mouth to genital contact or genital to mouth contact), no matter how slight the penetration or contact.

### **Sexual Exploitation**

Occurs when a person takes non-consensual or abusive sexual advantage of another for his/her own advantage or benefit, or to benefit or advantage anyone other than the one being exploited (and that behavior does not otherwise constitute one of other sexual misconduct offenses.)

Examples of sexual exploitation include, but are not limited to...

- Invasion of sexual privacy

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- Prostituting another person
- Non-consensual recording or broadcast of sexual activity
- Going beyond the boundaries of consent (such as letting someone hide in the closet to observe consensual sex)
- Engaging in voyeurism
- Knowingly exposing another to an STD or HIV
- Exposing one's genitals in non-consensual circumstances; inducing another to expose their genitals
- Sexually-based stalking, bullying and cyber-bullying may also be forms of sexual exploitation

### **Stalking**

A course of conduct directed at a specific person that is unwelcome and would cause a reasonable person to feel fear.

### **Bullying & Cyber-bullying**

Bullying and cyber-bullying are repeated and/or severe aggressive behaviors that intimidate or intentionally harm or control another person physically or emotionally (and are not protected by freedom of expression). It often includes comments about race, color, national origin, sex, sexual orientation or disability. It often involves an imbalance of power, aggression, and a negative repeated behavior. It falls within Title IX when gender-based.

### **Relationship Violence**

Relationship violence is violence between those in an intimate relationship to each other. Other terms include interpersonal violence, dating violence, domestic violence, and intimate partner violence. It always involves another Code violation. If based on gender/sex, would fall within Title IX.

### **Other Misconduct Offenses That May Require Title IX Based Response**

- Threatening or causing physical harm, extreme verbal abuse, or other conduct which threatens or endangers the health or safety of any person based on that persons sex
- Discrimination, defined as actions that deprive other members of the community of educational or employment access, benefits or opportunities on the basis of gender
- Intimidation, defined as implied threats or acts that cause an unreasonable fear of harm in another
- Any rule violated on the basis of the victim's sex/gender, which is severe enough to cause a discriminatory effect

### **Consent**

Consent to engage in sexual activities is informed (knowing) and voluntary (freely given) which is active (not passive) with clear words or actions, and indicates permission to engage in mutually agreed upon sexual activity.

No means no, but nothing also means no; silence and passivity do not equal permission. To be valid, consent must be given prior to or contemporaneously with the sexual activity; past consent does not imply future consent. Consent can be withdrawn at any time, as long as that withdrawal is clearly communicated by the person withdrawing it. There is no consent if a person is mentally or physically incapacitated or impaired so that such person cannot understand the fact, nature or extent of the sexual situation, such as may occur as a result of impairment or incapacitation due to alcohol or drug consumption, sleep or unconsciousness. Similarly, there is no consent when there is force, expressed or implied, or use of duress or deception upon the victim.

### **Off-Campus Conduct**

Conduct that occurs off campus can be the subject of a complaint or report and will be evaluated to determine whether it violates this policy, e.g. if off-campus harassment has continuing effects that create a hostile environment on campus.

### **Reporting Violations and Filing a Complaint**

Any student who believes he/she has experienced sexual misconduct, sexual harassment, nonsexual harassment, intimidation, or bullying by anyone, including a faculty member, fellow student, employee, or by persons doing business with or for PNWU should report such conduct to the Title IX Coordinator or his/her designee. If the individual is comfortable doing so, he/she should also tell the offender that such conduct is unwelcome and unacceptable.

Faculty and employees who believe they have experienced sexual misconduct, sexual harassment, nonsexual harassment, intimidation, or bullying by any individual in connection with their work at PNWU should promptly report such conduct to the Title IX Coordinator or his/her designee. If the individual is comfortable doing so, he/she should also tell the offender that such conduct is unwelcome and unacceptable.

Individuals who have witnessed policy violations are encouraged to make a prompt report.

All individuals considering reporting policy violations but wishing to discuss the process or related issues can seek advice from certain confidential resources who are not required to share private personally identifiable information – such as mental health service providers or off campus crisis clinics who are by law permitted to maintain confidentiality. Most campus resources have certain legal obligations including a duty to report, so they are not in a position to advise individuals on a confidential basis or maintain confidentiality. However, most resources can discuss the process.

For additional information or to file a complaint, contact:

Title IX Coordinator

Stefanie Durand

Director of Human Resources

111 University Parkway, Ste. 202 | Yakima, WA 98901

[HR@pnwu.edu](mailto:HR@pnwu.edu) | (509) 249.7714

Note that the Title IX Coordinator has broad responsibilities to the University and is not a confidential resource; individuals cannot make a report to the Title IX Coordinator in confidence.

### **Statement of the Complainant Students' Rights**

- The right to investigation and appropriate resolution of all credible complaints of sexual misconduct made in good faith to university administrators
- The right to be treated with respect by university officials
- The right of both accuser and accused to have the same opportunity to have others present (in support or advisory roles) during a campus disciplinary hearing
- The right not to be discouraged by university officials from reporting an assault to both on campus and off campus authorities
- The right to be informed of the outcome and sanction of any disciplinary hearing involving sexual

assault, usually within 24 hours of the end of the conduct hearing

- The right to be informed by university officials of options to notify proper law enforcement authorities, including on campus and local police, and the option to be assisted by campus authorities in notifying such authorities, if the student so chooses, this also includes the right not to report, if this is the victim's desire
- The right to be notified of available counseling, mental health or student services for victims of sexual assault, both on campus and in the community
- The right to notification of and options for, and available assistance in, changing academic and living situations after an alleged sexual assault incident, if so requested by the victim and if such changes are reasonably available (no formal complaint, or investigation, campus or criminal, need occur before this option is available)
- The right not to have irrelevant prior sexual history admitted as evidence in a campus hearing
- The right not to have any complaint of sexual assault mediated (as opposed to adjudicated)
- The right to make a victim impact statement at the campus conduct proceeding and to have that statement considered by the committee in determining its sanction
- The right to a campus no contact order against another student who has engaged in or threatens to engage in stalking, threatening, harassing or other improper behavior that presents a danger to the welfare of the complaining student or others
- The right to have complaints of sexual misconduct responded to quickly and with sensitivity
- The right to appeal the sanction of the conduct body, in accordance with the standards for appeal established by the institution
- The right to review all documentary evidence available regarding the complaint, subject to the privacy limitations imposed by state and federal law, at least 48 hours prior to the hearing
- The right to be informed of the names of all witnesses who will be called to give testimony, within 48 hours of the hearing, except in cases where a witness' identity will not be revealed to the accused student for compelling safety reasons (this does not include the name of the alleged victim/complainant, which will always be revealed)
- The right to preservation of privacy, to the extent possible and allowed by law. The right to a hearing closed to the public
- The right to petition that any member of the conduct body be removed on the basis of demonstrated bias
- The right to bring a victim advocate or advisor to all phases of the investigation and campus conduct proceeding
- The right to give testimony in a campus hearing by means other than being in the same room with the accused student
- The right to ask the investigators to identify and question relevant witnesses, including expert witnesses
- The right to be fully informed of campus conduct rules and procedures as well as the nature and extent of all alleged violations contained within the complaint
- The right to have the university compel the presence of student, faculty and staff witnesses, and the opportunity (if desired) to ask questions, directly or indirectly, of witnesses (including the accused student), and the right to challenge documentary evidence
- The right to be present for all testimony given and evidence presented before the conduct body
- The right to a conduct panel comprised of representatives of both genders.
- The right to have university policies and procedures followed without material deviation
- The right to be informed in advance of any public release of information regarding the complaint
- The right not to have released to the public any personally identifiable information about the

complainant, without his or her consent

### Statement of the Accused Students' Rights

- The right to investigate and appropriate resolution of all credible complaints of sexual misconduct made in good faith to university administrators against the accused student
- The right to be treated with respect by university officials
- The right to be informed of and have access to campus resources for medical, counseling, and advisory services
- The right to be fully informed of the nature, rules and procedures of the campus conduct process and to timely written notice of all alleged violations within the complaint, including the nature of the violation and possible sanctions
- The right to a hearing on the complaint, including timely notice of the hearing date, and adequate time for preparation
- The right not to have irrelevant prior sexual history admitted as evidence in a campus hearing
- The right to make an impact statement at the campus conduct proceeding and to have that statement considered by the board in determining its sanction
- The right to appeal the [finding and] sanction of the conduct body, in accordance with the standards for appeal established by the institution
- The right to review all documentary evidence available regarding the complaint, subject to the privacy limitations imposed by state and federal law, at least 48 hours prior to the hearing
- The right to be informed of the names of all witnesses who will be called to give testimony, within 48 hours of the hearing, except in cases where a witness' identity will not be revealed to the accused student for compelling safety reasons (this does not include the name of the alleged victim/complainant, which will always be revealed)
- The right to a hearing closed to the public
- The right to petition that any member of the conduct body be removed on the basis of bias
- The right to have the university compel the presence of student, faculty and staff witnesses, and the opportunity to ask questions, directly or indirectly, of witnesses, and the right to challenge documentary evidence
- The right to have university policies and procedures followed without material deviation
- The right to have an advisor or advocate to accompany and assist in the campus hearing process, this advisor can be anyone except for legal representation, [optional: including an attorney (provided at the accused student's own cost and is available for counsel outside of the hearing)], but the advisor may not take part directly in the hearing itself, though they may communicate with the accused student as necessary
- The right to a fundamentally fair hearing, as defined in these procedures
- The right to a campus conduct outcome based solely on evidence presented during the conduct process, such evidence shall be credible, relevant, based in fact, and without prejudice
- The right to written notice of the outcome and sanction of the hearing
- The right to a conduct panel comprised of representatives of both genders
- The right to be informed in advance, when possible, of any public release of information regarding the complaint

### Interim Action

PNWU will take interim action to prevent the ongoing effects of harassment or sexual misconduct during the course of any investigation or adjudicatory process.

## **Retaliation**

Retaliation against individuals filing complaints or participating in an inquiry is prohibited.

## **Mandatory Employee Reporting of Sex-based Discrimination, Sexual Harassment and Sexual Misconduct Involving Students**

In order to enable the University to respond effectively and to stop instances of sex-based discrimination, sexual harassment and sexual misconduct involving students at the University proactively, all University employees (except those who are exempt by statute) must promptly report information they have about alleged or possible sex-based discrimination, sexual harassment, and sexual misconduct involving students to the Title IX Coordinator.

## **Investigation and Adjudication Process**

The purpose of the investigation and adjudication process is to provide a prompt, safe, thorough and equitable procedure for all parties involved.

1. A report or complaint will be investigated by the Title IX coordinator, by itself or in conjunction with another appropriate office or their designee. They will interview the Complainant, Witnesses, Respondent or others as needed, and review any pertinent documents or other evidence. The investigation will be kept as confidential as is feasible in light of the duty of the University to review and address misconduct. Ordinarily, this process could take up to three weeks; however actions will be taken promptly to ensure a safe environment for all parties involved after a complaint is made until such time a decision is made.
  - a. Complainant and Respondent are given a period of time to prepare any written statements or other appropriate documentation to be included in the report of investigation.
  - b. If the investigation does not yield enough evidence to move forward, the parties will be notified that the complaint is dismissed.
2. Based on the investigation, interviews, evidence, and other relevant information, the Investigators will provide a report of investigation to the Chair of the Student Progress Committee which will include recommended findings, using a preponderance of the evidence standard, and recommended sanction(s).
  - a. Copies will be provided to the Complainant and Respondent.
  - b. The report of investigation should be completed in approximately one month from the date of complaint.
3. Student Progress Committee Chair appoints 3-4 faculty members of the Student Progress Committee and a representative from Student Affairs to a subcommittee to form a hearing committee.
  - a. Complainant and Respondent may suggest an additional Student Progress Committee faculty member join the sub-committee.
  - b. Members will not be those involved in the investigation.
4. Complainant and Respondent have reasonable time to review the report of investigation – at least 48 hours.
5. A hearing is scheduled for Complainant to address and respond to the Student Progress Committee Sub-Committee first. Second, a hearing is scheduled for the Respondent to address and respond to the Student Progress Committee Sub-Committee.
  - a. Notes will be taken. The Chair of the Student Progress Committee may, at his/her option, arrange for a recorded or transcribed hearing in lieu of notes.
  - b. Supporters, legal counsel or other members not on the Student Progress Committee Sub-Committee are not allowed to be in the hearing, however they may be consulted with outside

of the hearing as needed, but not to impede or delay the process.

- c. The Dean may attend both hearings as an observer.
6. The Student Progress Committee Sub-Committee makes recommendation to the Dean and provides a copy to Complainant and Respondent.
7. The Dean makes a final decision in writing to the Respondent.
8. Student Affairs provides the Complainant written notice about the outcome and any sanctions that involve the Complainant.

### **Sanctions and Corrective Action**

Violations of this policy will result in corrective action which will depend upon the facts and circumstances of each particular situation. Sanctions and Corrective Action could include steps such as counseling, reprimands, prohibition of further contact, suspension, or termination or dismissal.

### **Rights of Appeal**

Either party may appeal the final decision through the appeal process described in this catalog. In the case of complaints by or involving students, Student Affairs personnel can provide assistance.

### **External Complaints**

These procedures do not preclude external remedies for acts that may constitute violations of Title IX. Students, staff, faculty, parents and other legitimate users of PNWU's facilities or programs have the option at all times to file a criminal complaint with law enforcement or to seek a civil remedy, in addition to or in place of using these procedures, and may file a formal complaint with the United States Department of Education.

United States Department of Education Office of Civil Rights (OCR)

400 Maryland Avenue, SW

Washington, DC 20202-1100

Customer Service Hotline: 800.421.3481

FAX: 202.453.6012 TTD: 800.877.8339

Email: [OCR@ed.gov](mailto:OCR@ed.gov) Web: [www.ed.gov/ocr](http://www.ed.gov/ocr)

### **Student/Patient/Faculty/Preceptor Relationships**

The relationship between a student and faculty/preceptor or patients must always be kept on a professional basis. A student may not date or become intimately involved with faculty/preceptor or a patient. Conduct in such an unprofessional manner will be considered improper behavior and will be grounds for disciplinary action, including dismissal from PNWU.

### **Student Publications/Media Relations/Requests for Donations**

Student publications can be of valuable assistance in establishing and maintaining an atmosphere of free and responsible discussion and an intellectual environment on campus. They provide an opportunity for student interests to come to the attention of students, faculty, and administration and an opportunity to formulate student opinion on various issues. Students must adhere to the canons of responsible journalism, and are subject to the laws of libel, slander, and decency.

The printing or distribution of any publication, either electronic or in print, or the use of the University's name or seal by students, faculty, or staff must follow the [PNWU guidelines](#) and have prior approval of the director of communications.

Students, faculty, and staff are required to direct inquiries from the media immediately to the president,

dean, or director of communications before interviews are granted.

The administration wants to be supportive of student activities and encourages student involvement in the community. For University events and for events hosted/sponsored by a student organization or club that involve fundraising, all requests for donations and communications must first be initiated by completing the COM student event request and summary form found at PNWU.edu. No solicitations may be sent out prior to approval.

### Leave of Absence

A leave of absence (LOA) is a period of time approved by PNWU during which the student is not in attendance, but is considered enrolled. Leave of absence is a temporary interruption in a student's education, generally reserved for medical conditions and emergency situations. Information is available in the [Student Handbook](#).

A student must submit a [leave of request form](#), signed and dated, that includes a detailed explanation for the request, the last date of attendance, and the expected return date. The student must meet with Financial Aid prior to the LOA being granted. Students who are granted a leave of absence will not need to apply for readmission.

There will be no tuition or other institutional charges during an LOA. The University will not disburse any additional or subsequent financial aid proceeds to a student on an approved LOA. Upon the student's return from the leave, he/she continues to earn the financial aid previously awarded for the period of leave.

If a student does not return at the end of an approved LOA (or a student takes an unapproved LOA), the student is considered to have withdrawn on the day that the student began the initial LOA. The reclassification of the LOA to withdrawn requires the federal Return of Title IV funds calculation (see the Federal Aid Refund Calculations section), which may result in the student owing PNWU tuition, other charges, and/or living costs no longer covered by previously disbursed financial aid. The grace period for Title IV Loan borrowers may be exhausted based on the revised withdrawal date. Any leave of absence that results in an extension of the program beyond the standard four academic years will incur tuition of half the tuition rate for the additional time.

If a LOA is not approved and the student no longer attends class, the student will be considered withdrawn from the University on the date the student last attended class. To reapply, a student must contact Enrollment Services.

The maximum time allowed for a LOA is 180 calendar days in any 12-month period, which will only be granted for extenuating circumstances. A student returning from an LOA must resume training at the same point in the academic program that he or she began the LOA. The returning student must be in compliance with the minimum technical standards required by the appropriate program.

If an unforeseen circumstance, such as an auto accident, prevents a student from providing a written request prior to the LOA, the University may grant a LOA as long as the student qualifies and requests the LOA in writing as soon as reasonable.

### Withdrawal from School

All requests for withdrawal are initiated in Student Affairs. Students who discontinue their education at



PNWU for any reason are required to complete an exit form provided by Student Affairs. The dean and the chief academic officer (or their designees) will meet to review the request to assure administrative procedures are followed and an academic plan considered. The dean will make the final decision to grant a request and will notify the student of the decision in writing. Failure to complete an exit form for any type of leave or withdrawal and obtain the proper signatures will result in a hold being placed on all academic records and replacement charges incurred for any PNWU property not returned within 10 business days. If a student chooses to withdraw from the University, he/she automatically waives the right to an appeal of any disciplinary action or dismissal decision previously made by the Student Progress Committee and/or the dean. Guaranteed re-admission, based on withdrawal reason, may be voided upon failure to provide documentation in a timely manner.

- **Medical Withdrawal**--Granted to students who have a medically documented reason acceptable to the University. Students may apply for readmission. The Admissions Committee will review and make a recommendation to the dean who will make the final decision and, if accepted, the dean or his/her designee will determine class placement in the event of acceptance.
- **Advanced Study Withdrawal**--Granted to students who generally complete the first two years and wish to leave PNWU to pursue educational opportunities, such as PhD programs and/or research fellowships. Advanced study withdrawal will be granted by the dean for a maximum of one year with renewal. Readmission is guaranteed, provided the student:
  1. Has remained in compliance with PNWU's codes of academic and behavioral conduct while on leave.
  2. Makes satisfactory academic progress at the sponsoring institution.
  3. Meets the minimum technical standards for admission.
  4. Submits to a criminal background check (CBC) and drug screen. Applicants for an advanced study withdrawal will be required to supply appropriate documentation as determined by the University. Students seeking advanced study withdrawal should initially meet with the appropriate dean to discuss the request.
- **Military Withdrawal**--Granted to students whose military reserve obligations may necessitate a period of absence from the academic program when they are called to extended active duty. Readmission is guaranteed pending proof of compliance with minimal technical standards and the codes of academic and behavioral conduct and submitting to a CBC and drug screen.
- **Personal Withdrawal**--Granted to students who wish to voluntarily leave PNWU for personal reasons. Students withdrawing from PNWU must apply for readmission.

Students completely withdrawing from the program within the first 25 percent of the enrollment period will receive a grade of withdrawal (W), for all registered courses. Withdrawals initiated during the next 50 percent of the enrollment period will receive a grade of withdrawal (W), withdrawal pass (WP), or withdrawal fail (WF) at the discretion of the course director. Withdrawals initiated during the final 25 percent of the course will receive the appropriate grade of withdrawal pass (WP) or withdrawal fail (WF).

## Reimbursement of Funds Upon Withdrawal Tuition Refunds

A request for a tuition refund requires written notification to Student Affairs. No part of the tuition charges will be refunded to a student who withdraws for any reason after the third week from the first day of the academic schedule for each class. All requests must be received before the close of business on Friday of the third week; proration is determined based on the date received. The request for a tuition refund requires prior written notification of withdrawal from the University.

The tuition refund shall be prorated as follows:

- 75 percent during the first week
- 50 percent during the second week
- 25 percent during the third week

All refunds will be returned through direct deposit into the student's bank account via the automated clearing house (ACH). All inquiries concerning the above policies should be directed to Student Affairs.

### **Federal Aid Refund Calculations**

According to federal laws and regulations, PNWU will complete a refund calculation of federal aid for any student who withdraws.

The Higher Education Amendments of 1998 regulate how colleges and universities handle Title IV (Federal) funds when a recipient withdraws from school. This policy is separate from the University's refund of institutional charges. Title IV funds include Pell Grants, Federal Supplemental Educational Opportunity Grants, PLUS Loans, Perkins Loans, and Stafford Loans. The policy states that up through the 60 percent point in each term a pro-rata schedule will be used to determine how much Title IV aid the student has earned. For example, if the student has attended 31 percent of the enrollment period, the student has earned 31 percent of his/her Title IV aid, and 69 percent of the aid must be returned to the federal government. After the 60 percent point of the term, the student has earned 100 percent of the aid for which the student was eligible. Additional information on the return of Title IV funds may be obtained from Enrollment Services.

The official date of the withdrawal is the date that Student Affairs receives the student's written request or the last date of attendance, whichever comes first. The percentage of time completed in the enrollment period is determined by dividing the number of days in the enrollment period into the number of days attended. If 60 percent of the term has been completed, there is no return of Title IV funds.

### **Student Written Grievances**

If at any time any student feels that he or she has been wrongly treated by a member of the University, the student may present a written grievance to the appropriate official. A student's grievance concerning a faculty member should be made to the faculty member's department chair or division chief. A grievance concerning a staff member should be made to the staff member's immediate supervisor or to the chief academic officer. A grievance concerning another student should be made to Student Affairs or appropriate dean. After a written grievance is received, a response to the grievance will be issued within 10 business days. Any grievance, after response by the appropriate official, may be appealed to the provost. For questions and delivery of any grievance, please send them to:

Pacific Northwest University of Health Sciences  
Student Affairs  
111 University Parkway, Ste. 202  
Yakima, WA 98901  
509.249.7724

PNWU will maintain records of the receipt, adjudication, and resolution of written grievances.

### **Student Complaints of Accreditation Standards**

If, at any time, any student has a complaint related to accreditation standards and procedures, the

student must present his/her complaint to the appropriate accrediting agency following that agency's guidelines for submission of a complaint.

Should the accrediting agency find the student complaint related to accreditation valid, PNWU will abide by the procedures set forth by the accrediting agency to rectify the noncompliance to the accreditation standard(s). PNWU will maintain records of the receipt, adjudication, and resolution of such complaints.

At no time will any adverse action be allowed against the student(s) reporting the adverse accreditation standard. Any reportable adverse activity against the student(s) will result in disciplinary activity as delineated in the sexual and other unlawful harassment section of this catalog.

### **Complaints Regarding Program Integrity**

The College of Osteopathic Medicine is authorized, has been granted a waiver, or has been determined to be exempt from authorization requirements in most states for the purpose of conducting educational enterprise (primarily clinical rotations). Because this list of states changes based on state fees, interest of students, changing regulations, and other factors, please refer to PNWU.edu for the most recent list of states.

Complaints regarding program integrity must be submitted in writing to the associate dean for student affairs. PNWU will maintain records of the receipt, adjudication, and resolution of written complaints. If resolution of the complaint is not achieved, a complaint regarding program integrity may be filed with the appropriate state agency. Please reference the information provided by the [State Higher Education Executive Officers Association \(SHEEO\)](#). The information found on their [website](#) is updated as changes occur with the various state offices.

CAMPUS SECURITY

BUTLER - HANEY HALL



The following are policy excerpts. For full text of safety and security policies, the Annual Campus Safety and Security Report, and the Emergency Operations Plan (EOP), please see the [Campus Security webpage](#) at [PNWU.edu](http://PNWU.edu) or Campus Security in Butler-Haney Hall.

### **Advising Campus Community About Sex Offenders**

PNWU advises the campus community on where to obtain law enforcement agency information concerning registered sex offenders.

Nothing in the [Family Educational Rights and Privacy Act of 1974](#) (FERPA) prohibits an educational institution from disclosing information about registered sex offenders. This includes the disclosure of personally identifiable, non-directory information without prior written consent or other consent from the individual.

The [Campus Sex Crimes Prevention Act](#) (CSCPA) of 2000 is a federal law that provides for the tracking of convicted sex offenders enrolled at, or employed at, institutions of higher education. The CSCPA is an amendment to the Jacob Wetterling Crimes Against Children and Sexually Violent Offender Act. The federal law requires state law enforcement agencies to provide Pacific Northwest University of Health Sciences with a list of registered sex offenders who have indicated that they are either enrolled, employed, or carrying on a vocation at PNWU.

### **Animals on Campus**

Animals are allowed on the PNWU campus grounds as long as they are on a leash, not a threat to other people, and do not bother or distract others. Owners must pick up after their animal(s). Other than service animals, the University retains the right to ask owners to remove their animal(s) at any time. If a service animal behaves in a way that poses a direct threat to the health or safety of others, has a history of such behavior, or is not under the control of the handler, that animal may be excluded.

Animals are only allowed inside campus building for the following reasons:

1. Service animals for the disabled. A service animal for the purposes of this policy is any guide dog, signal dog, or other animal individually trained to provide assistance to an individual with a disability.
2. Conditions related to the [Americans with Disabilities Act](#) (ADA) where reasonable accommodations can be made.
3. Animals approved for academic research.
4. Animals that are brought on campus for a purpose specifically approved and under conditions approved by the president or designee.

Other than service animals with service and vaccination tags, all other animals in campus buildings must have documentation approved and submitted to Human Resources prior to building entry.

Campus community members are encouraged to report any animals that misbehave or handlers who mistreat their animals.

### **Campus Closure**

In the event that inclement weather or an emergency situation presents a risk to PNWU faculty, staff, students, visitors, and/or facilities, the president or designee will determine the appropriate campus response. Closing of the campus is a procedure that will differ depending on the timing of the decision

to close and the expected length and severity of the weather or emergency situation. The essential factor in the decision is the safety of the PNWU faculty, staff, students, visitors, and facilities.

The Emergency Operations Team, as outlined in the [Emergency Operations Plan \(EOP\)](#), will assess the need for campus closure. Only the president or his/her designee may authorize the closure of campus, or segment of campus. In the event of a campus closure, the PNWU community will be notified via the Emergency Notification System as outlined in the EOP.

### **Campus Law Enforcement Authority**

Limited campus law enforcement authority is granted to PNWU Campus Security. As such, PNWU security personnel act as agents for the University itself. PNWU security personnel do not have arrest powers; all criminal incidents are referred to local law enforcement, that being the Yakima County Sheriff's Office, who has jurisdiction on and adjacent to the PNWU campus. While the Yakima County Sheriff's Office chooses to not enter into a defined Memorandum of Understanding, PNWU Security maintains a highly professional working relationship with this agency. PNWU is also able to draw on the resources of the Yakima Police Department and the Washington State Patrol when necessary or appropriate.

PNWU Campus Security is granted authority to:

- monitor and record, via local law enforcement agencies, any criminal activity involving a PNWU student conducting business or acting through a recognized student club or organization off-campus.
- review and enforce orders of protection, "no-contact" orders, restraining orders, or similar lawful orders issued by any court or by the University. Violations shall be reported to local law enforcements.
- require students and employees to comply with directives of campus security, law enforcement agencies, and any other University officials.
- ask persons for identification and to determine whether individuals have lawful business at PNWU campus sites.
- enforce University policy, rules, and regulations as well as local, state, and federal laws, and report criminal violations to the proper authorities.

Crime victims and witnesses are strongly encouraged to immediately report all criminal activity to the appropriate police agencies and PNWU security personnel. Prompt reporting will assure timely warning notices of campus crime and assist in full disclosure of crime statistics.

### **Disclosure of Crime Statistics**

PNWU annually collects, reports, and discloses crime statistics per the Jeanne Clery Act as revised and effective July 1, 2015. These crimes are those that occur on or within the University's Clery geography and that are reported to local police agencies or to campus security authority. These statistics must be reported to the Department of Education and be included in the [Annual Security Report](#) for the three most recent calendar years.

Each year, an email notification is made to all enrolled students and employees that includes an electronic link to access the Annual Security Report. Copies of the report may also be obtained from [PNWU Campus Security](#) and [Human Resources](#). The electronic link to the access the Annual Security Report is included in PNWU employment and student applications.

## Firearms and Dangerous Weapons on Campus

PNWU abides by and enforces [Washington State Administrative Codes](#) (WACs) prohibiting both possession of a concealed firearm on State of Washington colleges and university campuses and possession or use of any firearm, explosive (including fireworks), dangerous chemical or other dangerous weapons or instrumentalities on a college or university campus. Exception is for authorized University purposes and if prior written approval has been obtained from the director of security or any other person designated by the president.

Any firearm or dangerous weapon on campus may be confiscated.

## Reporting Criminal Offenses and Suspicious Activity

PNWU employees and students shall accurately and promptly [report crimes](#) and suspicious activity. Contact information for reporting crimes and suspicious activity will be publicized through postings on campus, via [PNWU.edu](#), and in catalogs and handbooks. Where applicable, PNWU provides victims or witnesses procedures to report crimes on a voluntary confidential basis.

## Security Awareness Crime Prevention Programs

The University will make available educational programs and campaigns on a regular basis and at a minimum annually, regarding campus security in general and designed to prevent domestic violence, dating violence, sexual assault, and stalking, in accordance with the Clery Act. Educational programming consists of primary [prevention and awareness programs](#) for all incoming students and new employees and ongoing awareness and prevention campaigns for students and employees as described by the Clery Act. These programs and campaigns will be designed to:

1. Inform students and employees about campus security procedures and practices and to encourage students and employees to be responsible for their own security and the security of others;
2. Inform students and employees about the prevention of crimes, promote safety, and reduce perpetration;
3. Identify and promote awareness of domestic violence, dating violence, sexual assault, and stalking as prohibited conduct;
4. Define what behavior constitutes domestic violence, dating violence, sexual assault, and stalking according to federal and state law;
5. Define what behavior and actions constitute consent to sexual activity;
6. Describe safe and positive options for bystander intervention that may be carried out by an individual to prevent harm or intervene when there is a risk of domestic violence, dating violence, sexual assault, or stalking against a person other than the bystander;
7. Provide information on risk reduction so that students and employees may recognize warning signs of abusive behavior and how to avoid potential attacks;
8. Provide an overview of information contained in the Annual Security Report in compliance with the Clery Act; and
9. Describe procedures the University will follow when dating violence, domestic violence, sexual assault, and stalking is reported, rights and options regarding procedures victims should follow, confidentiality, services, and accommodations that may be available for victims, and procedures for university disciplinary action.

## Security and Access of Campus Facilities

Pacific Northwest University of Health Sciences facilities are locked; access is restricted to authorized students and employees. PNWU issues proximity access cards that allow students and employees to

enter authorized areas 24 hours a day. During an extended closure, only authorized personnel will be granted access to campus property and facilities. Details of all requests to access campus facilities that require assistance by Campus Security will be recorded in the Campus Security Activity Report. Request for access to campus facilities are prioritized; criminal or medical emergency requests have a higher priority than building and/or room access requests.

Campus facilities may have different hours of accessibility; in such cases, these areas will be secured and accessed by appropriate persons in accordance with operating schedules as developed by the department responsible for that facility.

### **Timely Warning and Emergency Notification**

In accordance with the Jeanne Clery Act, Pacific Northwest University of Health Sciences will inform members of the campus about crimes and emergencies that have occurred or may impact the campus community.

PNWU will in a manner that is timely and that withholds as confidential the names and other identifying information of victims, as defined in section 40002(a)(20) of the Violence Against Women Act of 1994 ([42 U.S.C. 13925 \(a\)\(20\)](#)), and that will aid in the prevention of similar crimes, report to the campus community on the following crimes:

- I. Primary crimes
  - A. Criminal homicide:
    1. Murder and nonnegligent manslaughter; and
    2. Negligent manslaughter
  - B. Sex offenses:
    1. Rape;
    2. Fondling;
    3. Incest; and
    4. Statutory rape.
  - C. Robbery.
  - D. Aggravated assault.
  - E. Burglary.
  - F. Motor vehicle theft.
  - G. Arson.
- II. Arrests and referrals for disciplinary actions, including:
  - A. Arrests for liquor law violations, drug law violations, and illegal weapons possession.
  - B. Referrals for campus disciplinary action for liquor law violations, drug law violations, and illegal weapons possession.
- III. Hate crimes, including:
  - A. Larceny-theft.
  - B. Simple assault.
  - C. Intimidation.
  - D. Destruction/damage/vandalism of property.
- IV. Dating violence, domestic violence, and stalking

PNWU will also make timely warning of other crimes and emergencies considered by the University to represent a threat to students and employees.

If there is an immediate threat to the health or safety of students or employees occurring on campus,



PNWU will follow its emergency notification procedures as outlined in the Emergency Operations Plan.

Some examples where emergency notifications may be sent:

- Armed/Active Shooter
- Bomb Threat
- Catastrophic Earthquake
- Flooding
- Hanford Radiation Leakage or Explosion
- Hazardous Materials Release
- Inclement Weather
- IT Systems Failure
- Major Fire/Explosion
- Utility Outage
- Volcanic Eruption
- Wildfire/Brushfire

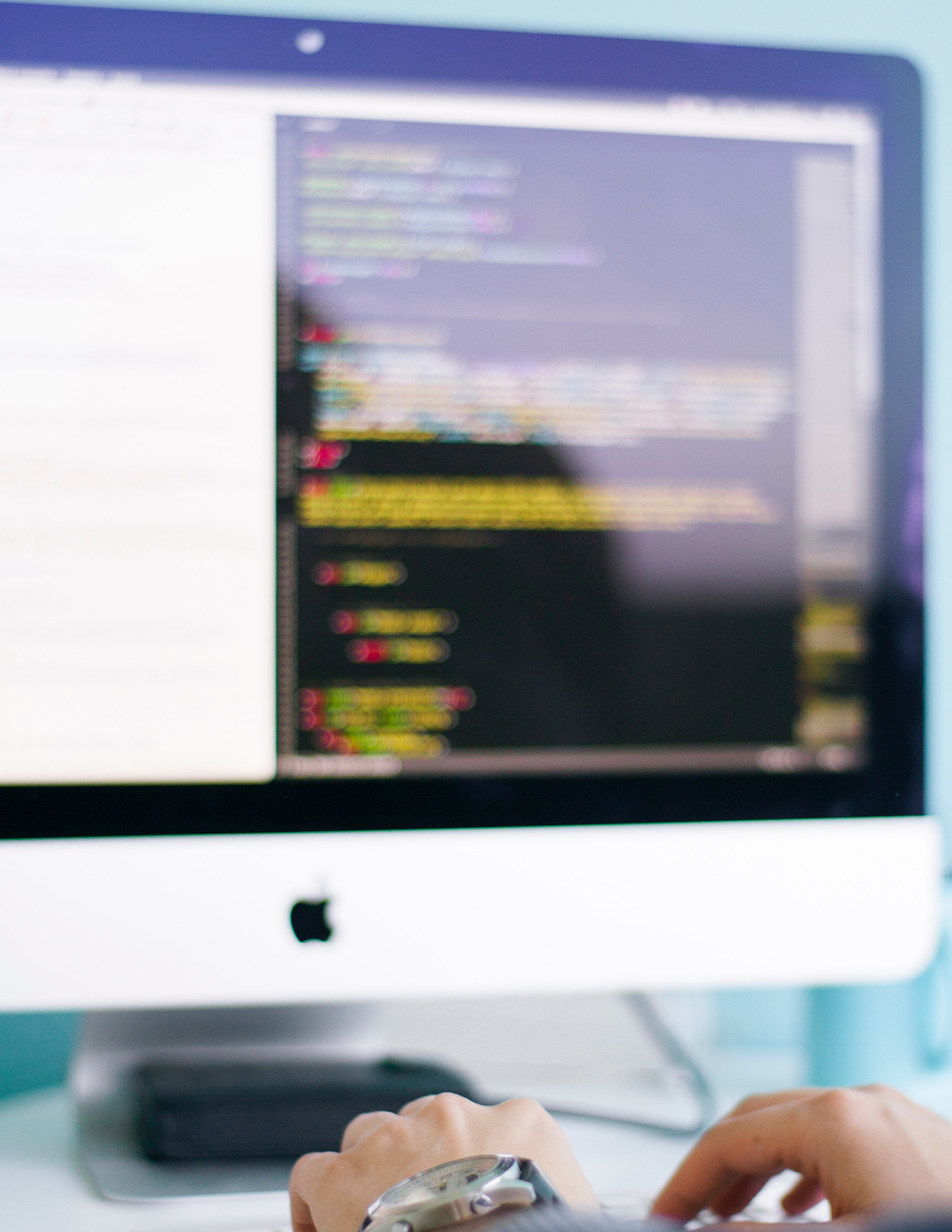
### **Inclement Weather**

In the event of extreme weather conditions, notice of school closure will be made over local radio and television stations. If inclement weather prevents you from attending school on a day that PNWU is open, you are responsible for making up any work or exams missed.

### **Parking**

PNWU shall provide parking as a courtesy for employees, students, and visitors on campus. General parking spaces are open for all vehicles with any type of valid PNWU parking permit. PNWU shall not be responsible for any theft, vandalism, or other damage occurring while a vehicle is parked on campus.

Employees and students shall report all vehicle accidents to Security regardless of the severity.



## TECHNOLOGY SERVICES

[Technology Services](#) is made up of the following groups; Academic Technology, Simulation and Classroom Technology, and Information Technology Services. These groups are responsible for supporting technology directly related to the educational process, the University computing infrastructure, and end user computing devices.

## Laptops

Students are required to have a laptop that meets the [minimum hardware and software requirements](#) detailed on [PNWU.edu](#). Laptop purchases are the responsibility of each student. Financial aid is available to cover the purchase cost of a laptop once during the term of the student's program. Technology Services will provide limited software support and consulting for student owned computing devices, details of the support provided can be found on the Technology Services webpage.

## Electronic Communications

To facilitate communication throughout the University, e-mail accounts for all students, faculty, and staff are provided. The primary use of PNWU electronic communication is to support the educational mission of the University and to conduct daily business. Certain practices related to e-mail are prohibited. These e-mail accounts should not be considered private. They are the property of the University and as such can be reviewed by appropriate personnel as required. E-mail messages are expected to be professional and courteous. E-mail is a public medium; avoid its use for confidential communication.

Prohibited use includes, but is not limited to:

- The use of electronic communications to send documents in violation of copyright laws or any communication that breaches the behavioral standards, academic conduct, or harassment sections of this document.
- The use of electronic communication systems to send information, messages, or files that are restricted by law or regulation.
- The use of electronic communications to intimidate others or to interfere with the ability of others to conduct PNWU business, including academic pursuits.
- The construction of electronic communication so it appears to be from another person.
- The attempt to obtain access to files or communication of others for idle curiosity.
- The use of electronic communications that may be offensive, racist, sexist, pornographic, politically charged, or in poor taste.

PNWU is committed to creating and maintaining an environment where persons can work together in an atmosphere free of all forms of abusive or demeaning communication. PNWU acknowledges the individual right of expression within the bounds of courtesy, sensitivity, and respect. Disciplinary action will be taken against individuals found to have engaged in prohibited use of the PNWU electronic communications resources.

All Students must acknowledge and comply with the [University's Computer and Network Usage Agreement](#). For additional information about the use and policies pertaining to e-mail and other network usage contact the Technology Services Department at 509.249.7777.

## Use of University Equipment, Supplies, and Assets

All business conducted on University property, using University equipment, supplies, or assets must be for approved University purposes. This includes such things as printing, copying, distributing materials, and room technology (classroom, study room, conference room, etc.).

## Lecture Capture

PNWU faculty are required to use the University's lecture capture system to record all lectures. This system allows PNWU to record and distribute lectures and other audio and video recordings to students in a secure environment through the University's Learning Management System (LMS). Because PNWU may be recording in the classroom, student questions and/or comments may be recorded.

Students may watch recordings online, or download them for off-line viewing on their computers, smartphones, or media players. These recordings are copyrighted by the University. Posting them to another website, including YouTube, Facebook, or any other site without express, written permission may result in disciplinary action and possible civil prosecution.

## Peer-to-Peer File Sharing

Institutional policies and sanctions related to the unauthorized distribution of copyrighted material: The University takes copyright infringement seriously. As set forth in the Computer and Network Usage Agreement, all students, staff, and faculty must abide by federal and state copyright laws when using University computing or network resources.

The unauthorized publishing or use of copyrighted material on the University computer network is strictly prohibited and users are personally liable for the consequences of such unauthorized use. This specifically applies to Peer-to-Peer or P2P file-sharing of copyrighted music and movies. Students should be aware that by engaging in unauthorized sharing of copyrighted material, they not only violate University policy, but they may also be held criminally and civilly liable by federal and/or state authorities.

Under current copyright law, criminal cases of copyright violation carry a penalty of up to five years in prison and a \$250,000 fine. Civil penalties for copyright infringement include a minimum fine of \$750 for each work.

Pacific Northwest University will subject students, staff, and faculty who violate this policy to discipline as appropriate. For a first-time violation of this copyright policy, students, staff, and faculty are required to remove the copyrighted item(s) and cease sharing immediately. Repeated infringement is subject to disciplinary action by Student Affairs, or by Human Resources, up to and including expulsion or termination from the University.

FINANCIAL AID



[Enrollment Services](#) is the primary agent to provide counseling and assistance to students with the necessary forms to obtain loans, scholarships, grants, and other forms of financial aid.

It is the student's primary responsibility to secure educational financing. This means that such things as supplying personal documentation, supplying family documentation, and ensuring that a student qualifies for loans by having a favorable credit report are the student's obligations. All documents requested by Enrollment Services must be received before financial aid will be processed. All [disbursements](#) will be made via [direct deposit](#).

Health professions education is expensive. The average osteopathic physician incurs about \$220,495 of debt by the time he/she graduates from a private school of osteopathic medicine. During schooling, most students are required to live at a modest level. The primary obligation for financing education lies with the student and the student's parents/spouse. The federal and private agencies that make funds available for borrowing do so with the understanding that a student must sacrifice in order to achieve their degree.

Students accepted by PNWU and requiring financial aid must file the [Free Application for Federal Student Aid \(FAFSA\)](#) to assess aid eligibility. The needs analysis system set by the federal government ensures equity of treatment among all applicants. The University uses this needs analysis system to determine the amount of need-based financial assistance, loan amounts, and scholarship awards for which a student is eligible.

Financial aid as awarded or borrowed under the federal or private programs cannot exceed the PNWU estimated [cost of attendance](#). Funding is available for a student's direct and indirect educational costs while he or she receives an education, but the student must be frugal and a good money manager. Students must carefully monitor their budgets.

## Loans

As a rule, most people believe it is easier to borrow money for educational expenses. As a health care student, certain special [loan programs](#) may be available, the primary sources being the Stafford Loan Programs and the Graduate PLUS loan program. A student may not be eligible for the full amount based on his/her federal needs analysis, the PNWU estimated cost of attendance, or prior student loan indebtedness. The amount a student can borrow is based on the cost of his/her education and potential personal contributions, not on the student's desire for capital.

The Federal Direct Unsubsidized Stafford Loan and Federal Direct Graduate PLUS Loan accrue interest from disbursement date. Borrowers must consider the repayment implications and avoid excessive borrowing. PNWU has a federally mandated obligation to keep a student's indebtedness to a minimum. A student may request counseling through Enrollment Services while in school about the nature of his or her debt and the projected payment schedule. Group sessions will be provided at least once each academic year.

Borrowing money from these programs is a privilege, not a right; regulations controlling these programs change periodically. A loan is not a gift or grant; it must be repaid. Student loans are only to be used for related educational expenses and personal living expenses.

Default is the failure of a borrower to make an installment payment when due or to meet other terms of



the promissory note. If this happens, it is reasonable to conclude that the borrower no longer intends to honor the obligation to repay. Defaulted loans are reported to national credit agencies, thus affecting credit ratings and future ability to borrow money. Over-borrowing can cause defaulting on a student loan. This is why educational debt management is essential. PNWU encourages students to learn some basic budgeting techniques, how to cut costs, and how to live with less. If a student's loan goes into default, the University, the organization that holds the loan, the state, and the federal government may all take action to recover the money. The federal government and the loan agencies may deny a school's participation in the student loan programs or charge a school or its students a higher origination fee if the school's default rate is too high. The University will withhold the transcript of any individual if that individual is in arrears or in default under any loan or loan program, when such arrears or default adversely affects the University in any way.

### Scholarships and Grants

Enrollment Services will provide students with information on [scholarship notices](#) that are sent to the office. It is the student's responsibility to notify Enrollment Services of any scholarship or grant awards received.

### Standards for Satisfactory Academic Progress

Federal law requires that all students receiving financial assistance from Title IV and Title VII funds maintain [satisfactory academic progress](#). PNWU policy follows the qualitative (grade-based) academic standards that apply to all students and in addition, a required quantitative (time-related) standard.

While on warning or probation, the student may receive financial aid for one enrollment period. At the end of that period, the student must be in good standing or financial aid eligibility will be denied.

Enrollment Services will notify students who are ineligible for continued assistance and will provide them with information regarding their academic status.

Appeals of the academic status are submitted to the Student Progress Committee.

### Drug Conviction

A student is ineligible to receive Title IV, HEA program funds, if the student has been convicted of an offense under any federal or state law involving the possession or sale of illegal drugs for conduct that occurred during a period of enrollment for which the student was receiving Title IV, HEA program funds. However, the student may regain eligibility if the student successfully completes a drug rehabilitation program after the student's most recent drug conviction. The student regains eligibility on the date the student successfully completes the program. The student should work closely with Enrollment Services to determine eligibility.



LIBRARY

The [PNWU Library](#) provides comprehensive resources and services to support student education and research. Available resources include health sciences databases, print and electronic books and journals, and audiovisual materials. Library staff members provide reference service, in-depth research assistance, group and individual instruction in online searching of [PubMed](#) and other databases, and interlibrary loan. Interlibrary loan and document delivery are free to PNWU students, faculty, and staff.

The library is located next to the Grand Foyer in Butler-Haney Hall and is available seven days a week during staffed hours. The library also provides 24-hour quiet study space in its reading room. Wireless connectivity is available for laptop computers and other Wi-Fi devices. The library also has public computer workstations for accessing the its catalog and other resources.

For more information on library resources, services, and policies, please see [PNWU.edu](#), or contact the library staff.

Phone: 509.249.7745

Email: [library@pnwu.edu](mailto:library@pnwu.edu)

## Copyright Policy

It is the [policy](#) of Pacific Northwest University of Health Sciences that all students comply with US Copyright Law as it relates to the use of copyright-protected works in the classroom and library at PNWU.

### Summary of Civil and Criminal Penalties for Violation of Federal Copyright Laws

Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act ([Title 17 of the United States Code](#)). These rights include the right to reproduce or distribute a copyrighted work. In the file-sharing context, downloading or uploading substantial parts of a copyrighted work without authority constitutes an infringement. Penalties for copyright infringement include civil and criminal penalties. In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or "statutory" damages affixed at not less than \$750 and not more than \$30,000 per work infringed. For "willful" infringement, a court may award up to \$150,000 per work infringed. A court can, in its discretion, also assess costs and attorneys' fees. For details, see Title 17, United States Code, Sections 504, 505. Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to \$250,000 per offense. For more information, please see the website of the [US Copyright Office](#), especially their [FAQ's](#).

All students are required to read and abide by the [PNWU Copyright Policy](#). The policy can be found in the library [folder](#).

Students who violate the PNWU Copyright Policy or the PNWU Peer-to-Peer File Sharing Policy (see policy listed under Technology Services section of this catalog) will be subject to disciplinary action, up to and including expulsion from the University.

COLLEGE OF OSTEOPATHIC  
MEDICINE (COM)



## Osteopathic Medicine

The United States' fully licensed osteopathic physicians (DO) practice the entire scope of modern medicine, bringing a patient-centered, holistic, hands-on approach to diagnosing and treating illness and injury. Osteopathic physicians may choose any specialty, prescribe drugs, perform surgeries, and practice medicine anywhere in the United States. DOs bring the additional benefits of osteopathic manipulative techniques to diagnose and treat patients. DOs work in partnership with patients to help them achieve a high level of wellness by focusing on health education, injury and disease prevention. PNWU-COM is very proud of its graduates' success in residency placement, board score pass rates and commitment to primary care. Below are tables highlighting their accomplishments.

<b>Graduate Medical Education Placement</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
Total Students Participating	75	71	71	70
Number of students matched into an accredited osteopathic residency position	39	38	42	42
Number of students matched into an accredited allopathic residency position	27	28	25	25
Number of students matched into an accredited Military residency position	9	5	4	3
Number of students unable to obtain placement in an accredited residency position	0	0	0	0
<b>Number of Students Meeting PNWU-COM Mission</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
Primary Care; FM, IM, Ped	46	22	31	43
Basic Care; FM, IM, Ped, Gen Surg, EM, OBGYN, Psy	61	61	48	56
Residency Placement in Alaska	3	2	1	1
Residency Placement in Idaho	1	0	1	1
Residency Placement in Montana	0	1	0	1
Residency Placement in Oregon	5	6	5	4
Residency Placement in Washington	19	14	19	17

<b>First-Time Pass Rate on Board Exams</b>	<b>Class of 2013</b>	<b>Class of 2014</b>	<b>Class of 2015</b>
COMLEX-USA Level 3 Exam	97.26%	98.57%*	98.46%**

\*98.59% of the students from the Class of 2014 have completed the exam as of 1/23/2017

\*\*90.28% of the students from the Class of 2015 have completed the exam as of 1/23/2017

## History

Osteopathic medicine is a distinctive form of medical care founded on the philosophy that all body systems are interrelated and dependent upon one another for good health. This philosophy was developed in 1874 by Dr. Andrew Taylor Still, who pioneered the concept of wellness and recognized the importance of treating illness within the context of the whole body.

Andrew Taylor Still was born in Virginia in 1828, the son of a Methodist minister and physician. At an early age, Still decided to follow in his father's footsteps as a physician. After studying medicine and serving an apprenticeship under his father, Still became a licensed M.D. in the state of Missouri. Later, in the early 1860s, he completed additional coursework at the College of Physicians and Surgeons in Kansas City, Missouri. He went on to serve as a surgeon in the Union Army during the Civil War.

After the Civil War and following the death of three of his children from meningitis in 1864, Still concluded that the orthodox medical practices of his day were frequently ineffective and sometimes harmful. He devoted the next ten years of his life to studying the human body and finding better ways to treat disease.

His research and clinical observations led him to believe that the musculoskeletal system played a vital role in health and disease and that the body contained all of the elements needed to maintain health, if properly stimulated. Still believed that by correcting problems in the body's structure through the use of manual techniques now known as osteopathic manipulative treatment, the body's ability to function and to heal itself could be greatly improved. He also promoted the idea of preventive medicine and endorsed the philosophy that physicians should focus on treating the whole patient, rather than just the disease.

These beliefs formed the basis of a new medical approach-osteopathic medicine. Based on this philosophy, Dr. Still opened the first school of osteopathic medicine in Kirksville, Missouri in 1892.

## Philosophy

Osteopathic medicine is a separate and distinct branch of medical practice that is based on a set of philosophical principles and stresses a comprehensive approach to the maintenance of health. Osteopathic medical education is unique in its emphasis on the neuromusculoskeletal system and its utility in the diagnosis and treatment of disease. It is the unobstructed, interrelationship of all the body's systems by which health is maintained and by which disease is prevented. Osteopathic medicine makes use of the following principles that assist the osteopathic physician to look for health, and not simply treat a disease state:

- a. The human body is a dynamic unit of function.
- b. The human organism is self-regulating and self-healing.
- c. Structure (anatomy) and function (physiology) are reciprocally interrelated.
- d. The function of the musculoskeletal system goes beyond support and may be vital in the diagnosis and treatment of disease.

## The Osteopathic Physician's Oath

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

I will be ever vigilant in aiding the general welfare of the community, sustaining its laws and institutions, not engaging in those practices which will in any way bring shame or discredit upon myself or my profession. I will give no drugs for deadly purposes to any person, though it be asked of me. I will endeavor to work in accord with my colleagues in a spirit of progressive cooperation, and never by word or by act cast imputations upon them or their rightful practices.

I will look with respect and esteem upon all those who have taught me my art. To my college I will be loyal and strive always for its best interests and for the interests of the students who will come

after me. I will be ever alert to further the application of basic biologic truths to the healing arts and to develop the principles of osteopathy which were first enunciated by Andrew Taylor Still.

## PNWU-COM Mission, Program Goals, and Objectives

### Mission

Pacific Northwest University of Health Sciences College of Osteopathic Medicine educates and trains students to become health care professionals with osteopathic values, and conducts research to provide quality care to communities of the Pacific Northwest, particularly rural and medically underserved populations.

### Program Goals and Objectives

- A. Teaching Goal: Provide a learner-centered curriculum that prepares students for graduate medical education and osteopathic clinical service primarily in rural and medically underserved areas of the Northwest. In order to achieve this goal, PNWU-COM has set the following program objectives:
  - 1. Provide medical practice learning and training experiences in rural, medically underserved, and Northwest locations.
  - 2. Educate students to be culturally competent, caring physicians using a learner-centered curriculum model based on the National Board of Osteopathic Medical Examiners Fundamental Osteopathic Medical Competency Domains.
  - 3. Continually appraise and improve the educational program through analysis of student learning outcomes and curriculum assessment.
  - 4. Recruit outstanding faculty and provide opportunities for faculty to develop in their areas of expertise.
- B. Research Goal: Contribute to the advancement of knowledge through research and scholarly activities. In order to achieve this goal, PNWU-COM has set the following program objectives:
  - 1. Recruit inquiry-minded faculty and students.
  - 2. Encourage participation in scholarly activity and a vibrant research agenda that addresses the health care issues impacting the communities we serve (especially in the fields of basic biomedical sciences, clinical medicine, and osteopathic principles and practice).
  - 3. Provide financial resources to support scholarly activity and research capacity development.
  - 4. Translate research about health care into clinical practice to increase access, improve quality, and reduce costs (especially within osteopathic clinical practice).
- C. Service Goal: Collaborate with communities for the betterment of the health, education, and well-being of those communities. In order to achieve this goal, PNWU-COM has set the following program objectives:
  - 1. Support and participate in community service and public health initiatives and programs, particularly those that provide opportunity for osteopathic clinical services.
  - 2. Allocate time and expertise of faculty, staff, and administration to ensure an efficient and effective level of service.
  - 3. Participate in local, state, regional, national, and international professional organizations.
- D. Graduate Medical Education (GME) Training Goal: Facilitate development of GME opportunities in rural and medically underserved communities, particularly in the Northwest. In order to achieve this goal, PNWU-COM has set the following program objectives:
  - 1. Develop GME training (residencies, subspecialty residencies, and fellowships) to provide a seat for every PNWU graduate.
  - 2. Emphasize residencies in generalist medicine so that the proportion of generalist residencies selected by graduates exceeds the national average.



3. Promote rural residencies so that the proportion of residencies selected by graduates exceeds the proportion rural residencies available.
- E. Student Achievement Goal: Academically prepare students for graduate medical education (GME). In order to achieve this goal, PNWU-COM has set the following program objectives:
1. The PNWU mean score for first-time takers on each COMLEX exam is at or above the national mean.
  2. The PNWU first-time pass rate on every level of the COMLEX USA exam is at or above the national pass rate.
  3. Train students in entrustable professional activities (EPA) and core competencies.



ACADEMIC RESOURCES

## Academic Skill Development

Academic skill development is available for any student who would like help improving study strategies or test-taking skills. Assistance is available in several areas including; identification of learning preferences, becoming active learners, note-taking, memorization techniques, using resource materials, studying for tests, reducing test anxiety, effectively using a tutor, and studying in small groups. The Learning Skills Specialist will oversee delivery of many of these services, which may be provided by the Learning Skills Specialist, faculty, or students. Throughout the year, a variety of seminars/workshops may be offered to students.

## Tutoring and Recitation

PNWU provides [tutorial services](#) across all four years of the program for students who desire additional educational assistance. Priority for these services is given to students who have been identified as requiring such educational assistance. PNWU encourages students to establish informal study groups and/or find study partners. The Learning Skills Specialist coordinates a formal tutoring and recitation program. With assistance and recommendations from the faculty, peer tutors and recitation leaders are identified and made available to students who need help. The tutoring program provides the student with the opportunity to be assigned a near-peer or peer tutor at no cost. Students may contact the Learning Skills Specialist to apply for tutoring services.

## Academic Advisement

Each student is assigned a faculty advisor through the Learning Skills Specialist. The faculty advisor will be a faculty member whose responsibilities are to monitor the progress of student advisees, to help advisees locate academic resources, and to be available for any personal or academic support needed by the advisees. The student is responsible for contacting their faculty advisor on an agreed upon timeline. Students are also encouraged to identify a clinical faculty mentor to provide input for residency planning.

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# ADMISSIONS

Enrollment Services acts as the primary agent for applicants and has an admissions process that responds to applicant and University needs.

### Requirements for Admission

The [requirements for admission](#) to PNWU are found on the following pages. With regard to admission the University follows the non-discrimination policy set forth in the Notice of Nondiscrimination section of the catalog, and the requirements of federal and state law including Title IX. It does not discriminate against applicants based on socio-economic background.

### Application

The minimum age to matriculate at PNWU-COM is 18 years of age and the applicant must be a US Citizen or permanent resident. Application to PNWU-COM is made by submitting a primary application through the American Association of Colleges of Osteopathic Medicine Application System ([AACOMAS](#)). Applicants must designate PNWU-COM on the primary application in order for PNWU to receive the application.

An invitation to complete a supplemental application may be sent to the applicant after the primary application has been reviewed.

The PNWU Admissions Committee will review files only after all of the following materials have been received.

1. A completed AACOMAS application, including official MCAT scores, and a completed PNWU supplemental application;
2. A nonrefundable supplemental application fee made payable to PNWU; and
3. A letter of recommendation from each of the following sources, which must be written within two years prior to making application:
  - d. A physician (preferably a D.O. who is a member of the AOA);
  - e. A science faculty member who is familiar with the applicant's undergraduate academic work; and
  - f. A pre-medical source (a pre-medical advisor or committee).

Non-traditional students who have taken time off between undergraduate and post graduate studies may use professors in their graduate program to meet the science faculty recommendation requirement. Similarly, individuals serving in the military may use a supervisor, such as, a commanding officer to meet the pre-medical source requirement.

The PNWU-COM Admissions Committee will consider applications from all qualified individuals; however, in order to meet the mission of the College of Osteopathic Medicine, preference is given to applicants from Alaska, Idaho, Montana, Oregon, Washington, and rural and/or medically underserved areas of the country.

### Academic Requirements for Admission

The College policies are nondiscriminatory. Applicants to the College are considered on their intellectual ability, scholastic achievement, commitment, and suitability to succeed in the study of osteopathic medicine.

The minimum [academic requirements](#) for admission to the first-year class are:

1. A baccalaureate, masters, or doctoral degree from a regionally accredited college or university.
2. The [Medical College Admissions Test \(MCAT\)](#). Students must take the exam and have the official

scores sent to ACCOMAS. MCAT test scores are valid for 3 years from the original test date.

3. Satisfactory completion of the following college courses, including laboratory work:

English Composition and Literature	6 Semester Hours
General Chemistry	8 Semester Hours
Organic Chemistry	8 Semester Hours (4 hours of which can be Biochemistry)
Physics	8 Semester Hours
Biological Sciences	12 Semester Hours

These basic requirements must be passed and taken for credit at an accredited college or university.

The ability to use a personal or network computer (PC) is an important skill that will assist students with PNWU course work. Therefore, it is strongly recommended that each entering student have a good working knowledge of common PC use and applications. PNWU utilizes the latest in Microsoft Office® and Windows® applications.

### Minimal Technical Standards for Admission

It is the policy of PNWU that no student shall be excluded from participating in, be denied the benefits of, or be subjected to discrimination in any program or activity sponsored by the University because of marital status, age, sex, gender, sexual orientation, race, ethnicity, color, creed, religion, disabilities, national origin, or other characteristic protected by law.

With or without a reasonable accommodation, applicants and students must meet certain minimal technical standards that identify reasonable expectations of osteopathic medical students and physicians in performing common functions. PNWU does not discriminate against, and will provide reasonable accommodations to disabled applicants or students who are otherwise qualified. Requests for accommodations need to be in writing to Student Affairs as early as possible.

A candidate for the DO degree must have multiple abilities and skills, including observation, communication, motor, conceptual, integrative and quantitative, behavioral and social. A candidate must be able to perform in a reasonably independent manner. PNWU will attempt to develop creative ways of opening medical school admissions and education to qualified individuals with disabilities.

The minimum technical standards for admission are outlined in the accompanying chart. Candidates with disabilities must meet the standards with, or without, a reasonable accommodation. The following considerations are applicable to candidates with impairments that interfere with their ability to meet the standards.

### Observation

The candidate must be able to acquire a level of required information as represented through demonstrations and experiences in the basic sciences. This includes but is not limited to information conveyed through physiologic and pharmacological demonstrations in animals, as well as microbiologic cultures and microscopic images of microorganisms and tissues in normal and pathologic states. A candidate must be able to observe a patient accurately, at a distance and close at hand; acquire information from written documents; and see information presented in images on paper, film, slide, or video. A candidate must be able to interpret x-ray and other graphic images and digital or analog

representations of physiologic phenomenon (such as ECGs). Observing and acquiring information from these sources usually requires functional visual, auditory, and somatic sensation, enhanced by other sensory modalities.

When a candidate's ability to observe or acquire information through these sensory modalities is compromised, the candidate must demonstrate proficiency using reasonable alternative means/abilities to acquire and use the essential information.

### **Communication**

The candidate must be able to communicate effectively, efficiently, and sensitively with patients and their families and with all members of the health care team.

### **Motor**

Candidates and students should have sufficient motor functions, with or without reasonable accommodation, to execute movements that are required to provide general care and emergency treatment to patients. Candidates should be able to perform palpation, percussion, auscultation and other diagnostic maneuvers; basic laboratory tests; and diagnostic procedures. Examples: cardiopulmonary resuscitation, administering intravenous medication, applying pressure to stop bleeding, opening of obstructed airways, suturing of simple wounds, and performing simple obstetrical maneuvers. Such actions require coordination of both gross and fine muscular movements; equilibrium; and functional use of the senses of touch and vision, with or without assistive aids.

### **Sensory**

Osteopathic treatment requires exceptional sensory skills or techniques. Individuals who are otherwise qualified but who have significant tactile sensory or proprioceptive disabilities (such as, for example, individuals with significant previous burns, sensory motor deficits, cicatrix formation, and many malformations of the upper extremities) will be required to demonstrate the ability to achieve necessary medical results, with or without assistive aids.

### **Strength and Mobility**

Osteopathic treatment often requires upright posture with sufficient lower extremity and body strength and some degree of mobility is required for emergency codes and CPR. Individuals with significant limitations in these areas will be required to demonstrate the ability to achieve necessary medical results, with or without assistive aids.

### **Intellectual, Conceptual, Integrative, and Quantitative Abilities**

The candidate must be able to measure, calculate, reason, analyze, and synthesize in a timely fashion. In addition, the candidate should be able to comprehend three-dimensional (3D) relationships and understand the spatial relationships of structure.

### **Behavioral and Social Attributes**

Candidates must possess sufficient emotional health required to fully use their intellectual abilities, to responsibly attend to the diagnosis and care of a patient, and to develop mature, sensitive, and effective relationships with patients.

Candidates and students must be able to tolerate physically taxing workloads and to function effectively under stress. They must be able to adapt to changing environments, to display flexibility, and to learn



to function in the face of uncertainties inherent in the clinical problems of patients.

Compassion, integrity, concern for others, interpersonal skills, interest, and motivation are all personal qualities that will be assessed during the admissions and educational processes.

## Examples

<p><b>Observation</b></p>	<p>Sufficient uncorrected or corrected visual acuity and color perception to:</p> <p>A. Resolve objects macroscopically as small as 0.2 mm;</p> <p>B. Observe motion and to observe and evaluate the human gait at 20 feet;</p> <p>C. See an object from a background of other objects;</p> <p>D. See the difference in objects</p>	<ol style="list-style-type: none"> <li>1. Locate and identify dissected nerves</li> <li>2. Evaluate posture, locomotion and movement in a clinical setting</li> <li>3. Identify landmarks on tympanic membranes</li> <li>4. Identify materials correctly to be used in laboratories</li> <li>5. Locate, identify and describe foreign bodies, blood vessels, sutures and skin lesions</li> <li>6. Observe audiovisual materials on projection or overhead screens during lectures</li> <li>7. Read printed materials on handouts and tests</li> <li>8. Locate sections on a slide</li> <li>9. Identify micro-photographic images projected on a screen</li> <li>10. View a classroom visual aid, including motion pictures, at least 20 feet</li> <li>11. Observe and evaluate the human gait at 20 feet</li> <li>12. Discriminate body height and depth differences of 2mm and identify anatomic landmarks for symmetry and postural differences visually</li> <li>13. Differentiate small bacterial colonies from artifacts on agar plates</li> <li>14. Appreciate fine structures in pathology and other images presented in class and in the textbook</li> </ol>
	<p>Sufficient uncorrected or corrected visual acuity and color perception to resolve objects microscopically</p>	<ol style="list-style-type: none"> <li>1. Recognize stained bacteria microscopically</li> <li>2. Observe, manipulate and accurately identify microbiologic cultures</li> <li>3. Identify normal and pathologic cells and tissues</li> </ol>

<b>Communication</b>	Possess fluent formal and colloquial oral English skills	<ol style="list-style-type: none"> <li>1. Demonstrate command of the course material to a professor or attending physician</li> <li>2. Understand oral lectures, ask questions and understand answers</li> <li>3. Explain procedures and discuss results with professors and fellow students</li> <li>4. Explain medical conditions to patients, attending physicians and fellow students</li> <li>5. Explain procedures and discuss test results on prescribed treatments with patients, attending physicians and fellow students</li> <li>6. Direct and coordinate activities of nurses, students, assistants, specialists, therapists and other members of the health care team as approved and directed by the attending physician</li> <li>7. Understand laboratory safety and emergency situation instructions</li> </ol>
	<p>Capable of legible handwriting in English</p> <p>Capable of reading English effectively</p> <p>Able to perceive and convey sentiments nonverbally and effectively with patients and all members of the health care team</p>	<ol style="list-style-type: none"> <li>1. Complete a written medical history</li> <li>2. Participate in small group discussions with laboratory partners</li> <li>3. Prepare classroom reports</li> <li>4. Prepare accurate and legible documentation of patient history, physical exam, assessment and treatment plan</li> <li>5. Recognize, understand and respond appropriately to spoken or nonverbal communication of distress or discomfort</li> <li>6. Understand typed and handwritten lecture and laboratory handouts and electronic communications</li> </ol>

<b>Motor</b>	Possess Equilibrium and coordination of gross and fine muscular movements	<ol style="list-style-type: none"> <li>1. Possess sufficient strength and mobility to provide general care and emergency treatment to patients including CPR, administration of intravenous medication, the application of pressure to stop bleeding, the opening of obstructed airways, the suturing of simple wounds and the performance of simple obstetrical maneuvers</li> <li>2. Coordinate fine movement of fingertips, palms, and wrists as in elevation of the cranium</li> <li>3. Manipulate writing instruments and write legibly, completing SOAP* notes, documenting in patient charts and writing prescriptions * <i>Subjective, Objective, Assessment, Plan</i></li> <li>4. Stand with limited opportunity for gross movement for a minimum of 2 hours at a time, as necessary for particular medical procedures, such as performance of obstetrical delivery, assistance of surgical delivery, and assistance of surgical procedure</li> <li>5. Use a computer keyboard and mouse</li> </ol>
	Possess sufficient visual-motor coordination manipulations of specimens, instruments, and equipment	<ol style="list-style-type: none"> <li>1. Participate in laboratory exercises using microscopes, microbiological cultures and dissection instruments</li> <li>2. Dissect arteries, vessels and nerves of the brachial plexus</li> <li>3. Manipulate laboratory materials including reagents and pipettes</li> <li>4. Suture simple wounds</li> <li>5. Obtain culture specimens including cerebrospinal fluid as part of a lumbar puncture procedure</li> <li>6. Perform joint injections</li> </ol>
<b>Sensory</b>	Possess accurate sense of touch and temperature discrimination	<ol style="list-style-type: none"> <li>1. . Palpate the musculoskeletal system</li> <li>2. Perform history and physical examination procedures specific to an individual</li> <li>3. Perform a bimanual pelvic exam and palpate for ovarian disease</li> <li>4. Participate in laboratory exercises accurately using and adjusting microscopes, glass slides, inoculating loops, pipettes, microbiological cultures and reagents</li> <li>5. Palpate distances in depth, elevation and width of body structures within 2 mm of difference</li> <li>6. Perform intravenous insertion and venipuncture on both basic and difficult models and patients</li> <li>7. Palpate texture differences, hydration states, fine muscle tension differences, changes in moisture and temperature</li> </ol>

	Functional Use of hearing	<ol style="list-style-type: none"> <li>1. The ability to use a stethoscope, recognizing the sound of patient conditions accurately such as a Grade 5 systolic murmur</li> <li>2. Understand laboratory experience and classroom demonstration with minimal instruction</li> <li>3. Understand a speaker in a darkened room</li> </ol>
	Functional use of vision	<ol style="list-style-type: none"> <li>1. Recognize structures and patient conditions accurately</li> <li>2. Interpret Laboratory and classroom demonstrations accurately with minimal instruction</li> </ol>
<b>Strength and Mobility</b>	Upright posture, endurance, strength, flexibility, stability and mobility adequate to safely guide, enhance and resist movement of another person, and to perform physical exams	Maintain equilibrium and control movement of self and of a patient in and changing between sitting, standing, prone, lateral recumbent and supine positions while performing neuromuscular diagnosis and osteopathic manipulative treatment
	Sufficient equilibrium, upright posture, mobility and endurance to attend and participate in lectures, examinations and laboratory exercises and patient contact for extended periods of time	<ol style="list-style-type: none"> <li>1. Tolerate the sitting position long enough to hear a lecture, typically 50 minutes</li> <li>2. Tolerate the sitting position long enough to take a written examination, 45 minutes to 3 hours</li> <li>3. Visit patients in clinic and hospital settings including Emergency Room rounds</li> <li>4. Assist in transfer and osteopathic manipulation of persons weighing 90 kg or more</li> <li>5. Participate in laboratory exercises lasting as long as 3 hours, requiring frequent movement around the room</li> <li>6. Attend mandatory classroom events for as long as 2 hours moving, sitting or standing within the room as necessary to participate in problem-based learning groups</li> </ol>
<b>Intellectual, Conceptual, Integrative and Quantitative</b>	Apply knowledge, skills and values learned from course work and life experiences to new situations	<ol style="list-style-type: none"> <li>1. Perform a history and physical, then develop an appropriate differential diagnosis, assessment and treatment plan</li> <li>2. Assess and evaluate cases presented in class and on examinations</li> <li>3. Interpret x-ray and diagnostic imaging studies</li> </ol>
	Visualize and recall three dimensional relationships	

	To receive, decode, interpret, recall, reproduce and apply information in the cognitive, psychomotor, and affective domains of learning to perceive relationships, solve problems, evaluate work, gauge progress and demonstrate understanding of course material	<ol style="list-style-type: none"> <li>1. Perform osteopathic or medical evaluation of patient posture and movement including analysis of physiological, biomechanical, behavioral, and environmental factors in a timely manner, consistent with acceptable clinical norms</li> <li>2. Comprehend oral and written presentations of material and communicate that understanding upon examination in a timely manner, occasionally demonstrating a grasp of the information within the same class period as presented</li> </ol>
	Process multifunctional data and sensory input requiring cognitive recall and motor skills rapidly and initiate critical actions	<ol style="list-style-type: none"> <li>1. Successfully complete objective (true/false, multiple choice, matching, case study) biomedical science exams designed to assess whether students can apply knowledge learned to new situations</li> <li>2. Successfully perform problem solving exercises in the laboratory including the identification of unknowns</li> <li>3. Interact in group discussions and present and explain answers to worksheets</li> <li>4. Evaluation of emergency situations including apnea, code management, bleeding and severe trauma, requiring rapid responses such as intubation and medication</li> <li>5. Diagnose pelvic dysfunction</li> </ol>
<b>Behavioral, Professional and Social</b>	Function efficiently in the face of uncertainties inherent in the clinical problems of patients Demonstrate compassion, integrity and concern for others	<ol style="list-style-type: none"> <li>1. Recognize emergency situations and take appropriate actions</li> <li>2. Study with, supervise and treat people with diverse values, ethnic backgrounds, social mores, economic stability and personal preferences</li> </ol>
	Manage priorities successfully, including competing demands and multiple tasks under time constraints	<ol style="list-style-type: none"> <li>1. Complete exams and other time sensitive assessments and requirements, including patient care, as scheduled</li> <li>2. Attend mandatory classes, laboratory sessions and educational programs</li> <li>3. Maintain passing grades and performance evaluations in extracurricular activities and obligations with academic endeavors</li> <li>4. Promptly complete all class work and lab responsibilities</li> <li>5. Promptly complete all responsibilities attendant to the diagnosis and care of patients</li> </ol>

	<p>Possess the emotional health required for full use of intellectual abilities</p> <p>Exhibit appropriate behavior, judgment and ethical standards</p> <p>Develop mature and cooperative relationships with all members of the health care team including patients, peers, and faculty and staff members</p> <p>Demonstrate the compassion, integrity, and ability to work effectively with patients and colleagues</p>	<ol style="list-style-type: none"> <li>1. Active participation with and contribution to didactic and medical learning situations including laboratory team and problem based learning exercises</li> <li>2. Interact through appropriate electronic, telephone, written and oral communication with faculty, classmates and all members of the health care team</li> <li>3. Project an image of professionalism, including appearance, dress and confidence</li> <li>4. Work independently on all projects and examinations assessed individually</li> <li>5. Maintain alertness and concentration during preceptor and patient encounters and during each class room period (about 50 minutes)</li> <li>6. Interact professionally, ethically and confidentially with patients</li> <li>7. Observe instructor, peer, patient and health care team behavioral and environmental factors</li> <li>8. Control temper and never perpetrate harassment.</li> </ol>
	<p>Adapt successfully to changing environments</p>	<ol style="list-style-type: none"> <li>1. Maintain attention, actively participate and meaningfully contribute to dialog and practical applications in the classroom, small group exercises, laboratory activities and in patient care</li> <li>2. Plan appropriately for various possible patient care outcomes</li> </ol>
	<p>Possess constructive, positive and mature interpersonal skills, interest and motivation</p>	<ol style="list-style-type: none"> <li>1. Accept criticism and respond with appropriate modification of behavior</li> <li>2. Timely and adequately respond to personal or academic struggles seek assistance, practice planning and avoid procrastination</li> </ol>
	<p>Touch and be touched, requiring exposure of nonsexual body parts for examination and application of treatment modalities, regardless of age, gender, nationality, religion, race or body size</p>	<ol style="list-style-type: none"> <li>1. Permit for self and demonstrate on others abdominal, cardiac and neurologic examination</li> <li>2. Permit for self and demonstrate on others osteopathic manipulation including discernment of tissue texture changes, motion testing of spinal segments and evaluation of extremities and head region</li> </ol>

## Review and Notification

The major criteria for rating applicants are academic excellence, commitment to osteopathic primary care, commitment to practice medicine in an underserved area, and personal characteristics. Academic excellence is measured by assessing results of the MCAT and academic performance. The degree of difficulty of the program that the applicant studied is also considered. No interview is involved in this assessment.

After the initial assessment, selected applicants are invited to visit the campus for a formal personal interview. After the interview, the Admissions Committee reviews the applicant files and make

recommendations to the dean. Applicants are notified as soon as final admission decisions are made.

An acceptance fee is required from successful applicants (see Tuition). Acceptance is conditional until all required documentation is received and completed to PNWU's satisfaction. Transcripts must be on file prior to matriculation.

PNWU is a private institution and encourages applications from qualified students who are interested in pursuing a career in osteopathic medicine. Qualified applicants from Alaska, Idaho, Montana, Oregon, and Washington, and rural and/or medically underserved areas of the country will be given preference for admission to PNWU.

PNWU-COM does not usually defer admission, requests submitted to the Admission Committee will be reviewed and a recommendation made to the dean.

Note: Intentional misrepresentation or omission of information relative to scholastic records or test records will subject the student to dismissal. The University reserves the right to deny admission to any applicant for any reason it deems sufficient.

### Final Official Transcripts

Applicants accepted for admission are required to submit final, official, transcripts from each college or university ever attended. The transcript must come directly from the college or university. Foreign transcripts must be evaluated for US equivalence by an approved evaluation service.

### Immunizations

PNWU, in conjunction with requirements of all hospitals accredited by the Joint Commission on Accreditation of Healthcare (JCAHO/Healthcare Facilities Accreditation Program (HFAP)) and Center for Disease Control (CDC) recommendations for Health Care Providers (Immunization of Health-Care Personnel: Recommendations of the Advisory Committee on Immunization Practices (ACIP) Recommendations and Reports **November 25, 2011 / 60(RR07);1-45**), adheres to the following requirements:

- Immunizations must be current as of start of classes of the student's first year and maintained thereafter
- Hepatitis B: documentation of three vaccination series and a **quantitative assay** > 10
  - »The Hepatitis B Surface Antibody (HBsAB) titer is required and the surface antibody level must be obtained at least four to eight weeks after vaccination series.
  - »If HBsAB is negative or equivocal (< 10), a repeat series of three Hepatitis B vaccinations should be performed. Upon completion of the repeat vaccination series, then re-titer is obtained at least four to eight weeks later.
  - »If the second HBsAB is negative or equivocal (<10), evaluation by a health-care provider to be tested for HBsAg and anti-HBc to determine if there is an underlying infection status.
- Tetanus, Diphtheria, and Pertussis (Tdap): Required one time after 2005
- Tetanus toxoid (Td): documentation of Td or Tdap immunization within the last ten years
- Diphtheria, Pertussis, Tetanus (DPT): A primary series of five- doses with D-tap or DPT
  - »If the vaccine record is unavailable, then a serum titer documentation of immunity is required.
- Measles, Mumps, and Rubella (MMR): Primary series of two-dose vaccine
  - »If the vaccine record is unavailable, then a serum titer documentation of immunity is required.
- Varicella Status: Documentation of two-dose vaccine

- »If the vaccine record is unavailable, then a serum titer documentation of immunity is required, even with history of disease.
- Polio (Type OPV/IPV): Childhood four-dose series unless dose number three was given on or after age four.
  - »If the vaccine record is unavailable, then a serum titer documentation of immunity is required.
- Influenza vaccination annually: Upon release of the yearly influenza vaccines usually in early fall of each year

### Tuberculosis Surveillance Requirement

PNWU requires yearly tuberculosis (TB) exposure testing as recommended by the [CDC](#) as part of a general infection control program designed to ensure prompt detection and treatment of people who have suspected or confirmed TB disease. People who work or receive care in health care settings are at higher risk for becoming infected with TB.

**Latent** TB infection means a person was infected with tuberculosis, but does not have active TB disease spreading to others. The only sign of TB infection is a positive reaction to the tuberculin skin test or TB blood test. The person does not feel sick and does not have any symptoms while the TB is latent. Untreated latent TB can progress to infectious active TB.

A two-step Purified Protein Derivative (PPD) skin test or Interferon-Gamma Release Assay (IGRA) serum test (example; QuantiFERON-TB®, T-SPOT®, etc.) is required within six months of matriculation and completed prior to matriculation. PPD skin test or IGRA serum test is required annually thereafter.

- Students electing the IGRA serum test must continue with IGRA serum test annually.
- Students with a history of Bacillus Calmette-Guerin (BCG) immunization should consult with their health care provider about preferentially utilizing the IGRA serum test instead of the PPD skin test.
- If PPD skin test results are positive, the student must provide evidence of further evaluation by a health care provider. If a diagnosis of latent or active TB is determined by the provider, then provide written evidence of chest x-ray and written proof of ongoing or completed treatment for active or latent TB on the licensed health care provider's official letterhead.
  - »A Chest x-ray must be repeated every three years
- If IGRA serum testing is positive, then provide written evidence of a chest x-ray and written proof of ongoing or completed treatment for active or latent TB, on the licensed health care provider's official letterhead.
  - »Chest x-ray must be repeated every three years.

Third- and fourth-year students may be required by the facility at which they rotate to have additional immunizations or tuberculosis screening. Students must comply with these requests and pay for them at their own expense.

### Tuberculosis Screening Following International Travel

Incoming and current students who are visiting international destinations must notify the [PNWU immunization office](#) at least 60 days prior to foreign travel. Current student must also complete the [International Travel form](#).

Students who spend time in a country with a high prevalence of TB will be required to have a single repeat TB test 8-10 weeks after they return to the US. Students will upload the results to E\*Value.

### Credit for Experience



Advanced standing is not granted based upon experience.

### **Credit by Examination**

Advanced standing is not granted. However, students presenting extraordinary admission credentials may be granted credit in the appropriate course(s) if all of the following criteria are satisfied:

- The credit must have been earned at an accredited college or university;
- Upon approval by the associate dean for preclinical education, a special examination will be administered under the auspices of the applicable department; and
- A minimum score of 80 percent is earned on the examination.

Those obtaining credit by examination only receive a pass (P). Therefore, a percentage grade is not posted, and will not be included for ranking purposes.

### **Student Transfers and Waivers**

PNWU does not accept transfers, credits, or waive the requirements set forth in the admissions process.

Transfer of PNWU credits to another college or university is at the discretion of the other institution.

### **Recommending a Student for Admission**

Persons wishing to recommend a student for admission should write to the Admission Committee on behalf of the applicant. This letter will be given full consideration when the applicant's file is evaluated.

### **Orientation & White Coat Ceremony**

All new, first year students are required to attend an orientation and white coat ceremony.

### **Readmission Policy and Procedures**

In most instances, students withdrawing from PNWU, regardless of the reason, must apply for readmission. To apply for readmission, the applicant must submit a letter to [Enrollment Services](#) at least three months in advance of the time the applicant wishes to re-enroll. The letter must include reasons for withdrawal from school, status/activities involved with since withdrawal, and reasons to be considered for readmission. The applicant for readmission may also include any supportive documentation he/she feels the Admissions Committee should consider.

The Admissions Committee will consider the letter of application for readmission and may ask for letters of reference, medical documentation, etc., and review the student's credentials on file with Enrollment Services. The Admissions Committee has the right to conduct interviews, secure documentation, evaluate past grades/performance, etc. Since the reason each applicant leaves is unique, the information required by the Admissions Committee may vary. The Admissions Committee makes a recommendation to the dean. The dean or dean's designee will establish placement and academic conditions, which will include academic probation, for students readmitted.

### **Military Readmission**

Any student whose absence from Pacific Northwest University of Health Sciences (PNWU) is necessitated by reason of service in the US Armed Forces, National Guard or other military reserve component shall be entitled to re-admission upon meeting any eligibility and re-admission requirements.

A student shall be permitted to withdraw from one or more courses without a failing grade, incomplete

or other negative annotation or alteration of grade point average, or be given an incomplete and be permitted to complete the course upon release from active duty, or continue and complete the course for full credit with any absences due to service treated as excused.

### **Eligibility**

This policy applies only to US Military veterans seeking re-admission to the program which they previously attended; it does not apply to individuals seeking admission to a different school at PNWU. A student is eligible for re-admission under this provision if, during the leave, the student performed or will perform voluntary or involuntary active duty service in the US Armed Forces, including active duty for training and National Guard or Reserve service under federal authority, for a period of more than 30 consecutive days, and received a discharge other than dishonorable or bad conduct, or performed or will perform voluntary or involuntary duty with the national guard or any other military reserve component under state authority for a period exceeding 30 days or is ordered to federal active military service. In general, the cumulative length of absence and all previous absences for military service (service time only) must not exceed five years.

### **Requirement of Notice**

A student planning to take a leave for military service must give advance written or verbal notice of military service to the dean or dean's designee, unless such notice is precluded by military necessity. To be readmitted, notice (written or verbal) of intent to re-enroll must be given to the dean or dean's designee no later than three years after the completion of the period of service. If recovering from a service-related injury or illness, the school must be notified no later than two years after recovery.

A student who does not submit a timely notification of intent or provide an attestation within the designated time limits may not be eligible for the benefits outlined herein.

### **Readmission Requirements**

The school must allow the student to re-enroll in the next class or classes in the same program, with the same enrollment status, number of credits, and academic standing as when he or she was last in attendance at PNWU. The student may also request a later date of admission or, if unusual circumstances require it, the institution may admit the student at a later date. If the school determines that the student is not prepared to resume the program where he or she left off, the school must make reasonable efforts at no extra cost to the student to enable the student to resume and complete the program. Such reasonable efforts include, but are not limited to, providing a refresher course and allowing the student to retake a pretest, as long as the student does not place an undue hardship on the school. If reasonable efforts are unsuccessful or the school determines that there are no reasonable efforts that the school can take, the school is not required to readmit the student. In evaluating re-admission, PNWU will comply with the requirements of any more beneficial Washington State Law. Upon re-admission the dean of the appropriate college will evaluate readiness to resume the education program.

If the program to which the student was admitted is no longer offered, the student must be admitted to the program that is most similar, unless the student requests or agrees to admission to a different program.

The re-applicant must provide proof of compliance with minimal technical standards, the codes of academic and behavioral conduct, criminal background check, and drug screen.

For the first academic year in which the student returns, he or she must be readmitted with the same tuition and fees charges the student was or would have been assessed for the academic year when the student left, unless there are sufficient veterans' educational benefits or other service member education benefits to pay the increased amount of tuition and fees. For subsequent academic years, the student may be charged the same tuition and fees as other students in the program.

**Service for thirty days or less**

A student who is a member of the Washington National Guard or any other military reserve or guard component who is ordered for a period of 30 days or less to either active or inactive state or federal service and as a result of that service, or follow-up medical treatment for injury incurred during that service, misses any class, test, examination, laboratory, or class day on which a written or oral assignment is due, or other event upon which a course grade or evaluation is based, is entitled to make up the class, test, examination, laboratory, presentation, or event without prejudice to the final course grade or evaluation. The makeup must be scheduled after the member's return from service and after a reasonable time for the student to prepare for the test, examination, laboratory, presentation, or event.

Class sessions a student misses due to performance of state or federal active or inactive military service must be counted as excused absences and may not be used in any way to adversely impact the student's grade or standing in class.

If the faculty member teaching the course determines that the student has completed sufficient work and has demonstrated sufficient progress toward meeting course requirements to justify the grade without making up the class, test, examination, presentation, or other event, the grade may be awarded without the makeup, but the missed class, test, examination, laboratory, class day, presentation, or other event must not be used in any way to adversely impact the student's grade or standing in the class.

## TUITION AND FEES



Tuition is due and payable in full at registration unless special arrangements have been made with Enrollment Services.

All tuition and fees are subject to change annually. The PNWU Board of Trustees reserves the right to change the schedule of tuition and fees without advance notice, to make such changes applicable to present as well as future students, and to establish additional fees or charges for special services whenever, in their opinion, such actions are deemed advisable.

No course, clerkship, or rotation will be credited toward promotion, graduation, or subsequent credit if a student has not paid the required tuition, including any additional tuition incurred by repeating any portion of the regular program.

### Books and Supplies

PNWU includes the cost of books and supplies required for the curriculum as part of tuition based on the following:

- Arrangements with the publishers or other entities make the required items available in a format not available or accessible to the student from a source not authorized by PNWU.

OR

- Required supplies are purchased at or below competitive market rates, and provided to the students by the seventh day of the payment period.
- PNWU provides a way for a student to obtain those supplies by the seventh day of a payment period by;
  - »Disbursing title IV, HEA program funds for which the student is eligible up to ten days prior to the payment period; and
  - »A title IV, HEA credit balance is paid directly to the student as soon as possible, usually within five business days.
- Students may opt-out of the way supplies are provided by PNWU by signing the Program Cost Opt-Out Request form. Students acknowledge responsibility of obtaining the items and the failure to do so may impact their academic success.
  - »Student obtained equipment may be reviewed by the Department Chair or their designee to ensure equipment standards are met.

Replacement of PNWU provided equipment; supplies, or books are at the expense of the student.

### Fees

#### Application Fee

A nonrefundable fee of \$85 is payable upon submission of a supplemental application for admission.

#### Acceptance Fee

A nonrefundable fee of \$1,000 is payable after a student has been accepted to PNWU. Payment is credited toward tuition upon matriculation. Those accepted on or after October 15 will have until December 14 (or 30 days after receiving an offer of admission, whichever date is later); those accepted on or after December 15 will have 30 days; those accepted on or after January 15 will have 14 days; and those accepted on or after June 15 may be asked for an immediate deposit.

#### Criminal Background Check Fee

A criminal background check (CBC) is required prior to matriculation and prior to beginning clinical

rotations. The cost of the CBC is established by the company contracted by PNWU to provide this service. Instructions for the criminal background check will be delivered via email.

**Diploma Replacement Fee**

The fee for each additional or replacement diploma is \$25.00.

**Diploma Electronic Fee**

The fee to receive or send an electronic diploma is \$25.00

**Drug Screening Fee**

A random drug screening is required prior to matriculation and whenever it is requested of a current student. The cost of the drug screen is established by the company providing the service.

**End of Rotation Retest Fee**

A student who has failed the required end of rotation examination must remediate by retaking the examination, at their own expense of a \$40 retest fee.

**Library Fee**

Students are required to pay for any overdue, lost, or damaged materials from the PNWU Library collection or from interlibrary loan. Fees are variable according to the infraction. See the [Library policy](#) for details.

**NSF Fee**

A fee of \$25 is charged for returned checks, rejected ACH payments, etc.

**Transcript Fee**

A fee of \$10.00 is charged for each requested transcript, not to exceed \$30.00 for same recipient.

**Tuition Late Fee**

Registration obligates students for payment of all tuition. If tuition is not paid by the due date, students will be assessed a \$50 late fee and be liable for any other reasonable collection costs and charges. Students with unpaid University charges may not proceed or register for classes and may be discharged from PNWU. Books, supplies and grades will be held until payment is received.



# ACADEMICS



## Regional Site Placement

PNWU third- and fourth-year curriculum delivery occurs through the regional sites located in a five state target area of, Alaska, Idaho, Montana, Oregon, and Washington. In the second year of the curriculum, students will be designated to a regional site. Regional site placement procedures are designed to support the mission of PNWU-COM to recruit students to meet the health care workforce needs of the rural and medically underserved in the Pacific Northwest. The associate dean of clinical education has the authority to assign a student to a rotation site and/or a regional site.

In the admission process, preference is given to students from within the Pacific Northwest region, rural, or medically underserved areas. It is the goal of regional site placement to return students to areas within the Pacific Northwest region where they have significant ties as much as possible. In this process, students from outside the Pacific Northwest region may be placed in regional sites that strengthen PNWU-COM's program rather than areas of their preference.

Students will complete appropriate paperwork, (signed contracts) and the official list will be posted by Student Affairs. At the end of this period, the site selection process will be considered complete.

Any appeal based on documented extenuating circumstances must be submitted in writing to the associate dean of clinical education for consideration. Changes will be processed by Clinical Education.

## Conference Attendance and Advocacy

### Conference Attendance

Students (except first year fall semester) may attend one medical conference each year provided there is a student track for the conference. Students must be in good academic standing. They may be requested to make a presentation to their class regarding the learning opportunities from the conference attended.

Participation at conferences is also approved for students in leadership positions and presenters at approved conferences. Students on academic alert, warning or probation or who have professional conduct violations may be denied the privilege to attend. Students are encouraged to consider the impact of their attendance at such meetings on their academic success before requesting to attend. First year students who are approved to attend conferences will be eligible in the spring semester. Students must request permission to attend by completing a Time Away Request a minimum of three weeks in advance of the conference. Submissions will be evaluated by Student Affairs and the appropriate dean(s). Conference attendance will be considered for officers (president, vice president, secretary, treasurer and national liaison) and officer elect of a club which is a PNWU charter organization of a national society, as long as the student is in good academic standing.

Conference attendance approval will be considered for students making presentations at a conference. Student Affairs reserves the right to require the submission of documentation with requests (i.e. proof of accepted abstract). Students must be in good academic standing. Presenters may be asked to make their presentation on campus at a later date.

Student efforts during clerkships in years three and four should be focused on the educational learning objectives of each rotation. Attendance at conferences may be approved for officers (president, vice president, 2nd vice president, secretary, treasurer and national liaison) of a PNWU-sponsored club. All other students may attend during scheduled vacation time, or on weekends if there are no clerkship responsibilities assigned. Students may also be excused from rotations for a maximum of two days per

rotation for attendance at local conferences with the approval of the preceptor and regional assistant dean in the case where the preceptor is participating in the conference.

Additionally, OMS III, and OMS IV students may be approved to attend conferences if they have been invited to present research or other scholarly work. Active clerkship attendance by our students during scheduled rotations is important for the student's academic progress, as well as for the continuing partnership between our preceptors and PNWU-COM. Unexcused absences will result in failure of the rotation.

## **Advocacy**

Washington state DO Day on the Hill

PNWU and the Student Osteopathic Medical Association (SOMA) in partnership with Washington Osteopathic Medical Association (WOMA) supports attendance at the annual DO Day in Olympia, WA. Excused absences are given to students in good standing. To be approved, students are to complete an application provided from WOMA, which may be obtained from Student Affairs, in addition to a Time Away Request. Once approved, students must attend a Health Policy workshop prior to attending DO Day in Olympia. Detailed information regarding the scheduled workshop will be communicated by Student Affairs in coordination with the SOMA chapter president.

AACOM DO Day on the Hill

PNWU and the Student Osteopathic Medical Association (SOMA) supports attendance at the AACOM DO Day on the Hill in Washington, DC each spring. AACOM works closely with SOMA, and the Edu to Med students at PNWU to provide training on current health policy issues prior to the event.

Students interested in attending the National DO Day on the Hill event must submit their interest to the SOMA chapter president, be in good standing, and attend all mandatory meetings. Students interested in attending will need to submit a Time Away Request as soon as possible and will receive written approval from Student Affairs.

PNWU promotes all our students learning to be advocates for our profession. Becoming aware of Health Policy Issues, concerns and functions is important to develop skills for advocating.

## **Classification of Students**

Class standing is based upon the number of semester hours earned or when all courses for that class level have been completed.

## **Grades**

### **Grading System:**

PNWU uses a Pass (P)/Fail (F) grading system; no quality points per hour are awarded on the transcript.

P = Passing

F = Fail

I = Incomplete

IP = Incomplete

AU = Audit

W = Withdrawn

WP = Withdrawn, Pass

WF = Withdrawn, Fail

**For Examinations:**

Determination of a passing score will be based on the mean minus one standard deviation from the mean, with a minimum score of 65 percent. If the mean minus one standard deviation from the mean is greater than 70 percent, 70 percent will be set as the passing score. If the mean minus one standard deviation from the mean is lower than 65%, 65% will be set as the passing score.

**For Courses:**

Grades will be determined based on the contribution of the scores for all examinations and other assessments divided by the total of all points associated with those assessments. Consideration will be given for exams that are unevenly weighted, as well as for contributions to the final grade by inclusion of quizzes and other assignments as per the course syllabus.

Student's percentage grades will be used for purposes of ranking, not reported on the transcript. Ranking is determined at the end of the second academic year. Incomplete course grades may be made up under the supervision of the associate dean for preclinical education; however, no grade above 70 percent will be granted. Under extenuating circumstances beyond the student's control, incomplete grades may be made up with 70 percent or better. Such exceptions would be considered upon the recommendation of the student progress committee.

Students must remediate all failures/incompletes prior to beginning the next successive academic year. The student is not in good academic standing until the failures/incompletes are successfully remediated in a timely manner determined by the Student Progress Committee. See the section on Remediation for details about the remediation process and how remediated grades will be noted on the student's transcript.

The course director will submit a final course grade report within five business days after the final course assessment for preclinical courses. The course grade report will include the pass or fail. Students may access an unofficial transcript and grade report on-line at any time through PowerCAMPUS Self-Service.

For clinical courses, failure to complete logs, evaluations, and rotation exams within 60 days of the last day of the rotation will result in an academic standing of alert, and a grade of incomplete will be given. At the end of the academic year, rotations that remain incomplete will be given a grade of fail (F). Rotations ending within 60 days of the end of the academic year will have the full 60 days to complete logs, evaluations, and rotation exams. Students will be withdrawn from rotations until all grades are remediated and documentation is current.

Grading policies for each individual course will be provided within the course syllabus, including course description, learning outcomes and objectives.

The results of examinations and reports concerning attendance, conduct, and potential professional attributes are submitted to the Student Progress Committee by Student Affairs. The Committee determines the student's eligibility for promotion and graduation.

## Honors

Honors will be designated for the top 15 percent, as of July 1 after the third year, based on core rotation exams and clinical performance.

## Grade Posting

PNWU adheres to the grade posting practices recommended under FERPA. Grades are not posted in a public manner either by student name, social security number, or student identification number. Faculty members, or their designee, will post grades in the PowerCAMPUS Self-Service system. FERPA permits the posting of grades in a public manner only if the student is assigned a unique identifier known only to the student and the faculty member.

## Academic Due Process - Grade Appeal

1. Meeting with the faculty member: A student who seeks appeal of a particular grade must first speak with the specific faculty member(s) concerned and involve the course director(s) and department chair when appropriate. They may request written documentation/justification from the student if they deem it appropriate. The involved faculty member(s) will then discuss the situation with the student and make a determination. For third- and fourth-year students the regional assistant dean and the associate dean for clinical education would be the appropriate personnel.
2. Meeting with the Associate Dean: If the student disagrees with the faculty member(s), he/she may appeal in writing and discuss the situation with an administrator at the next level. For first- and second-year students, appeals can be submitted directly to the associate dean for preclinical education. For third- and fourth-year students the associate dean for clinical education would be the appropriate person.
3. After hearing from the student and the faculty member(s), the administrator will make an informed decision.
4. Meeting with Dean: If the student disagrees with the decisions at previous levels, he/she may appeal in writing and discuss the situation with the dean. After hearing from the appropriate people, the dean will make an informed and final decision.

The original appeal must be made within one year of receipt of the grade. All change of grades must be submitted on a change of grade form to the Registrar.

## Transcripts, Diplomas, and Records

Permanent education records maintained by PNWU are the responsibility of Enrollment Services. Transcripts of academic records will only contain information regarding academic status. In cases where disciplinary action leads to the student's ineligibility for re-enrollment (dismissal), disciplinary action will become a part of the permanent academic record. Disciplinary records or information from such records will be made available to persons outside of PNWU only on the formal written request of the student involved or as otherwise allowed by law or regulation.

Academic records and financial aid records will be used by PNWU personnel who have legitimate responsibility for the student's personal welfare and when necessary to discharge their official duties. Except for the purpose of official audits, financial aid records will be made available to persons outside the University only upon the formal written request of the student (or graduate) involved or as otherwise allowed by law or regulation.

Student health records will be maintained by PNWU as prescribed by professional ethics and federal

and state laws.

An official copy (signed and sealed) of a transcript of record will be transmitted directly to a legitimate educational institution, hospital, or governmental or non-governmental agency on written request of the student (graduate) involved.

Unofficial copies of a transcript of record are available to the student (graduate) from the [PowerCAMPUS Self-Service](#).

Students who have not fulfilled their financial and other obligations to PNWU shall not have transcripts or recommendations made available until such obligations are met.

If the University has knowledge that a student or graduate is in default on a federal, state, outside agency, or institutional loan or service obligation, the University will withhold all official transcripts, National Board scores, and letters of recommendation for internships, residencies, employment, staff privileges, specialty certification, and licensing.

Diplomas will be mailed to students after the graduation ceremony and upon completion of all graduation requirements as defined in this catalog. A request for duplicate diplomas may be made to Enrollment Services.

Students who have not received a diploma due to failure to satisfactorily fulfill their obligations to the University prior to the date of graduation and who have failed to do so following graduation shall not have the privilege of receiving transcripts, other records, or recommendations sent to any institution or entity until such obligations are cleared.

Questions or concerns regarding records and grades should be brought to Enrollment Services.

### **Academic Standing**

Satisfactory academic progress occurs when the student passes all required courses, completes 67 percent of their cumulative attempted credits, completes their degree within 150 percent of their four-year program, passes the Comprehensive Osteopathic Medical Licensing Examinations (COMLEX-USA Level 1, Level 2CE, Level 2PE), and maintains the standards of ethical, moral, personal and professional conduct required for continued study of osteopathic medicine. A student who is not making academic progress is not eligible for federal Title IV financial aid.

The academic progress of each student is monitored and evaluated at the end of each term by the Student Progress Committee. A student failing to meet one or more of the standards of progress at the end of summer or fall term may be placed on Warning. Failure of two courses in a single academic year will result in an automatic dismissal without the opportunity for remediation. While on Warning, the student may receive financial aid for spring term. At the end of spring term, the student must be in good standing or may appeal to be put on a Probation status.

A student must be in good academic standing at the end of the spring term of the second year in order to participate in clinical rotations. Third year students will not be promoted to fourth year until they have completed 42 weeks of rotations. No student may advance a year at PNWU with a failing or incomplete grade in any required course.

- Course withdrawals and repeats are only allowed as part of a Probationary Academic Plan as approved by the Student Progress Committee.
- Transfer credits are currently not accepted by PNWU.

Students may access their grade report from the PowerCAMPUS Self-Service system at the close of every academic term. Their Academic Standing status will be reported on the grade report. The student will receive a letter of Academic Standing if he/she is placed on Alert, Warning, or Probation status.

**1. Alert:**

First and Second Year Students: occurs automatically when a student's mid-term grade is failing or mid-course grade is failing for a course that is eight weeks or longer.

Third and Fourth Year Students: occurs upon failure of a Comprehensive Osteopathic Medical Achievement Test (COMAT) exam, or failure to complete assignments from COM. Also occurs upon failure to complete logs, evaluations, and rotation exams within 60 days of the last day of the rotation.

**2. Warning:**

occurs automatically at the end of fall term when a student does not meet academic progress, or fails a course that ends before the end of term, or fails the first attempt of any level of COMLEX-USA board exam. The Student Progress Committee may also assign warning to a student who has not maintained professional and/or ethical conduct.

**3. Probation:**

the Student Progress Committee may assign to a student who has successfully appealed to be reinstated after not achieving academic progress at the end of the academic year, or has not maintained professional and/or ethical conduct.

A student on warning or probation status may not participate in PNWU-sponsored extracurricular events or organizations, is not eligible for PNWU sanctioned travel, and may not run for or hold the position of executive, class, or club officer. At the discretion of the Student Progress Committee, warning or probation status may include additional restrictions from activities the Committee deems detrimental to academic performance. Since academic grades are only one criterion for warning or probation status, the Student Progress Committee may recommend warning or probation status regardless of a student's academic performance.

The imposed academic standing will be in effect until the student is in good academic standing. Good academic standing is regained by successful summer remediation of a failed course (years one and two) or successfully passing or removing the deficiency (years three or four). In the event a student is placed on warning or probation status for a non-academic reason, removal of the status will be at the discretion of the Student Progress Committee, and may potentially remain in place until graduation.

Academic alert and warning shall have no effect on a student's financial aid and will not appear on the transcript. Probation status may affect a student's eligibility for financial aid and will not appear on the transcript. Please refer to the Financial Aid policies for more information.

## Appeal

If a student is considered by the Student Progress Committee due to their lack of academic progress, or professional promise, the student will be notified when the Student Progress Committee will meet. The student will have the opportunity to present to the committee any mitigating circumstances which directly contributed to the poor academic performance. The student must appear in person to make a personal statement and answer any questions by the committee.

The Student Progress Committee will make a recommendation to the appropriate associate dean who will notify the student of the final decision.

Students who wish to appeal a decision based on extenuating circumstances must submit a detailed letter to the dean within five business days after receiving a dismissal notice. The decision of the dean is final.

### **Guidelines Regarding Student Misconduct**

These guidelines are advisory and are not a contract. They do not bind PNWU and may change with 1) approval of the dean, 2) notice to the chairperson of the Student Progress Committee, and 3) general notice to the students of PNWU.

### **Filing of a Complaint of Professional or Personal Misconduct**

If an individual has violated PNWU policy regarding professional and/or ethical conduct, a complaint should be filed with the chairperson of the Student Progress Committee. The complaint should be filed within 30 calendar days of the incident. The Committee will review the complaint and may schedule a meeting with the student and complainant(s).

### **Notice to Appear Before the Student Progress Committee**

If a meeting is warranted, a Notice to Appear before the Student Progress Committee will be delivered or sent to the student. The failure of addressee to accept mail or maintain a deliverable address with Student Affairs may result in immediate disciplinary action.

### **Appearance Before the Student Progress Committee**

Student Progress Committee meetings with students are private and confidential including, but not limited to, the names of participants, proceedings, discussion, minutes, and findings. The following are prohibited in all Student Progress Committee meetings unless otherwise authorized in writing by the dean and Student Progress Committee chairperson: 1) electronic recording of the meeting, except for official minutes; 2) legal counsel; and 3) uninvited individuals.

In the meeting(s) the student will be given reasonable opportunity to address the allegation(s) against him/her. The Committee will review all submitted documents and may interview all persons reported as having knowledge of the incident. The Committee may have more than one meeting with the student in order to address the concerns of the Committee and give the student an opportunity to fully respond to the questions and allegations.

### **Committee Findings**

The findings of the Committee may take one of four forms:

- 1. No Action**
- 2. Warning**

Serves as a warning that any future behavior/situations inconsistent with the professional behavior outlined in the Catalog or deemed inappropriate by the Student Progress Committee may result in his/her immediate dismissal from PNWU. Any student put on Warning status will remain so for the stated time.

- 3. Probation**

The student's continued enrollment at PNWU is based upon a successful appeal of a dismissal decision and of the student fulfilling certain obligations as set forth by the Student Progress

Committee.

#### **4. Dismissal**

The Student Progress Committee will make a recommendation to the associate dean for student affairs who will notify the student of the final decision. The student may appeal the decision to the dean if the student does not believe due process was properly followed, or if new and contributing information is relevant that has not been presented. The Dean's Office must be notified in writing of the intent to appeal within ten calendar days of receipt of notice of disciplinary action.

#### **Remediation**

Remediation of a single failed course will occur following the spring term according to the University calendar. All students who fail a course will be required to meet with the Student Progress Committee to discuss their academic situation. Failure of a second course in a single academic year will result in an automatic dismissal without the opportunity for remediation. Failure of a course remediation will also result in an automatic dismissal. Students who wish to appeal a decision based on extenuating circumstances must submit a detailed letter to the Dean within five (5) business days after receiving the dismissal notice. The decision of the Dean is final. See the Academic Standing section for the Student Progress Committee review and appeal section.

The associate dean for preclinical education oversees the remediation process, in consultation with the course director for the failed course and the learning skills specialist. Students must remediate a failed course and complete all course work prior to taking the COMLEX-USA board exam and promotion to the next year.

A failing grade will be designated as incomplete (I) until such time as the course has been remediated. Successful remediation will result in a change from incomplete (I) to pass (P) on the transcript.

The percentage grade recorded from the remediated course in no case can be greater than a 70 percent, which will be the grade used to determine the student's class ranking at the end of second-year. Unsuccessful remediation will result in a change from incomplete (I) to fail (F) on the transcript.

#### **Remediation of a Rotation**

A failed core rotation must be repeated, which may be at another regional site. The repeated rotation will be at the student's expense and scheduled at the discretion of the regional assistant dean and associate dean for clinical education.

Failure of an elective rotation requires remediation by repeating the rotation. No student may be promoted to the next year or approved for graduation with a failing or incomplete grade in any course.

#### **Remediation of COMLEX-USA Level 1**

Remediation after first failure of COMLEX-USA Level 1 may require the student to take time away from rotations and enroll in CLIN 513, under the guidance of the board prep coordinator. The student may need to return to the Yakima campus of PNWU or designated sites for a structured board review at the end of their current rotation. Students may need to remain in the Yakima area until completion of the review with proof of the required Comprehensive Osteopathic Self-Assessment Examination (COMSAE) score. The decision for the student to return to clinical rotations at a regional site must be mutually agreed upon by the associate dean of clinical education and the regional assistant dean.



Remediation after second failure of COMLEX-USA Level 1 will require the student to take time away from rotations at the end of their current rotation and enroll in CLIN 513. The board preparation coordinator and learning skills specialist will recommend a written individualized remediation plan to the Student Progress Committee that could include:

- COMLEX Boot Camp or other similar program at the student's expense.
- Remediation of some on-campus preclinical courses
- Studying under the direction of the board preparation coordinator and learning skills specialist which may require a return to Yakima

Failure to pass COMLEX-USA Level 1 on the third attempt may result in dismissal.

### **Remediation of COMLEX-USA Level 2CE**

Remediation after first failure of COMLEX-USA Level 2CE will require the student to complete online materials and obtain a required score on the Level 2CE Comprehensive Osteopathic Self-Assessment Examination (COMSAE). The student must submit their COMSAE score to the learning skills specialist or their designee prior to their COMLEX-USA Level 2CE test date. Student will be enrolled in CLIN 513, under the guidance of the board prep coordinator, and may be required to take time away from rotations to complete these tasks.

Remediation after second failure of the COMLEX-USA Level 2CE may require the student to take time away from rotations and enroll in CLIN 513, under the guidance of the board prep coordinator at the end of their current rotation. The associate dean of clinical education, learning skills specialist, and regional assistant dean will meet to recommend a written individualized remediation plan that could include:

- COMLEX Boot Camp or other similar program at the student's expense.
- Studying under the direction of either the regional assistant dean or learning skills specialist

Failure to pass COMLEX-USA Level 2CE on the third attempt may result in dismissal.

### **Remediation of COMLEX-USA Level 2PE**

Remediation after a first failure of COMLEX-USA Level 2PE will be an individualized remediation plan designed by the board preparation coordinator and learning skills specialist. Student will be enrolled in CLIN 513, under the guidance of the board prep coordinator, and may be required to take time away from rotations to complete these tasks.

Remediation after a second failure of COMLEX-USA Level 2PE may require the student to take time away from rotations at the end of their current rotation and enroll in CLIN 513, under the guidance of the board prep coordinator. The associate dean of clinical education, learning skills specialist, and board preparation coordinator will meet to recommend an individualized study plan.

Failure to pass COMLEX-USA Level 2PE on the third attempt may result in dismissal.

## **Graduation Requirements**

A student who has fulfilled all the academic requirements within 150 percent of his/her four-year program, except where an exception is required by law, will be granted the degree of Doctor of Osteopathic Medicine provided the student:

- Has complied with all the curricular, legal, and financial requirements of the University
- Attends, in person, the commencement ceremony

»The student will participate in commencement ceremony, if requirements will be met before the end of the calendar year

- Has met requirements for graduation that include passage of COMLEX-USA Level 1, 2CE, and 2PE
- Is at least 21 years of age
- Has demonstrated the ethical, personal, and professional qualities deemed necessary for the successful, continued study and practice of osteopathic medicine
- Can meet the minimum technical standards
- Has demonstrated suitability for the practice of medicine as evidenced by the assumption of responsibility for patient care and integrity in the conduct of clinical activities
- Has obtained approval from the Student Progress Committee, faculty, dean, president, and Board of Trustees of PNWU
- Is free from any outstanding medical debts to the University's affiliated hospitals or clinics
- Has attended and completed required exit sessions as determined by PNWU i.e. loan counseling, etc.

### Requirements for Practice

Each recipient of the DO degree must fulfill the requirements of the state licensing board of the state in which the physician chooses to practice. These requirements vary widely and are regulated by the laws of each state. Refer to the [Federation of State Medical Boards](#), or [Physician Licensing Service](#) websites for details.

### PNWU-COM Educational Objectives

The PNWU-COM Educational Objectives within the osteopathic medical education curriculum are guided by the [National Board of Osteopathic Medical Examiners](#) (NBOME, 2011) Fundamental Osteopathic Medical Competency Domains. The required courses of the osteopathic medical education program explicitly address the following domains:

#### 1. Osteopathic Principles & Practice and Osteopathic Manipulative Treatment

Osteopathic principles and practice: a concept of health care supported by expanding scientific knowledge that embraces the concept of the unity of the living organism's structure (anatomy) and function (physiology).

Osteopathic philosophy emphasizes the following principles: (1) The human being is a dynamic unit of function; (2) The body possesses self-regulatory mechanisms that are self-healing in nature; (3) Structure and function are interrelated at all levels; and (4) Rational treatment is based on these principles ([Glossary of Osteopathic Terminology, 2009](#)).

Osteopathic manipulative treatment (OMT): the therapeutic application of manually guided forces by an osteopathic physician to improve physiologic function and/or support homeostasis that has been altered by somatic dysfunction. OMT employs a variety of techniques ([Glossary of Osteopathic Terminology, 2009](#)).

Somatic dysfunction: impaired or altered function of related components of the somatic (body framework) system: skeletal, arthrodial and myofascial structures, and their related vascular, lymphatic, and neural elements. Somatic dysfunction is treatable using osteopathic manipulative treatment ([Glossary of Osteopathic Terminology, 2009](#)).

## **2. Patient Care**

Patient care is the development, maintenance, and conclusion of a therapeutic physician-patient relationship in a manner that has the best interest of the patient in mind. This involves determining and monitoring the nature of a patient's concern or complaint; appropriately incorporating osteopathic principles and practice and osteopathic manipulative treatment (OMT); and implementing effective, evidence-based, and mutually agreed upon diagnostic and patient care plans, including appropriate patient education and follow-up. In the service of the highest quality of patient care, promotion of wellness, and prevention of disease, the osteopathic physician must be able to appropriately lead a health care team and foster effective communication between health care professionals.

## **3. Application of Knowledge for Medical Practice**

The application of knowledge for medical practice is the understanding and application of osteopathic, biomedical, clinical, epidemiologic, biomechanical, social, and behavioral sciences in the context of patient-centered care. This also includes critical-thinking skills required for safe and effective medical practice, including the cognitive skills of understanding, comprehension, application, analysis, synthesis, and evaluation.

## **4. Practice-Based Learning and Improvement in Medicine**

Practice-based learning and improvement is the continuous evaluation of osteopathic clinical practice, utilizing evidence-based medicine approaches to develop best practices that will result in optimal patient care outcomes.

## **5. Interpersonal and Communication Skills in the Practice of Medicine**

Interpersonal and communication skills for medical practice consist of incorporating knowledge, behaviors, and attitudes required: (1) to determine the nature of a patient's concern or complaint; (2) to develop, maintain, and conclude the therapeutic relationship; and (3) to facilitate patient education and implementation of negotiated diagnostic and care plans. These skills include active listening involving verbal and nonverbal behaviors and effective documentation and synthesis of clinical findings and impressions in written and electronic format. This set of knowledge, skills, and attitudes extends to the medical interview and to communication with the patient, family members, or caregivers, physician colleagues, and other members of the interprofessional collaborative team. Essential for osteopathic medical practice is that the approach be holistic, comprehensive, and patient-centered, contributing to an understanding of the patient's perspective and facilitating trust and a therapeutic physician-patient relationship.

## **6. Professionalism in the Practice of Medicine**

Medical professionalism is a duty to consistently demonstrate behaviors that uphold the highest moral and ethical standards in the conduct of medical education, training, research, and practice. This includes a commitment to continuous learning and the exhibition of personal and social accountability.

## **7. Systems-Based Practice in Medicine**

Systems-based practice is an approach incorporating awareness of and responsiveness to the larger context and systems of health care. In addition, it is the ability to effectively identify and integrate system resources to provide medical care that is of optimal value to individuals and to society at large.

## **PNWU-COM Educational Outcomes**

Each of the PNWU-COM educational objectives includes a set of discrete educational outcomes

defined in course syllabi and measured through a variety of comprehensive assessment strategies which include: objective examinations in courses, written assignments, student portfolios, clinical skills demonstrations (standardized patients, Objective Structured Clinical Examination [OSCE], simulations), national standardized tests (Comprehensive Osteopathic Medical Self-Assessment Examination [COMSAE], Comprehensive Osteopathic Medical Achievement Tests [COMAT], Comprehensive Osteopathic Medical Licensing Examination [COMLEX]), small-group case studies, preceptor evaluations, and individual case presentations. The set of discrete PNWU-COM educational outcomes within course syllabi are guided by overarching NBOME domain outcomes and listed below.

Upon graduation from PNWU-COM, students will be able to:

**1. Osteopathic Principles & Practice (OPP) and Osteopathic Manipulative Treatment (OMT)**

Demonstrate knowledge of osteopathic principles and practice, and demonstrate and apply knowledge of somatic dysfunction diagnosis and Osteopathic Manipulative Treatment in the clinical setting.

**2. Patient Care**

Provide patient-centered care that is culturally responsive, compassionate, and appropriate for the effective treatment of illness and promotion of health.

**3. Application of Knowledge for Medical Practice**

Demonstrate an understanding and application of the evolving osteopathic, biomedical, clinical, epidemiological, biomechanical, and cognitive (e.g. epidemiological and social-behavioral) sciences to optimize patient care.

**4. Practice-Based Learning and Improvement in Medicine**

Demonstrate the ability to continuously evaluate patient care practices, scientific evidence, and personal beliefs and biases as they relate to improving the care of patients and optimizing patient outcomes.

**5. Interpersonal and Communication Skills in the Practice of Medicine:**

Demonstrate the ability to consistently interact respectfully, empathetically, and professionally with patients, families, allied health care providers, staff, and colleagues, to optimize patient outcomes.

**6. Professionalism in the Practice of Medicine**

Demonstrate a commitment to the highest standards of professional responsibilities and adhere to ethical principles and cultural responsiveness to diverse beliefs and customs.

**7. Systems-Based Practice in Medicine**

Effectively utilize available health care system resources to provide optimal health care to the individual patient and local and global communities.

**Credit Hour Definition**

The credit hour formulas used for determining credit hours at PNWU adheres to the definition of a credit hour as defined by the U.S. Department of Education and as provided in the glossary of the [American Osteopathic Association Commission on Osteopathic College Accreditation](#) (AOA COCA) COM Accreditation Standards and Procedures Manual.

**Preclinical courses the credit hours are determined by the following methods:**

Each contact hour of lecture, presentation, or hour designated to complete an on-line presentation has

an expected out of classroom study time of two hours. Therefore one credit hour equals 15 contact hours.

Teaching Laboratory contact hours differ in credit as they do not require the number of hours of preparation outside of classroom activity. Credit hours for laboratory are considered a one to one anticipated time in laboratory to time outside of laboratory to prepare. Therefore one credit hour is assigned to each 30 hours of laboratory time.

Anatomy course laboratory sessions, early clinical experiences (ECE), simulation laboratory experiences, clinical laboratory experiences, or OMM Lab receive a one to one anticipated time in laboratory to time outside of laboratory to prepare. Therefore one credit hour is assigned to each 30 hours of such time.

### **Credit hours for Clinical Rotations are determined as follows:**

Four credit hours are awarded for the approximate 160 to 180 contact hours students spend on each four week clinical rotation (or internship, externship, international experience or clinical research experience). The contact hours awarded on a clinical rotation are estimated to have a one to one ratio as preparation for the study is usually spent on the rotation or in completing the required on line curriculum.

### **Doctor of Osteopathic Medicine Requirements**

The curriculum of medical school differs from that found in other graduate programs in that the curriculum progressively builds. This requires the student to complete certain courses in order or progression to comprehend the foundation on which the clinical curriculum builds. Academic progress requires the student complete each academic year in the progression offered.

<b>Course</b>	<b>Course #</b>	<b>Credits</b>
<b>First-Year Courses</b>		
Gross Anatomy & Basic Neuroanatomy	ANAT 505	4.5
Gross Anatomy & Basic Neuroanatomy	ANAT 506	5.5
Clinical Skills I	CLIN 501	3.0
Clinical Skills I	CLIN 502	3.0
Art and Practice of Doctoring I	CLIN 505	3.0
Art and Practice of Doctoring I	CLIN 506	3.0
Osteopathic Principles & Practice I	OPP 501	2.5
Osteopathic Principles & Practice I	OPP 502	2.5
Fundamentals of Pharmacology	PHARM 599	3.0
Scientific Foundations of Medicine	BIOMED 501	9.5
Musculoskeletal & Integumentary System	CLIN 504	6.0
Cardiovascular System	CLIN 510	8.0
Respiratory System	CLIN 512	6.0
Professional Development and Certifications I	ADV 501	0.5
<b>Total First-Year Credits</b>	<b>60</b>	
<b>Second-Year Courses</b>		

Clinical Skills II	CLIN 601	3.0
Clinical Skills II	CLIN 602	3.0
Art and Practice of Doctoring II	CLIN 605	4.0
Art and Practice of Doctoring II	CLIN 606	4.0
Osteopathic Principles & Practice II	OPP 601	2.5
Osteopathic Principles & Practice II	OPP 602	2.5
Board Exam Preparation	CLIN 604	2.5
Renal System	CLIN 616	6.5
Genitourinary/Reproductive System	CLIN 603	8.5
Behavioral Medicine	CLIN 618	4.0
Hematology/Oncology	CLIN 625	6.0
Gastrointestinal System	CLIN 627	7.0
Nervous System	CLIN 628	7.0
Endocrine System	CLIN 629	5.0
Multi-System	CLIN 631	4.5
Professional Development and Certifications II	ADV 601	0.5
<b>Total Second-Year Credits</b>	<b>70.5</b>	
<b>Total First- &amp; Second-Year Credits</b>	<b>130.5</b>	
<b>Third- &amp; Fourth-Year Courses</b>		
Professional Development and Certifications III	ADV 701	0.5
Behavioral Medicine	BEHSC 701	4.0
Clinical Skills III	CLIN 701	0.5
Emergency Medicine	EM 701	4.0
Family Medicine	FM 701	6.0
Internal Medicine	IM 701	6.0
Women's Health	OBGYN 701	6.0
Osteopathic Principles & Practice	OPP 701	4.0
Pediatrics-Neonate	PED 701	6.0
Surgery	SURG 701	6.0
Primary Care Core (Select From)	FM 702 IM 702 OBGYN 702 PED 702	6.0
Professional Development and Certifications IV	ADV 801	0.5
Electives - Internal Medicine		10.0
Electives - Surgery		10.0
Electives - Unrestricted		16.0
<b>Total Third- &amp; Fourth-Year Credits</b>	<b>85.5</b>	
<b>Total Degree Credits</b>	<b>216</b>	

Students must complete all courses in the appropriate sequence.





COURSE INFORMATION



*Note: Rotation with the same discipline and number may be combined in order to meet the required rotation. The numbers in parenthesis following the course title indicate the course credits.*

**ADV 501, Professional Development and Certifications I (.5)**

This course encompasses activities that lie outside the traditional curriculum, but are required components for first-year DO students to accomplish. The course encompasses personal and professional development by giving students instruction in reflective practice and maintenance of a professional portfolio. Interprofessional and professional integrity activities designed to give students authentic work-related experiences are included in this course as well.

**ADV 601, Professional Development and Certifications II (.5)**

This course encompasses activities that lie outside the traditional curriculum, but are required components for second-year DO students to accomplish. The course encompasses personal and professional development by giving students instruction in reflective practice and maintenance of a professional portfolio. Interprofessional and professional integrity activities designed to give students authentic work-related experiences are included in this course as well.

**ADV 701, Professional Development and Certifications III (.5)**

This course encompasses activities that lie outside the traditional curriculum, but are required components for third-year DO students to accomplish. The course encompasses personal and professional development by giving students instruction in reflective practice and maintenance of a professional portfolio. Interprofessional and professional integrity activities designed to give students authentic work-related experiences are included in this course as well.

**ADV 801, Professional Development and Certifications IV (.5)**

This course encompasses activities that lie outside the traditional curriculum, but are required components for fourth-year DO students to accomplish. The course encompasses personal and professional development by giving students instruction in reflective practice and maintenance of a professional portfolio. Interprofessional and professional integrity activities designed to give students authentic work-related experiences are included in this course as well.

**ANAT 505/506, Gross Anatomy & Basic Neuroanatomy (4.5/5.5)**

This combined lecture and laboratory course introduces students to the normal macroscopic structure of the human body, including the brain and spinal cord. A regional approach is taken, whereby all structures within a body region are studied together, with an emphasis on functionally and clinically relevant anatomy and neuroanatomy. In laboratory, students collaborate in small groups to complete a thorough cadaveric dissection, including dissection of the brain and spinal cord. Normal radiologic anatomy is integrated into each regional topic.

**ANAT 601, Anatomy Research (6 - 8)**

The purpose of this course is to provide the student with an introduction to basic biomedical research methods with hands-on participation in a novel research project under the guidance of a research scientist. The student will learn how to: 1) search and evaluate the scientific literature for relevant information, 2) design a small research project, 3) perform various biomedical research techniques, 4) complete the planned studies, 5) prepare a final report on these studies, and 6) give an oral presentation of this research at PNWU. This is 6 - 8 week elective course offered during the summer to students who have a strong academic record after the 1st, 2nd, or 3rd year at PNWU. The number of students allowed

to enroll each summer will vary. An announcement detailing the application process for this course will be sent out to students at least one month prior to the application deadline.

**ANAT 799, Anatomy Student Scholars (6 or 18)**

The purpose of this course is to provide the student with increased learning opportunities in the medical anatomical sciences of gross anatomy, developmental anatomy, histology, and neuroscience, while at the same time providing the student with opportunities to develop solid teaching skills in these disciplines, and to perform medical research.

**BEHSC 701, Behavioral Medicine (2 - 4)**

The student will be assigned to a physician trainer or a group of physician trainers who are practicing in their specialty. This rotation is designed for students to learn and practice skills necessary for working with patients in a mental health setting. Rapport-building skills and mental health patients are emphasized. Students should develop an awareness of the effects of biological, developmental, sociological, ethnic, and economic background on the presenting problems of patients. Students are expected to establish professional working relationships with members of the multidisciplinary mental health treatment team. Students will develop the ability to communicate effectively with other professionals, support an atmosphere of collegiality, and expand both their medical education as well as personal growth.

**BEHSC 702, Substance Abuse (2 - 4)**

Substance Abuse is a subspecialty elective in the area of behavioral medicine. In today's cultural setting, it is becoming increasingly important for practitioners to possess the clinical knowledge, skills and behavior necessary for the management of patients adversely affected by alcohol and other drugs, and to understand the specific issues related to HIV infection and cross cultural or gender differences.

**BEHSC 703, Behavioral Medicine Elective, (2 - 4)**

A subspecialty elective in the area of behavioral medicine. This course may be repeated with different preceptors to obtain additional clinical exposure.

**BIOMED 501, Scientific Foundations of Medicine (9.5)**

This 12-week, first-year course provides students with the scientific foundation they will use throughout the rest of the curriculum. Students will learn the structure and function of the human body's most basic constituents and the roles these components play in normal body function and pathological processes. Major elements of the course include key concepts in molecular biology, biochemistry, embryology, genetics, histology, immunology, microbiology, neuroscience, nutrition and physiology with a special emphasis on integration, regulation and pathophysiology. The course also introduces students to concepts in pathology, laboratory and bio-molecular methods, and clinical case scenarios. Content is presented via lecture, lab, faculty directed study, and interactive learning sessions.

**CLIN 501/502, Clinical Skills I (3/3)**

This course is designed to provide the learner an opportunity to achieve the recommended clinical skills competencies for undergraduate medical education. Among these skills, the student will be assessed both on knowledge and demonstrated behaviors undergirding interviewing and history taking, performing an evidence-based the physical examination, as well as clinical decision making and diagnostic reasoning, leading up to the expert performance of written documentation and a verbal presentation. Through implementation of active learning and integration of the systems based

curriculum, the student will have the opportunity to obtain the foundation for making a differential diagnosis, selection of screening and testing methods, and ultimately to diagnosis, framing prognosis and treatment discussions within the core entrustable professional activities for entering residency.

### **CLIN 504, Musculoskeletal & Integumentary System (6)**

This course is an integrated, multidisciplinary study of the musculoskeletal and integumentary systems in health and disease. Emphasis is on pharmacology, pathology, nutrition, and microbiology as related to the diagnosis and clinical management of musculoskeletal and integumentary disorders.

### **CLIN 505/506, Art and Practice of Doctoring I (3/3)**

This combination lecture, small group, and problem-based learning course will focus on topics ranging from the behavioral sciences to public health. The emphasis will be to develop the student's process of clinical decision-making. PNWU curriculum goals regarding lifelong learning, professionalism, self-care, ethics, and social and community contexts of care will be addressed. Other topics include biological correlates of behavior; personality, learning and behavioral change; life-span development; communication and interaction; group processes; family and community socio-cultural patterns of behavior; developmental disabilities, behavioral risk factors and disease; study design; and biostatistics.

### **CLIN 510, Cardiovascular System (8)**

The Cardiovascular System course is provided as a requirement of the first-year curriculum at PNWU. The course presents a multidimensional approach to understanding normal cardiovascular function and the prevention, presentation, diagnosis (including EKG interpretation), and treatment of the most common clinical entities in cardiovascular disease.

### **CLIN 512, Respiratory System (6)**

The teaching program of this course has been designed to encompass the overall goals of the institution in assisting the students to acquire competency in clinical problems related to the respiratory system. This course is part of the year-one curriculum.

### **CLIN 513, Directed Study (.5 - 6)**

The Directed Study course is administered by the appropriate Associate Dean on a case by case basis.

### **CLIN 601/602, Clinical Skills II (3/3)**

This course is designed to teach the students how to perform a proper history and physical examination. The student will be assessed not only on the knowledge related to this activity, but also the practical skills related to 1) interviewing and history taking, 2) performing the physical examination, and 3) making clinical judgments. The course will teach the various systems and how to understand the importance of the history and physical examination for detecting pathophysiology. The student will learn to make a differential diagnosis, leading to the selection of "definitive" laboratory studies and then ultimately to diagnosis and treatment. This will occur in small group laboratory sessions moderated by a physician as well as standardized patient encounters and simulation scenarios. The students will also gain the skills of IV insertion, endotracheal intubation, and foley catheter insertion.

### **CLIN 603, Genitourinary/Reproductive System (8.5)**

The Genitourinary/Reproductive System course is comprised of formal didactic lectures in a lecture hall setting, interactive learning sessions, and clinical skills laboratory. The interactive sessions will require preparation of the assigned material prior to class to fully participate in the session.

**CLIN 604, Board Exam Preparation (2.5)**

This course will introduce students to the basic processes involved with registering and preparing for COMLEX-USA Level 1. Live question-and-answer information sessions are given in the fall term along with web-based support and direction. Spring term activities include practice tests and instructional sessions on board review calendar building and study strategies. Lists and access to board resources are provided as well as question banks. Successful completion of the course requires completion of the COMSAE.

**CLIN 605/606, Art and Practice of Doctoring II (4/4)**

This lecture, small group, and problem-based learning course will focus on topics ranging from the behavioral sciences to health care systems management and public health. The emphasis will be to develop the student's process of clinical decision-making. PNWU-COM curriculum goals regarding lifelong learning, professionalism, self-care, ethics, and social and community contexts of care will be addressed. Other topics include biological correlates of behavior, family and community socio-cultural patterns of behavior, behavioral risk factors and disease, health care systems, and medical jurisprudence.

**CLIN 616, Renal System (6.5)**

This required second-year course integrates histology, physiology, pathology, medicine, and the pharmacology related to renal diseases. The objective is to prepare the student to present a differential diagnosis and an appropriate diagnostic and therapeutic plan for patients with acute or chronic diseases of the urinary system.

**CLIN 618, Behavioral Medicine (4)**

The Behavioral Medicine course is provided as a requirement of the second year curriculum at PNWU. The course presents a multidimensional approach to the understanding of the most common clinical entities in psychiatry and behavioral medicine. Additional topics are signs, symptoms, diagnosis, treatment and the biopsychosocial aspects of behavioral medicine. Several of these sections are conducted in work format, allowing maximum participation and interaction of students and faculty.

**CLIN 625, Hematology/Oncology (6)**

This course is designed to assist students in acquiring knowledge and competency in both the basic and clinical sciences, in disorders of red and white blood cells, hemostasis and oncology. The faculty will emphasize pathology, pharmacology, internal medicine, immunology, clinical manifestations, diagnosis, differential diagnosis, and treatment components in the forms of lectures, directed self-study, and clinical integration learning sessions (CILs).

**CLIN 627, Gastrointestinal System (7)**

This multidisciplinary course is designed to assist students in acquiring knowledge and competency in disorders of the gastrointestinal system, pancreas, liver and biliary tract. The student will examine the basic biology and diseases of the digestive system. The course utilizes a comprehensive teaching approach to presenting the common and/or significant clinical problems and disorders of the gastrointestinal system. The faculty will emphasize pathophysiology, clinical manifestations, diagnosis, differential diagnosis, and treatment of these gastrointestinal disorders. Instruction will include lectures, faculty-directed self-study, clinical integration learning sessions (CILs), and virtual microscopy labs

**CLIN 628, Nervous System (7)**

The Nervous System course is provided as a requirement of the second year curriculum. The course presents a multidimensional approach to the understanding of the most common clinical disorders of the nervous system. Additional topics are physical examination principles of nervous disorders. Attention will be given to diagnosis, pathophysiology, treatment and outcome measurement. Several of these sections are conducted in workshops/laboratories format, allowing maximum participation and interaction of students and faculty.

**CLIN 629, Endocrine System (5)**

This course is an integrated, multidisciplinary study of the endocrine system in health and disease. Emphasis is on pharmacology, pathology, nutrition, and microbiology as related to the diagnosis and clinical management of endocrine disorders. The course presents a multidimensional approach to the understanding of the most common clinical entities in endocrine disease. The course presents the pathophysiology, pharmaceutical or surgical treatments, and adult and pediatric presentations of endocrine diseases. A central format of the course is the presentation of clinical correlations. This format consists of presentation of clinical cases that range from the prototypical to the atypical. Students are given study questions to guide their study on critical components of the diagnosis or treatment of the clinical correlation cases.

**CLIN 631, Multi-Systems (4.5)**

This course focuses on complex disease states known to afflict rural and medically underserved communities using a case-based content delivery. Diseases addressed include obesity, diabetes, HIV/AIDS, autoimmune disease and other multi-system syndromes.

**CLIN 701, Clinical Skills III (.5)**

This course will enhance the students skills in obtaining a history, developing a rapport and bedside manner, physical diagnosis, integration of OMM, critical thinking, development of differential diagnoses and soap note writing skills. This will be done in the style of the COMLEX-USA Level 2PE standardized patient encounters as delineated by the orientation guide provided by COMLEX-USA.

**ELEC 702, Individualized Elective Rotation (2 - 4)**

An elective rotation in an area not currently being offered as a regular rotation selection. The student will be assigned to a physician trainer or a group of physician trainers who are practicing physician in the specialty. The goals and objectives of the course must be defined and approved by the Associate Dean of Clinical Education or his/her designee. This is typically used for unrestricted elective rotations. This course may be repeated with different preceptors to obtain additional clinical exposure.

**ELEC 703, Global Health (2 - 8)**

The rotation provides broad exposure to both public health and direct clinical experiences in a variety of settings, both within the US and abroad. This course may be repeated with different preceptors to obtain additional clinical exposure.

**ELEC 704, Bioethics (2 - 4)**

The purpose of this Bioethics & Primary Care course is to provide the student with exposure to bioethics in contemporary medicine. To accomplish this, the rotation will allow students to examine the secularity of modern medicine, the structures of modern bioethical frameworks, and the theological and philosophical arguments used to support bioethical positions. Students will examine the complex cultural, medical, ethical, and philosophical issues integral to bioethics and primary care.

**EM 701, Emergency Medicine (4)**

Emergency Medicine is a fourth year required four-week rotation. The student will be assigned to a physician trainer or a group of emergency medicine trainers who are practicing in their specialty.

**EM 702, Emergency Medicine Elective (2 – 4)**

Emergency Medicine is a fourth year elective two to four-week rotation. The student will be assigned to a physician trainer or a group of emergency medicine trainers who are practicing in their specialty. This course may be repeated with different preceptors to obtain additional clinical exposure.

**FM 701/702, Family Medicine (2 - 6)**

A family medicine core rotation is required. Each student will be assigned to specific rotations in family medicine. The rotations in family medicine will expand the student's ability to integrate information obtained from the medical history, physical examination, osteopathic structural examination and appropriate diagnostic modalities into definitive diagnoses.

**FM 703, Hospice-Palliative Care (2 - 4)**

Palliative Care is available as a subspecialty elective in the area of family medicine or internal medicine. The student will be assigned to a physician trainer or a group of physician trainers who are practicing in specialty. This rotation provides exposure to treatment and care of end of life patients. Cross-listed with IM 714. This course may be repeated with different preceptors to obtain additional clinical exposure.

**FM 704, Family Medicine Elective (2 - 4)**

A two to four week Family Medicine elective rotation. The student will be assigned to a physician trainer or a group of trainers who are practicing in their specialty. This course may be repeated with different preceptors to obtain additional clinical exposure.

**FM 705, Sports Medicine (2 - 4)**

Sports Medicine is available as a subspecialty elective in family medicine. The student will be assigned to a physician trainer or a group of physician trainers who are practicing in their specialty. This course may be repeated with different preceptors to obtain additional clinical exposure.

**FM 706, Military Medicine (2 - 4)**

The purpose of this two- to six-week rotation is to provide the student with exposure to experiences related to military medical officer obligations in peacetime, leadership/discipline, disasters, stabilization/field exercises, triage, and combat medical environments. To accomplish this, the rotation provides broad exposure to professionalism and ethical issues in the military environment as well as in the medical field and where appropriate exposure to medical problems related to military members as well as their families can occur. To achieve rotation objectives, the student is expected to apply the concepts of diagnosis and management for all phases of patient care and, if relevant, develop a working knowledge of both inpatient and outpatient treatment modalities as related to military medical care in both peacetime and the combat environment. This course may be repeated with different preceptors to obtain additional clinical exposure.

**FM 801, Family Medicine Sub-Internship (2 - 4)**

Students will serve as interns for family medicine services associated with residency programs under the supervision of family medicine residents and attending physicians. Students will be able to perform an initial assessment of patients under consideration for admission to the family medicine service.

Students will be able to implement diagnostic and therapeutic plans taking into account evidence-based information and patient preferences. Based on their demonstrated knowledge in osteopathic medicine, skills and attitudes, students will be able to participate on an inpatient family medicine team with an advanced degree of independence and responsibility in preparation for their first year of residency. Students will learn to provide osteopathic patient-centered inpatient care and document that care appropriately. Students will be able to provide continuity of care to a limited number of patients who they care for in both the hospital and the ambulatory setting. This course may be repeated with different preceptors to obtain additional clinical exposure.

**IM 701/702, Internal Medicine (2 - 6)**

An internal medicine core rotation is required. The specialty of internal medicine consists of the diagnosis, treatment, and prevention of all diseases of the body (excluding surgery and obstetrics) with emphasis on the internal organs. The program goal for the student in internal medicine is to develop the skills of thorough history taking and physical examination with the subsequent ability to develop a differential diagnosis. These skills will be developed and critiqued by bedside teaching and by a variety of academic lectures. Emphasis will also be placed on the effective utilization of hospital services and the development of post-hospitalization treatment plans. This rotation may include hospitalist programs affiliated with core sites.

**IM 703, Allergy & Immunology (2 - 4)**

The study and management of allergy and immunology is available as a subspecialty elective in the area of internal medicine. The student will be assigned to a physician trainer or a group of physician trainers who are practicing in their specialty. This course may be repeated with different preceptors to obtain additional clinical exposure.

**IM 704, Cardiovascular Disease (2 - 4)**

The study and management of cardiovascular disease is available as a subspecialty elective in the area of internal medicine. The student will be assigned to a physician trainer or a group of physician trainers who are practicing in their specialty. This course may be repeated with different preceptors to obtain additional clinical exposure.

**IM 705, Dermatology (2 - 4)**

Dermatology is available as a subspecialty elective in the area of internal medicine. The student will be assigned to a physician trainer or a group of physician trainers who are practicing in their specialty. This course may be repeated with different preceptors to obtain additional clinical exposure.

**IM 706, Endocrinology (2 - 4)**

Endocrinology is available as a subspecialty elective in the area of internal medicine. The student will be assigned to a physician trainer or a group of physician trainers who are practicing in their specialty. This course may be repeated with different preceptors to obtain additional clinical exposure.

**IM 707, Wound Care (2 - 4)**

The purpose of this rotation is to provide the student with an overview of the clinical specialty. This rotation is not intended to transform the student into a specialist, but rather it is to provide the clinical clerk a survey of the specialty. This course may be repeated with different preceptors to obtain additional clinical exposure.

**IM 708, Gastroenterology (2 - 4)**

Gastroenterology is a subspecialty elective rotation in the area of internal medicine. The student will be assigned to a physician trainer or a group of physician trainers who are practicing in their specialty. This course may be repeated with different preceptors to obtain additional clinical exposure.

**IM 709, Geriatrics (2 - 4)**

Geriatrics is available as an elective in internal medicine. An osteopathic physician must recognize the special needs of the geriatric patient. As aging is a normal physiological process, so the care of the geriatric patient is the normal extension of the physician's responsibility. Therefore, exposure to the geriatric patient should be an integral part of the experience of the student, particularly in the longitudinal care experience and the internal medicine rotations. Training should take place at all the training sites, the hospital, nursing home, the patient's home, a geriatric assessment unit, or any other site appropriate for the care of the geriatric patient. This course may be repeated with different preceptors to obtain additional clinical exposure.

**IM 710, Hematology/Oncology (2 - 4)**

Hematology/Oncology is available as a subspecialty elective in the area of internal medicine. The student will be assigned to a physician trainer or a group of physician trainers who are practicing in their specialty. This course may be repeated with different preceptors to obtain additional clinical exposure.

**IM 711, Infectious Disease (2 - 4)**

The study and management of infectious disease is available as a subspecialty elective in the area of internal medicine. The student will be assigned to a physician trainer or a group of physician trainers who are practicing in their specialty. This course may be repeated with different preceptors to obtain additional clinical exposure.

**IM 712, Nephrology (2 - 4)**

Nephrology is available as a subspecialty elective in the area of internal medicine. The student will be assigned to a physician trainer or a group of physician trainers who are practicing in their specialty. This course may be repeated with different preceptors to obtain additional clinical exposure.

**IM 713, Neurology (2 - 4)**

Neurology is a subspecialty elective in the area of internal medicine. The student will be assigned to a physician trainer or a group of physician trainers who are practicing in their specialty. The purpose of the rotation is to develop decision-making cognitive skills and apply didactic material in a clinical setting. Upon completion of this rotation, the student should have improved basic skills in physical diagnosis, gained familiarity and ancillary diagnostic procedures, determined indications for appropriate laboratory and diagnostic tests, and assisted in the management of neurologic problems. This course may be repeated with different preceptors to obtain additional clinical exposure.

**IM 714, Hospice-Palliative Care (2 - 4)**

Palliative Care is available as a subspecialty elective in the area of family medicine or internal medicine. The student will be assigned to a physician trainer or a group of physician trainers who are practicing in specialty. This rotation provides exposure to treatment and care of end of life patients. Cross-listed with FM 714. This course may be repeated with different preceptors to obtain additional clinical exposure.

**IM 715, Pulmonary (2 - 4)**



The study and management of pulmonary disorders is available as a subspecialty elective rotation in the area of internal medicine. The student will be assigned to a physician trainer or a group of physician trainers who are practicing in their specialty. This course may be repeated with different preceptors to obtain additional clinical exposure.

**IM 716, Intensive Care (2 - 4)**

The intensive care rotation is meant to give the student a more in depth experience in a hospital intensive care unit. The student will work as part of an intensive care team. To accomplish this, the rotation provides broad exposure to both chronic and acute problems, experience in appropriate consultation, outpatient diagnostic testing, patient education and other procedures. To achieve rotation objectives, the student is expected to apply the concepts of diagnosis and management for all phases of care and, if relevant, develop a working knowledge of both inpatient and outpatient treatment modalities as applicable to discharge planning. Throughout the rotation, students will assume as much responsibility for patient care as is commensurate with his/her preparedness. This course may be repeated with different preceptors to obtain additional clinical exposure.

**IM 717, Rheumatology/Immunology (2 - 4)**

Rheumatology/Immunology is available as a subspecialty elective rotation in internal medicine. The student will be assigned to a physician trainer or a group of physician trainers who are practicing in their specialty. This course may be repeated with different preceptors to obtain additional clinical exposure.

**IM 719, Internal Medicine Elective (2 - 4)**

A two or four week Internal Medicine elective rotation. The student will be assigned to a physician trainer or a group of trainers who are practicing in their specialty. This course may be repeated with different preceptors to obtain additional clinical exposure.

**IM 727, Physical Medicine & Rehabilitation (2 - 4)**

Physical Medicine & Rehabilitation is available as a subspecialty elective in the area of internal medicine. The student will be assigned to a physician trainer or a group of physician trainers who are practicing in their specialty. This course may be repeated with different preceptors to obtain additional clinical exposure.

**IM 801, Internal Medicine Sub-Internship (2 - 4)**

The purpose of this two to four week experience is to provide the student with exposure to commonly encountered cases in Internal Medicine Sub-Internship. To accomplish this, the rotation provides broad exposure to both chronic and acute problems, experience in appropriate consultation, outpatient diagnostic testing, patient education and other procedures. To achieve rotation objectives, the student is expected to apply the concepts of diagnosis and management for all phases of outpatient care. If relevant, develop a working knowledge of both inpatient and outpatient treatment modalities. Throughout the rotation, students will assume as much responsibility for patient care as is commensurate with his/her preparedness. This course may be repeated with different preceptors to obtain additional clinical exposure.

**OBGYN 701/702, Women's Health (2 - 6)**

A required core curriculum rotation, the goal of the Women's Health rotation is to acquaint the student with the field of female reproductive medicine and the broad-based issues surrounding women's health. The student will be expected to demonstrate a basic knowledge of the social, physiological, and

physical factors that make women unique. The student is expected to be able to identify the normal course of female maturation and development, including menarche, pregnancy, and menopause.

**OBGYN 703, Women's Health Elective (2 - 4)**

A two or four-week Women's Health elective rotation. The student will be assigned to a physician trainer or a group of trainers who are practicing in their specialty. This course may be repeated with different preceptors to obtain additional clinical exposure.

**OBGYN 801, Women's Health Sub-Internship (2 - 4)**

The obstetrical gynecological sub-internship is meant to give the student who is interested in OB/GYN a more in depth experience in the field of obstetrics and gynecology. Instruction for students will allow them responsibility and experience in caring for patients with obstetrical and gynecological problems. This instruction, experience and responsibility allows the development of judgment in clinical skills in utilizing and interpreting laboratory and diagnostic studies, and to rationally manage uncomplicated obstetrical and gynecologic patients. Instruction enhances the medical knowledge of the student in clinical physiology and pathology of obstetrical and gynecologic conditions. This instruction will include the natural history, prevalence, manifestations, differential diagnosis, and the rational therapeutics and management of the condition. Preventive and rehabilitative features for each condition are emphasized. The student will enhance their osteopathic patient care and management skills by learning the following: history taking, physical examination, diagnostic procedures, problem identification and formulation, recording of data, problem solving skills, and appropriate patient-physician and patient family relationships. In addition instruction will provide responsibility and experience for students, in patient education and health maintenance, specifically in the areas of marriage counseling, sex education, and family planning. This course may be repeated with different preceptors to obtain additional clinical exposure.

**OPP 501/502, Osteopathic Principles & Practice I (2.5/2.5)**

Osteopathic Principles and Practice I is a combined lecture and laboratory course comprised of formal didactic lectures (cognitive component) in an amphitheater setting and clinical skills training (CST, psychomotor component), including Osteopathic Manipulative Treatment (OMT, psychomotor component), conducted in a large teaching laboratory setting. Skills and knowledge are taught and examined in a cumulative and comprehensive manner. The course will familiarize students with the history of osteopathy, the philosophical basis of the profession, and the anatomical and physiological foundation of osteopathic medicine in the treatment of somatic dysfunction relative to disease processes. Students will be taught how to palpate both male and female anatomy with the goal of diagnosing somatic dysfunction of soft tissues, bones, and joints, how to understand the biomechanics of the various components of the neuromusculoskeletal system, as well as how to manage their treatment. Student will be taught how to integrate osteopathic principles with clinical medicine in a wide variety of specialties, including family medicine, pediatrics, internal medicine, gynecology/obstetrics, and general surgery.

**OPP 601/602, Osteopathic Principles & Practice II (2.5/2.5)**

Osteopathic Principles and Practice II is a continuation of OPP I that builds upon the first-year knowledge base, while challenging students to apply their training in a more complex clinical case situations during year two. Osteopathic Principles and Practice II is combined lecture and laboratory course comprised of formal didactic lectures (cognitive component) in a lecture hall setting and clinical skills training (CST, psychomotor component), including Osteopathic Manipulation Treatment (OMT,

psychomotor component) conducted in a large teaching laboratory setting. Skills and knowledge are taught and examined in a cumulative and comprehensive manner. The course will familiarize students with the history of osteopathy, the philosophical basis of the profession, and the anatomical and physiological foundation of osteopathic medicine in the treatment of somatic dysfunction relative to disease processes. Students will be taught how to properly palpate both male and female anatomy with the goal of diagnosing somatic dysfunction of soft tissues, bones, and joints, how to understand the biomechanics of the various components of the neuromusculoskeletal system, as well as how to manage their treatment. Students will gain an understand how to integrate osteopathic principles and practice (OPP) with clinical medicine in a wide variety of specialties, including family medicine, pediatrics, internal medicine, gynecology/obstetrics, an general surgery.

### **OPP 701, Osteopathic Principles & Practice (2 - 4)**

A two to four week rotation required. Osteopathic education must play a key role in the curriculum. Training should be provided in both the inpatient and ambulatory care settings. In developing a format to teach these principles, it will be stressed that osteopathic care does not imply specific manipulative techniques for specific problems. Rather, this format should enable the student to integrate the osteopathic philosophy into daily patient care. The philosophy is centered on the concept of the body unity, the interrelationship of structure and function and the body's inherent neuropsychimmunological healing capacity. The approach of the holistic medicine is one that will be emphasized throughout the extern program.

### **OPP 702, Osteopathic Principles & Practice Elective (2 - 4)**

A two to four week elective rotation required. Osteopathic education must play a key role in the curriculum. Training should be provided in both the inpatient and ambulatory care settings. In developing a format to teach these principles, it will be stressed that osteopathic care does not imply specific manipulative techniques for specific problems. Rather, this format should enable the student to integrate the osteopathic philosophy into daily patient care. The philosophy is centered on the concept of the body unity, the interrelationship of structure and function and the body's inherent neuropsychimmunological healing capacity. The approach of the holistic medicine is one that will be emphasized throughout the extern program. This course may be repeated with different preceptors to obtain additional clinical exposure.

### **OPP 799, Osteopathic Principles & Practice III (6 or 18)**

The goal of this course is to instruct medical students in the basic understanding of Osteopathic Principles and Practices and anatomy needed for integration into clinical practice as they are prepared to be teaching assistants for first-, second-, and third-year osteopathic medical students. Emphasis will be placed on development of didactic and laboratory teaching skills to assist in preparation of first- and second-year students to become competent clinical practitioners in the context of osteopathic primary care. The student will also develop didactic skills and laboratory teaching skills in both OPP and Anatomy departments throughout this course through joint department effort.

### **PED 701/702, Pediatrics (2 - 6)**

A pediatric core rotation is required. The goal of the pediatric rotation is to initiate the student into the field of working with infants, children, and adolescents. It is expected that the student become familiar with the diagnosis and treatment of common pediatric diseases and disorders. The student is expected to assist in the management of the pediatric patient under close supervision by the attending physician. The student's responsibility in assisting with a particular pediatric case will depend on the

individual's experience and ability.

**PED 703, Adolescent Medicine (2 - 4)**

Adolescent medicine is available as a subspecialty elective in the area of pediatrics. The student will be assigned to a trainer or a group of physician trainers who are practicing physician in their specialty. This course may be repeated with different preceptors to obtain additional clinical exposure.

**PED 704, Pediatrics Elective (2 - 4)**

An elective rotation in the area of pediatrics. The student will be assigned to a physician trainer or a group of physician trainers who are practicing physician in their specialty. This course may be repeated with different preceptors to obtain additional clinical exposure.

**PED 705, Neonatology (2 - 4)**

Neonatology is available as a subspecialty elective in the area of pediatrics. The student will be assigned to a physician trainer or a group of physician trainers who are practicing in their specialty. This course may be repeated with different preceptors to obtain additional clinical exposure.

**PED 707, Newborn Elective (2 - 4)**

The purpose of this experience is to provide the student with exposure to the development of the newborn from the perspective of a physician and parent. This rotation is not intended to transform the student into a pediatrician, but rather it is to provide the clinical clerk a survey of neonate development. In this ambulatory rotation, the student is encouraged to apply concepts of diagnosis and management to infants. In addition, the student will gain knowledge about normal growth and development of the pediatric patient. The student will be required to submit a daily log of infant development and a paper, agreed upon by the Chair of Pediatrics and the student.

**PED 801, Pediatrics Sub-Internship (2 - 4)**

Students will serve as interns for pediatrics associated with residency programs under the supervision of residents and attending physicians. Students will be able to perform an initial assessment of pediatric patients under consideration for admission. Students will be able to implement diagnostic and therapeutic plans taking into account evidence-based information appropriate for pediatric patients. Based on their demonstrated knowledge in osteopathic medicine, skills, and attitudes, students will be able to participate on the pediatrics team with an advanced degree of independence and responsibility in preparation for their first year of residency. Students will learn to provide osteopathic patient-centered inpatient care and document that care appropriately. Students will be able to provide continuity of care to a limited number of pediatric patients who they care for in both the hospital and the ambulatory setting. This course may be repeated with different preceptors to obtain additional clinical exposure.

**PHARM 599, Fundamentals of Pharmacology (3)**

This lecture course introduces the basic principles for rational and effective drug therapy.

**RSRCH 601, Research/Scholarly Activity Elective (2 or 6)**

Students who are accepted to this course first will discuss possible research/scholarly activity topic areas with the faculty. The student then will search and evaluate the biomedical and scientific literature as they formulate the details of their project. After planning the project with the guidance of the faculty member, the student will perform the research, receiving instruction in appropriate scientific techniques by the faculty, where appropriate. As the project nears its end, the student will compile the literature

review, research design, and results and conclusions into a final report. This final report will serve as the foundation for a formal oral presentation of the project given to students and faculty at PNWU during the term following the student's research experience. Students are encouraged to submit project abstracts for regional and national presentations.

### **RSRCH 701, Research (2 or 6)**

The purpose of this research elective rotation is to provide students the opportunity to experience research as it relates to medicine. Research topics are discussed with faculty of record with a clearly defined plan for the student to follow. Students then will search and evaluate the research literature as they formulate the details of their scientific study. After planning the research with the guidance of the research scientist or physician, the student will perform the research, receiving instruction in appropriate research methods by the faculty. As the project nears its end, the student will compile the literature review, research design, and results and conclusions into a final report. The length of this rotation can be varied to meet individual student preferences, and can be from 2-6 weeks in duration. Students are expected to commit 40 hours per week in the laboratory or office setting or conducting literature review for successful completion of this rotation.

### **SURG 701, Surgery (2 - 6)**

A surgery core rotation is required. Surgery rotation(s) provide the student with adequate exposure to a variety of surgical procedures and to increase understanding of the pre- and post-operative needs of the surgical patient. The learning experience will be provided in the OR suite and at the patient's bedside. The attending surgeon will be responsible for providing instruction in a variety of different surgical techniques and for providing other pertinent information regarding the care of his/her particular patients. This rotation is open to all surgical specialties available at the core site.

### **SURG 703, Anesthesiology (2 - 4)**

Anesthesiology clinical rotation is available as a surgical subspecialty elective. The student will be assigned to a physician trainer or group of physician trainers who are practicing in their specialty. The purpose of this is to familiarize the student to various methods of anesthesia and the skills associated with this specialty. Upon completion of this rotation, the student would have improved basic skills in peripheral venous catheterization and venipuncture. The student should be exposed to various central line catheterizations, intubation, and anesthesia management, including pharmacologic agents used in anesthesia. This course may be repeated with different preceptors to obtain additional clinical exposure.

### **SURG 704, Ophthalmology (2 - 4)**

Ophthalmology is available as a subspecialty elective in the area of surgery. Students will be assigned to a physician trainer or a group of physician trainers who are practicing in their specialty. This course may be repeated with different preceptors to obtain additional clinical exposure.

### **SURG 705, Orthopedics (2 - 4)**

Orthopedics is available as a subspecialty elective in the area of surgery. The student will be assigned to a physician trainer or a group of physician trainers who are practicing in their specialty. This course may be repeated with different preceptors to obtain additional clinical exposure.

### **SURG 706, Otorhinolaryngology (2 - 4)**

Otorhinolaryngology is available as an elective in the area of surgery. The student will be assigned to a physician trainer or a group of physician trainers who are practicing in their specialty. This course may be repeated with different preceptors to obtain additional clinical exposure.

**SURG 707, Radiology- (2 - 4)**

Radiology is available as an elective. The student will be assigned to a physician trainer or a group of physician trainers who are practicing in their specialty. This course may be repeated with different preceptors to obtain additional clinical exposure.

**SURG 708, Urology (2 - 4)**

Urology is available as a subspecialty elective in the area of surgery. The student will be assigned to a physician trainer or a group of physician trainers who are practicing in their specialty. This course may be repeated with different preceptors to obtain additional clinical exposure.

**SURG 709, Pathology (2 - 4)**

Pathology is available as an elective in surgery. The goal of the rotation will be to study the use and limitations of clinical laboratory data for the diagnosis and treatment of disease. All divisions or combinations of the laboratory may be included. Students will observe and assist in the handling of surgical and biopsy specimens and the performance of frozen sections. They will also attend and participate in other teaching activities of the department at the discretion of the preceptor.

**SURG 710, Trauma Surgery & Surgical Critical Care (2 - 4)**

The rotation provides the student with exposure to commonly encountered cases in trauma surgery and critical care. To accomplish this, the rotation provides broad exposure to both chronic and acute problems, experience in appropriate consultation, outpatient diagnostic testing, patient education and other procedures. This course may be repeated with different preceptors to obtain additional clinical exposure.

**SURG 711, Surgical Selective (2 - 4)**

Surgical Selective is available as a subspecialty elective in the area of surgery. The student will be assigned to a physician trainer or a group of physician trainers who are practicing in their specialty. This course may be repeated with different preceptors to obtain additional clinical exposure.

**SURG 712, Surgical Elective (2 - 4)**

Surgical Elective is available as an elective in the area of surgery. The student will be assigned to a physician trainer or a group of physician trainers who are practicing in their specialty. This course may be repeated with different preceptors to obtain additional clinical exposure.

**SURG 715, Cardio-Thoracic Surgery (2 - 4)**

Cardio-Thoracic Surgery is available as a subspecialty elective rotation in surgery. The student will be assigned to a physician trainer or a group of physician trainers who are practicing in their specialty. This course may be repeated with different preceptors to obtain additional clinical exposure.

**SURG 719, Podiatry (2 - 4)**

Podiatry is available as a subspecialty elective in the area of surgery. The student will be assigned to a physician trainer or a group of physician trainers who are practicing in their specialty. This course may be repeated with different preceptors to obtain additional clinical exposure.

**SURG 801, Surgery Sub-Internship (2 - 4)**

The surgical sub-internship in surgery is meant to give the student who is interested in surgery a more

in depth experience in surgery. The student will take on the responsibilities of a first year resident. In this capacity, he or she will see consults in the emergency room and on the floor, manage patients that have been admitted to the service, and assist in the operating room. This rotation introduces the student to general surgical principles including pre-op evaluation, intra-op decision making and post-op care. Students will deal with surgical illness, surgical critical care and non-operative care of the critically ill. Students should become "experts on the abdomen." This course may be repeated with different preceptors to obtain additional clinical exposure.



UNIVERSITY PERSONNEL



## Administration of the University

**D. Keith Watson, DO, President:** The President of Pacific Northwest University of Health Sciences is the chief executive officer and has final responsibility for the administration of the University. The President reports directly to the Board of Trustees.

**Edward Bilsky, PhD, Provost/Chief Academic Officer:** The University Provost and Chief Academic Officer provides strong academic and administrative leadership to enhance academic excellence and scholarly activity to meet the mission of PNWU.

**Robert E. Sutton, PhD, MA, Senior Advisor to the President:** The Senior Advisor to the President manages projects assigned by the President and provides leadership and oversight for key planning and implementation processes that impact the University.

**Frank D. Alvarez, MPH, Chief Operations Officer:** The Chief Operations Officer reports to the President and is responsible for the effective and efficient management and administration of the University's non-academic operations.

**Ann E. Hittle, CPA, Chief Financial Officer:** The Chief Financial Officer is responsible for developing and overseeing all finance functions of the University.

**Michele D. Erickson, CFRE, Chief Development Officer:** The Chief Development Officer reports to the President and is responsible for providing leadership in funds development programs to ensure the University fulfills its mission and goals. This includes regional resource development, fundraising activities, donor recognition and retention, events, governmental affairs, corporate and foundation grant writing, strategic planning, and volunteer development.

**Michele L. McCarroll, PhD, Chief Research Officer:** The Chief Research Officer is responsible for ensuring compliance with research regulatory processes and research collaborations with other academic and clinical institutions.

## Administration of the College of Osteopathic Medicine

**Thomas A. Scandalis, DO, Dean and Chief Academic Officer:** The Dean is the chief academic, budgetary, and personnel officer of the College of Osteopathic Medicine. The Dean reports to the President. It is the duty of the Dean to establish the academic program as it relates to the mission of the College.

**Robert C. Sorrells, PhD, Associate Dean for Preclinical Education:** The Associate Dean for Preclinical Education is responsible for leading and supporting the faculty and academic staff in the delivery of instruction that meets the goals for academic excellence in the College of Osteopathic Medicine (COM) in years one and two. In addition, the associate dean contributes to the development of sound academic policies and procedures that support the academic goals.

**Stephen D. Laird, DO, Associate Dean for Student Affairs:** The Associate Dean oversees extracurricular activities, including but not limited to, clubs, chapters, volunteers, service, student wellness and mental health. Residency applications and career counseling are also managed by Student Affairs.

**Anita Showalter, DO, Associate Dean for Clinical Education:** The Associate Dean is responsible for the administration of clinical rotations including oversight of adjunct clinical faculty, curriculum

development, delivery and evaluation.

**Brandon G. Isaacs, DO, Associate Dean for Postdoctoral Education:** The Associate Dean is responsible for ensuring successful training experiences for postdoctoral residents by providing a supportive working environment and resources to prepare students for the next step in their careers.

**Marc G. Cote, DO, Assistant Dean for Clinical Education:** The Assistant Dean for Clinical Education is responsible to assist the Associate Dean for Clinical Education in managing the personnel and administrative operations of Clinical Education and operations of the geographically dispersed COM clinical system.

The Regional Assistant Deans have instructional responsibilities in their areas of expertise.

## Faculty

Name	Degree Held	Conferring Institution	Title
Daniel Allen	DO	A.T. Still University of Health Sciences Kirksville College of Osteopathic Medicine	Regional Liaison Boise and Assistant Professor
Frederica Amity	PhD	Oregon State University	Learning Skills Specialist and Assistant Professor
Aaron Anderson	DO	Philadelphia College of Osteopathic Medicine	Assistant Professor Family Medicine
Erin Anderson	DO	Philadelphia College of Osteopathic Medicine	Assistant Professor Family Medicine
Nancy Balash	DPT	Arizona School of Health Sciences	Assistant Professor Anatomy
Ruth Bishop	DO, MPH	University of New England College of Osteopathic Medicine	Assistant Professor Family Medicine
Albert Brady	MD	University of California	Associate Professor Clinical Medicine
Kathaleen Briggs-Early	PhD, RDN, CDE	Washington State University	Associate Professor Biochemistry and Nutrition
Daniel Brzusek	DO, MS	Philadelphia College of Osteopathic Medicine	Regional Assistant Dean Fairbanks and Assistant Professor
Todd Capistrant	DO	Des Moines University College of Osteopathic Medicine	Regional Assistant Dean Fairbanks and Assistant Professor
Christopher Clark	DO	Kansas City University of Medicine and Biosciences College of Osteopathic Medicine	Assistant Professor Family Medicine

Michele Coleman	DO	Kansas City University of Medicine and Biosciences College of Osteopathic Medicine	Assistant Professor OPP
Marc Cote	DO	Kansas City University of Medicine and Biosciences College of Osteopathic Medicine	Assistant Dean for Clinical Education and Associate Professor
Stephen Dechter	DO	Wester University of Health Sciences College of Osteopathic Medicine of the Pacific	Regional Liaison Tri Cities and Assistant Professor
Jessica Di Nizio	DO	New York Institute of Technology College of Osteopathic Medicine	Assistant Professor Family Medicine
Joseph DiMeo	DO	New York Institute of Technology College of Osteopathic Medicine	Chair of Family Medicine and Associate Professor
Thomas Eglin	MD	Emory University	Regional Assistant Dean Yakima and Assistant Professor
William Elliott	MD, PhD	University of Chicago	Chair of Biomedical Sciences and Professor
Allen Fink	DO	Philadelphia College of Osteopathic Medicine	Regional Assistant Dean Puyallup and Assistant Professor
Kevin Foley	MD	University of Chicago Pritzker School of Medicine	Assistant Professor Family Medicine
Thomas Fotopoulos	DO	Nova Southeastern University College of Osteopathic Medicine	Interim Chair of OPP and Associate Professor
Patrick Galvas	DO	University of North Texas Health Sciences Center College of Osteopathic Medicine	Regional Assistant Dean Great Falls and Assistant Professor
Thomas Gole	DO	Ohio University Heritage College of Osteopathic Medicine	Assistant Professor Family Medicine
Orestes Gutierrez	DO	Philadelphia College of Osteopathic Medicine	Regional Assistant Dean Portland and Assistant Professor
Bryon Haney	MD	Indiana University School of Medicine	Assistant Professor Family Medicine
William Hatch	DHed, PAC	A.T. Still University of Health Sciences	Adjunct Assistant Professor Family Medicine
Erin Hepner	ARNP, MSN, MPH	Gonzaga University	Assistant Professor Family Medicine
Brandon Isaacs	DO	Des Moines University College of Osteopathic Medicine	Associate Dean Postdoctoral Education and Assistant Professor

David Johnson	DO	Kansas City University of Biosciences College of Osteopathic Medicine	Assistant Professor OPP
Karsten Johnson	DO	Pacific Northwest University of Health Sciences	Adjunct Instructor Family Medicine
Wade Justice	MD	University of Arizona	Assistant Professor Clinical Medicine
James Keene	DO, PhD	Des Moines University College of Osteopathic Medicine	Associate Dean Student Affairs and Professor
Stephen Laird	DO	University of North Texas Health Science Center College of Osteopathic Medicine	Associate Dean Student Affairs and Professor
Larry Lefors	DO	A.T. Still University of Health Sciences Kirksville College of Osteopathic Medicine	Assistant Professor OPP
Melissa Lemp	DO	Kansas City University of Biosciences College of Osteopathic Medicine	Chief of Pediatrics and Assistant Professor
Stephen Litchfield	DO	Kansas City University of Biosciences College of Osteopathic Medicine	Assistant Professor OPP
Anthony Lyons	PhD	University College Cork	Assistant Professor Biomedical Sciences
Janelle Mapes	PhD	University of Illinois at Urbana-Champaign	Assistant Professor Anatomy
Troy Markus	DO	Chicago College of Osteopathic Medicine of Midwestern University	Regional Assistant Dean Mt. Vernon and Assistant Professor
Charles Martin	DPT	Des Moines University College of Osteopathic Medicine	Assistant Professor Anatomy
Phil Mattocks	PhD	University of Washington	Associate Professor Physiology
Michele McCarroll	PhD	Ohio State University	Chief Research Officer and Professor
Thomas Miller	DO, MPH	Michigan State University College of Osteopathic Medicine	Assistant Professor Family Medicine
Anne Musser	DO	Kansas City University of Biosciences College of Osteopathic Medicine	Regional Assistant Dean Anchorage and Assistant Professor
Jeffrey Novack	PhD	University of Washington	Associate Professor Biomedical Sciences
Emily Oestreich	PhD	University of Rochester	Chief of Physiology and Associate Professor

Brenda Polite	MD	Loma Linda University School of Medicine	Regional Assistant Dean Centralia and Assistant Professor
Randy Poncher	MD	University of Illinois College of Medicine	Regional Assistant Dean Spokane and Associate Professor
William Powell	DO	A.T. Still University of Health Sciences Kirskville College of Osteopathic Medicine	Assistant Professor OPP
Kirsten Prewitt	DO	Des Moines University College of Osteopathic Medicine	Regional Assistant Dean Billings and Assistant Professor
Mirna Ramos-Diaz	MD, MA	University of Miami School of Medicine	Assistant Professor Family Medicine
Frank Reed	MD	Chicago Medical School	Regional Assistant Dean Missoula and Assistant Professor
Diana Rhodes	DVM, PhD	Purdue University	Chair of Anatomy and Professor
James Rhodes	PhD	Harvard University	Associate Professor Histology
Katina Rue	DO	Kansas City University of Biosciences College of Osteopathic Medicine	Adjunct Assistant Professor Family Medicine
Joseph Salinas	MD	New Jersey School of Medicine	Assistant Professor Internal Medicine
Thomas Scandalis	DO	New York Institute of Technology College of Osteopathic Medicine	Dean, College of Osteopathic Medicine and Professor
Michael Scott	DO, MPH	A.T. Still University of Health Sciences Kirksville College of Osteopathic Medicine	Assistant Professor Clinical Medicine
Dan Selski	PhD	University of Rochester	Assistant Professor Anatomy
Victor Sharpe, III	MD, FACP	University of Miami	Assistant Professor Clinical Medicine
Douglas Shearer	MD, PhD	St. George's University	Chief of Pathology and Associate Professor
Anita Showalter	DO	Ohio University Heritage College of Osteopathic Medicine	Associate Dean Clinical Education and Associate Professor
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Robert Sorrells	PhD	University of Georgia	Associate Dean Preclinical Education and Associate Professor Anatomy
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Mathias Stroemel	DO	Oklahoma State University College of Osteopathic Medicine	Regional Assistant Dean Walla Walla and Assistant Professor
Kimberly Taylor	PhD	Janus Pannonius University	Chief of Microbiology and Associate Professor
Mark Taylor	PhD	Purdue University	Presidential Liaison for Programs and Professor
Joel Thome	PharmD	University of Washington	Assistant Professor Pharmacology
John Tollerson	DO	Des Moines University College of Osteopathic Medicine	Regional Assistant Dean Missoula and Assistant Professor
Ronald Walser	DPT	Franklin Pierce University	Assistant Professor Anatomy
D. Keith Watson	DO	University of North Texas Health Science Center College of Osteopathic Medicine	President, Pacific Northwest University of Health Sciences and Professor
Warren Wiley	DO	Kansas City University of Biosciences College of Osteopathic Medicine	Regional Assistant Dean Blackfoot and Assistant Professor
Robert Williams	MD	University of California	Adjunct Assistant Professor Internal Medicine
Lei Ye	PhD	Utah State University	Assistant Director of Academic Technology - Instructional Designer and Assistant Professor
Rourke Yeakley	MD, MHA	Tufts University School of Medicine	Regional Assistant Dean Boise and Assistant Professor
John Zambito	DO	New York Institute of Technology College of Osteopathic Medicine	Adjunct Assistant Professor Family Medicine

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This catalog is certified to be true and correct in content and policy as of the date of publication.

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Thomas A. Scandalis, DO • College of Osteopathic Medicine Chief Academic Officer and Dean

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