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Philadelphia College of Osteopathic Medicine

Professionalism Policies

(From PCOM Code of Conduct and The D.O. Programs Student Handbook)

GENERAL STATEMENT ON PROFESSIONAL CONDUCT

Recognizing the importance of providing ethical and professional guidance for the Philadelphia College of Osteopathic Medicine community, PCOM, acting through its Board of Trustees, has promulgated the Code of Conduct.

PCOM's ethical and legal obligations run to many constituents. As a leading academic institution, PCOM must uphold the tenets of honesty and integrity in learning, in serving its students and other members of the academic community. As a provider of medical service through its healthcare centers, the College strives to attain the highest standards of patient care. As a Pennsylvania nonprofit corporation, the College is prohibited from engaging in any activity, the primary purpose of which is to financially benefit any individual. As a member of the business community, the College must foster honest business practices that do not unfairly favor one vendor or purveyor over another. And finally, as an employer, PCOM must provide broad guidance to its officers, employees, staff, and faculty regarding the standards of conduct to which they are expected to adhere in performing their job responsibilities at PCOM, including guidance regarding the avoidance of conflicts of interest that might jeopardize the outstanding reputation of the College.

PCOM is committed to upholding all legal requirements and the highest standards of ethical behavior. The Ethics Code of the American Osteopathic Association has been adopted as an additional standard for professional conduct for PCOM osteopathic medicine faculty, students, and staff and is incorporated herein by reference (Appendix A).

Our Code of Conduct applies to all PCOM Trustees, officers, faculty, students and employees, including PCOM-affiliated physicians, physicians-in-training, physician assistants, nurses, and other individuals involved in the provision of health care services (herein, "Health Care Professionals), (collectively, the "PCOM Community", or, individually a "PCOM Community Member"), unless otherwise indicated.

The Code of Conduct outlines the principles which guide our interactions with patients, suppliers, vendors, regulatory agencies, the surrounding community, and each other. The Code represents a summary of the principles underlying the policies, procedures, and practices that govern PCOM's operations. It is not meant to detract from or otherwise amend any faculty by-

laws or the Faculty Handbook, the Student Handbook, or to replace any of PCOM's more detailed policies and procedures.

It is the duty of each PCOM Community Member to read this Code of Conduct carefully and to understand and comply with all laws, rules, and regulations, as well as PCOM's standards, policies and procedures, which apply to their individual positions and duties. Additional advice as to compliance with legal requirements and ethical standards may be found in other policies, procedures and guidance issued by PCOM, and PCOM Community Members are expected to comply with such guidance as well. Any questions about the Code of Conduct or its application in a specific situation may be addressed to your supervisor, or to one of PCOM's compliance officers.

Jay S. Feldstein, D.O., President and CEO

(Appendix A)

AOA CODE of ETHICS

The American Osteopathic Association has formulated this Code to guide its member physicians in their professional lives. The standards presented are designed to address the osteopathic physician's ethical and professional responsibilities to patients, to society, to the AOA, to others involved in healthcare and to self. Further, the American Osteopathic Association has adopted the position that physicians should play a major role in the development and instruction of medical ethics.

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

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

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

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

Section 5. A physician shall practice in accordance with the body of systematized and scientific knowledge related to the healing arts. A physician shall maintain competence in such systematized and scientific knowledge through study and clinical applications.

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

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

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

Section 9. A physician should not hesitate to seek consultation whenever she/he believes it advisable for the care of the patient.

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

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

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

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

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

Section 15. It is considered sexual misconduct for a physician to have sexual contact with any current patient whom the physician has interviewed and/or upon whom a medical or surgical procedure has been performed.

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

Section 17. From time to time, industry may provide some AOA members with gifts as an inducement to use their products or services. Members who use these products and services as a result of these gifts, rather than simply for the betterment of their patients and the improvement of the care rendered in their practices, shall be considered to have acted in an unethical manner. (Approved July 2003)

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

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

Breach of the Code of Conduct

Students on both the Philadelphia and Georgia Campuses should notify the Student Affairs Director, on their respective campus, of any suspected violation/ breach of the Code of Conduct. Please refer to the PCOM General Student handbook for an overview of disciplinary policies as they relate to breaches of the Code of Conduct.

Committee on Student Professional Conduct

Matters of alleged misconduct that require action other than a reprimand shall be heard by this Committee. The Committee shall follow the disciplinary procedures published in the Student Handbook. The Chairperson shall be responsible for minutes of the proceedings.

Academic Honesty

Academic honesty at PCOM is governed by the Ethics Code and College Disciplinary Policy (see General Student Handbook). Students are obligated to perform their own work and to

neither give nor receive unauthorized aid on graded material, nor to leave unreported any knowledge of such aid given or received by another student.

PCOM Policies on Academic Integrity and Intellectual Property

Policy on Academic Integrity

Academic integrity is essential to the success of the educational enterprise and breaches of academic integrity constitute serious offenses against the academic community. Every member of that community bears a responsibility for ensuring that the highest standards of academic integrity are upheld. Only through a genuine partnership among students, faculty, staff, and administrators will the College be able to maintain the necessary commitment to academic integrity. Students are responsible for understanding the principles of academic integrity fully and abiding by them in all their work at the College. Students are also encouraged to report alleged violations of academic integrity to the faculty member teaching the course in which the violation is alleged to have occurred

Use of Digital Library and Educational Resources and Materials

Electronic resources provided by the Library are governed by license agreements with publishers and vendors which contain user responsibilities and access restrictions. By accessing or using such electronic resources, all students agree to be bound by and abide by the user responsibilities and access restrictions. All educational resources and materials provided by the College, its professors, and other employees are copyrighted and/or another's intellectual property including without limitation PowerPoints, lectures, handouts, digital materials and test forms among others ("Materials"). These materials are protected by law, including without limitation U.S. copyright law and are provided to students for personal use only.

- Sharing access is forbidden. Your digital library account is for your personal use and may not be shared with others whether part of or outside of the institution.
- Copyright restrictions apply to both print and electronic formats of the Materials.
- Downloading excessive portions of databases or electronic journals or any portion beyond the terms associated with the Materials is prohibited.
- Posting Materials, including without limitation downloaded Materials on any website, including but not limited to Facebook or other social media sites, or to an email list is prohibited.
- Use of Materials for commercial purposes is prohibited.
- Materials may not be modified or altered.
- Publishers' copyright statements, logos and any other proprietary notice may not be removed from the Materials.
- Illegal or unethical file sharing of Materials, video, audio or data is prohibited.

- Materials may not be reused, documented, recorded or distributed in any way including but not limited to download to any modality, photography and screen capture without the written permission of the author or copyright holder of the Materials.
- Any reproduction, distribution, performance, display, or preparation of derivative works based upon, any Materials or any other proprietary information of the College, its professors, or other employees, without the written permission of the author or copyright holder of the Materials, is prohibited.

Institutional Computer Use

The College's Management of Information Systems (MIS) resources are provided to students to enhance their learning experience. Utilization of these resources for personal gain, illegal or obscene activities is prohibited. [See "Computer Policies and Procedures" under MIS/Telecommunications on the Web Page.]

The following are examples of prohibited activity:

- Use of a computer system attached to the College resources to capture data packets (e.g. "sniffer");
- Accessing (e.g. read, write, modify, delete, copy, move) another user's files or electronic mail without the owner's written permission.
- Abuse of networks or computers at other sites through the use of the College's resources;
- Attempts to circumvent information technology protection schemes or exploit security loopholes.

Copyright Policy

It is the policy of Philadelphia College of Osteopathic Medicine to comply with the U.S. Copyright Act of 1976. All PCOM faculty, staff, students are expected to act as responsible users of the copyrighted works of others which includes making informed decisions based on the fair use exemptions to the copyright laws. Student violations of copyright policy are also subject to sanctions imposed by the Committee on Student Professional Conduct.

U.S. laws protect the rights of individuals regarding their own works. The penalties for violation of copyright law can range from college sanctions to civil and criminal prosecution. Persons who copy and distribute copyrighted material without legal permission may be found liable for civil or criminal copyright infringement. Civil penalties for federal copyright infringement provide for significant financial compensation for damages such as \$150,000 for each willful act. Criminal penalties can be up to five years in prison and \$250,000 in fines. The College cannot protect students, faculty or staff from a copyright complaint, and the college may also be required by law to disclose information to a complainant for use in pursuing legal action. Copyright infringement may also result in college-imposed sanctions for misconduct.

Federal copyright law protects "original works of authorship fixed in any tangible medium," which includes works of literature, music, drama, film, sculpture, visual art, architecture, and

other creative media. (Title 17, U.S.Code, Section 101.) Most works published after 1923 (except those authored by the U.S. Government) should be presumed to be copyright protected, unless there is information or notice from the copyright holder that the work is in the public domain. Works published prior to March 1, 1989, generally require a copyright notice to be protected, but those published on or after March 1, 1989 are not required for copyright protection. [Copyright Office Circular 22](#) explains how to determine the copyright status of a work.

The doctrine of "Fair Use" (section 107 of the U.S. copyright law) in limited situations permits the use of a copyrighted work, including reproducing portions of that work, without the copyright owner's permission. Section 107 of the Copyright Act establishes four basic factors to be examined in determining whether a use constitutes a "Fair Use" under the copyright law.

These factors are:

- a) The purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes;
- b) The nature of the copyrighted work;
- c) The amount and substantiality of the portion of the work used in relation to the copyrighted work as a whole; and
- d) The effect of the use in question upon the potential market for or value of the copyrighted work.

No single factor is determinative of a person's right to use a copyrighted work without permission. Educational use alone is not sufficient to make the use in question a fair one.

Photocopies or other reproductions can be furnished only under certain conditions, if they will be used solely for private individual study, scholarship, or research. Use of the reproduction for other purposes may make the user liable for copyright infringement.

PCOM reserves the right to refuse to accept a copying request, if, in its judgment, fulfillment of the order would involve violation of copyright law. (17 U.S.C. 207, and under title 17 of the U.S. Code as amended by Pub. Law 94-553: 108, 702. Dated August 9, 1977).

Peer to Peer (P2P) File Sharing:

The College has implemented measures within the PCOM information system that prevent the use of Peer to Peer file sharing applications on all campus network computers. However, students should be aware of the implications and risks of using such applications on personal computers.

Copying or distributing copyrighted media such as songs, movies, software, video games, text and pictures, without authorization from the copyright owner may constitute copyright infringement. The *Copyright Owner* has the right to control, within certain limits, how their

works are published, distributed, and sold, and the correlative right to be paid for the use of a work. A number of copyright infringement lawsuits and subpoenas have been filed by major companies and their respective industry associations, including the Recording Industry Association of America (RIAA), the Motion Pictures Association of America (MPAA) and the Software & Information Industry Association (SIIA). Federal copyright law entitles the copyright holders to seek statutory damages of up to \$150,000 for each act of willful infringement (for example, each song or movie illegally copied or distributed).

- *Resources:*
 - Educause - Copyrights
<<https://library.educause.edu/topics/policy-and-law/copyright>>
 - U.S. Copyright Office - DMCA Summary
<<http://www.copyright.gov/legislation/dmca.pdf>>

Alternatives to Illegal Downloading

Below are lists of sites that offer free or inexpensive products that can be used as alternatives to illegal downloading:

Clipart

<http://www.coolarchive.com/>
<http://www.mediabuilder.com/>
<http://www.barrysclipart.com/>

Fonts:

<http://www.blambot.com>
<http://www.fonts.com>
<http://www.fontshop.com/index.cfm>

Music:

<http://www.iTunes.com/>
<http://www.MusicMatch.com/>
<http://www.rhapsody.com/>
<http://www.napster.com/>
<http://music.msn.com/>

Photos:

<http://www.freefoto.com/>
<http://www.istockphoto.com/>

Violations of Academic Integrity

Various ways in which academic integrity can be violated are described below. The comments and examples within each section provide explanations and illustrative material, but do not exhaust the scope of possible violations.

Cheating

Please refer to the Student Handbook.

Fabrication

Fabrication is the falsification or invention of any information or citation in an academic work. "Invented" information may not be used in any laboratory report or other academic work without authorization from the instructor. It is improper, for example, to analyze one sample in an experiment and "invent" data based on that single experiment for several more required analyses. Students must also acknowledge the actual source from which cited information was obtained. A student should not, for example, reproduce a quotation from a book review and claim that the quotation was obtained from the book itself.

Plagiarism

Plagiarism is the representation of the words or ideas of another as one's own in any academic work. To avoid plagiarism, every direct quotation must be identified by quotation marks, or by appropriate indentation, and must be cited properly according to the accepted format for the particular discipline. Acknowledgment is also required when material from any source is paraphrased or summarized in whole or in part in one's own words. To acknowledge a paraphrase properly, one might state: to paraphrase Plato's comment... and conclude with a footnote or appropriate citation to identify the exact reference. A footnote acknowledging only a directly quoted statement does not suffice to notify the reader of any preceding or succeeding paraphrased material. Information that is common knowledge, such as names of leaders of prominent nations, basic scientific laws, etc, need not be cited; however, the sources of all facts or information obtained in reading or research that are not common knowledge among students in the course must be acknowledged. In addition to materials specifically cited in the text, other materials that contribute to one's general understanding of the subject may be acknowledged in the bibliography.

Sometimes, plagiarism can be a subtle issue. Students should be encouraged to discuss any questions about what constitutes plagiarism with the faculty member teaching the course.

Facilitating Violations of Academic Integrity

It is a violation of academic integrity for a student to aid others in violating academic integrity. A student who knowingly or negligently facilitates a violation of academic integrity is as culpable

as the student who receives the impermissible aid, even if the former student does not benefit from the violation.

Academic Integrity Violations and Sanctions

Levels of Violations and Recommended Sanctions

Any violation of academic integrity is a serious offense and is therefore subject to an appropriate penalty or sanction. Academic integrity violations at PCOM are classified into four levels according to the nature of the violation. For each level of violation a corresponding set of sanctions is recommended. Level Three and Level Four violations are called “separable,” since the possible sanctions are temporary or permanent separation from the College. However, separation is a possible sanction for repeat violations at Level One or Level Two.

The recommended sanctions at each level are not binding, but are intended as general guidelines for the academic community. Moreover, due to mitigating circumstances, a standard sanction is not always imposed, even when a student is found responsible for a given violation. Culpability may be assessed and sanctions imposed differentially for those with more or with less experience as members of the academic community.

Examples are cited below for each level of violation. These examples are meant to be illustrations and should not be considered all inclusive.

Level One Violations

Level One violations may occur because of inexperience or lack of knowledge of the principles of academic integrity and are often characterized by the absence of dishonest intent on the part of the student committing the violation. These violations generally are quite limited in extent (e.g., 1 - 2 sentences), occur on a minor assignment, and represent a small fraction of the total course work.

Examples include:

1. Working with another student on a minor laboratory exercise or homework assignment when such collaboration is prohibited.
2. Failure to footnote or give proper acknowledgment in a very limited section of an assignment.

Sanctions for Level One violations ordinarily include one or more of the following, although this list is not all inclusive:

1. Required participation in a noncredit workshop or seminar on ethics or academic integrity.

2. An assigned paper or research project related to ethics or academic integrity.
3. A make-up assignment that is more difficult than the original assignment.
4. No credit for the original assignment
5. Disciplinary warning.

Level Two Violations

Level Two violations are breaches of academic integrity that are more serious or that affect a more significant aspect or portion of the course work compared with Level One violations (e.g., more than a few sentences).

Examples include:

1. Quoting directly or paraphrasing, to a moderate extent, without acknowledging the source.
2. Submitting the same work, or major portions thereof, to satisfy the requirements of more than one course without permission from the instructor to whom the work is submitted for the second or subsequent time.
3. Using data or interpretative material for a laboratory report without acknowledging the sources or the collaborators. All contributors to the acquisition of data and/or to the writing of the report must be acknowledged.

Sanctions for Level Two violations ordinarily include one or more of the following, although this list is not all inclusive:

1. A failing grade on the assignment.
2. A failing grade for the course.
3. Disciplinary probation.

Level Three Violations

Level Three violations are breaches of academic integrity that are more serious in nature or that affect a more significant aspect or portion of the course work compared with Level Two violations.

Examples include:

1. Repeat Level Two violations.
2. Presenting the work of another as one's own.
3. Copying work on exams.
4. Plagiarizing portions of a written assignment.
5. Acting to facilitate copying during an exam.
6. Using prohibited materials, such as books, notes, or calculators during an examination.

7. Conspiring before an exam to develop methods of illicitly exchanging information during the exam.
8. Altering examinations for the purposes of re-grading.
9. Acquiring or distributing copies of an examination from an unauthorized source prior to the examination period.
10. Submitting purchased materials such as a term paper.
11. Fabricating data by inventing or deliberately altering material. Fabrication includes citing "sources" that are not, in fact, sources.

The sanctions for Level Three violations include an F for the course and probation for one or more terms, or permanent dismissal, depending on the seriousness of the violation.

Level Four Violations

Level Four violations represent the most serious breaches of academic integrity.

Examples include:

1. Committing a violation of academic integrity after returning from suspension for a previous violation of academic integrity.
2. Committing a violation of academic integrity that breaks the law or resembles criminal activity (such as forging a grade form, stealing an examination from a professor or from a College office, buying a stolen examination, falsifying a transcript to gain access to the College or its resources, or altering the record of work done at the College).
3. Having a substitute take an examination or taking an examination for someone else.
4. Fabricating evidence, falsifying data, quoting directly or paraphrasing without acknowledging the source, and/or presenting the ideas of another as one's own in a senior thesis, a master's thesis, a doctoral dissertation, a scholarly article submitted for publication, or any other work represented as his or her own by a graduate or professional student.
5. Sabotaging another student's work through actions designed to prevent the student from successfully completing an assignment.

The sanction for Level Four violations ordinarily is permanent dismissal from the College.

Repeat Offenses

As stated above, a repeat violation at Level Two will ordinarily be treated as a Level Three, and hence a separable violation. Likewise, any violation of academic integrity committed after completing probation for a Level Three violation will be treated as a Level Four violation. A repeat violation at Level One will ordinarily be treated as a Level Two violation, although it may, under certain circumstances, be treated as a Level Three violation.

Other Consequences of Violating the Academic Integrity Policy

A student who commits a violation of academic integrity not only faces College censure and sanctions but also runs a serious risk of harming his or her future educational and employment opportunities. Moreover, prospective employers and other educational institutions frequently use recommendation forms that ask for judgment and comment on an individual's moral or ethical behavior. Since such forms are sent with the permission of the student, who thereby waives any right he or she may have under the Family Educational Rights and Privacy Act to keep disciplinary sanctions confidential, College faculty and administrators with knowledge of academic integrity violations are ethically bound to report such violations.

Rutgers, The State University of New Jersey is acknowledged for the work of its faculty in forming the foundation of the policy (<https://academicintegrity.rutgers.edu/>) as adapted by PCOM

Patient Safety

Supervision Policy

Legal Limitations on Professional Practice

It is a violation of the laws of the State of Georgia and the Commonwealth of Pennsylvania and contrary to the policy of this College for any unlicensed person to engage in or attempt to engage in the professional practice of health care. Please remember that, as a student, you are NOT a licensed-health care provider and until you have graduated and you are licensed, you cannot engage in the practice of health care.

Professional practice in health care includes such *unsupervised* activities as diagnosis, the rendering of medical treatment or advice, the prescribing of drugs, and all other activities normally performed by physicians or other licensed professionals. Students are cautioned to confine their training activities involving the activities above to supervised teaching clinics, hospitals, and training sites. At no time should you assume responsibility for the care of any patient. **Any student delivering unsupervised medical care is engaging in unauthorized treatment in violation of College policy, is not insured by the College malpractice carrier, and may be subject to disciplinary action including dismissal.**

NO STUDENT IS AUTHORIZED TO RECEIVE OR TO COLLECT FOR HIMSELF/HERSELF OR FOR ANY OTHER PERSON, ANY FEE OR GRATUITY FOR PROFESSIONAL SERVICES.

NOTE: While some DO students may be fully licensed in other health care professions (for example, RNs, PAs, dentists, etc.), they may NOT exercise the rights and responsibilities of their license while simultaneously performing their duties and responsibilities as a medical student on clinical clerkship rotations.

Supervision Guidelines for Clinical Clerkships

1. Clinical clerks shall be under the supervision of a physician designated for this purpose.
2. Clinical clerks shall assume responsibility for and perform their assigned duties in conformance with the training site regulations.
3. When requested or required by the supervising physician, clinical clerks are permitted to take a history and physical examination of the patient. Histories and physicals will be dictated or recorded and may be signed by the clinical clerk according to the rules and regulations of the training site. The histories and physicals done by the clinical clerks should be reviewed by the attending and/or supervising physician and, as an educational modality, be reviewed with the clinical clerk.
4. Progress notes may be written by the clinical clerks under the direction of the attending

or supervising physician. Progress notes must be countersigned within the time required by the rules and regulations of the training site.

5. Clinical clerks shall not order any examinations, tests, medications, or procedures without consulting and obtaining the prior approval of the attending or supervising physician. Clinical clerks shall not write prescriptions.
6. Clinical clerks shall be required and encouraged to participate in the utilization of osteopathic manipulative treatment (OMT) when ordered. OMT shall be applied under the direction of an attending or supervising osteopathic physician.
7. Clinical clerks shall learn and perform procedures under appropriate and proper supervision in those areas where the training site regulations permit such instruction. In addition to the general regulations, clinical clerks shall abide by all specific departmental regulations of the training site.
8. PCOM is committed to ensuring that any health professional providing health services through a therapeutic relationship will recuse him/herself from the academic assessment or promotion of the student. If you have been assigned to a supervising physician with whom you have a therapeutic relationship, please notify your Office of Clinical Education, so you can be reassigned.

Cultural Competency

Cultural Competency in Health Care Program

The Cultural Competency in Health Care Program (CCP) was initiated by PCOM's Student National Medical Association (SNMA) Chapter, to commence a collaborative effort by several student organizations to address the issues of: culture, race, religion, ethnicity, gender, military status, disability and socioeconomic status impact on patient care, and the overall healthcare system. The Cultural Competency Program is designed to prepare our future health care leaders and providers to face the challenges in an increasingly diverse world. It is our hope that this program will supplement the graduate and medical education at PCOM by providing additional understanding, competency, and humility towards the social issues which affect our patients and future practices.

This project will meet its goals by having activities such as open forums, round table discussions, interactive skits, guest speakers, etc. which are designed to increase the social awareness, and cultural humility of student participants, faculty, staff, and medical residents.

The project will consist of multiple sessions, each session will have its own central theme or focus and will be organized by CCP member organizations. To be eligible, sessions will be led by a clinician, PhD or faculty member serving as a facilitator. The student organizations involved in the CCP are as follows:

- Student National Medical Association (SNMA)
- Latino Medical Student Association (LMSA)
- American Women's Medical Association (AMWA)
- Asian Pacific American Medical Students Association (APAMSA)
- Christian Medical Association (CMA)
- Muslim Medical Student Association (MMSA)
- Jewish Medical Association (JMA)
- Student Osteopathic Medical Association (SOMA)
- PCOM Advocated for Individuals with Disabilities (PCOM AID)
- Association of Military Osteopathic Physicians and Surgeons (AMOPS)

In order to encourage participation from the student body, several incentives will be in place: food provided, raffles and prizes, a certificate of completion and lapel pin. We hope that along with the opportunity to include this program in applications for your future careers, you also gain from this program continued understanding in cultural humility as well as increased competency for your future practice.

To gain these incentives, participation will be recorded in a point-based system, similar to that of Continuing Medical Education. Each CCP session will be designated a point value by the Cultural Competency Program in the range of 0.5 - 1.5 points/session. One must attend a number of sessions to the total of three (3) points to receive a Certificate of Completion, CCP lapel pin, and special acknowledgement by the Cultural Competency Program.

The Cultural Competency Program's members are dedicated to discussing the issues that will affect our future practices in medicine as well as our patients' lives. By addressing these topics that most would rather avoid, we hope to confront the issues behind the discrimination, and implicit biases which physicians and patients encounter within the healthcare field. It is our hope that we can contribute to increasing awareness among our peers; and demonstrate that together we can eliminate bias, disparities, and neglect, and increase cultural competency and humility.

Diversity and Cultural Sensitivity Workshops

To advance PCOM's goals to support a culture of open inquiry, pluralism and mutual respect among students, faculty and staff, the Office of Diversity and Community Relations (ODCR) partnered with the Blue Door Group, a Philadelphia-based non-profit to offer a workshop for members of the Diversity and LGBTQIA Councils to participate in a dialogue to:

- Engage participants in open, honest dialogues about social identities like race, gender and socioeconomic status; and
- Build the stepping stones of critical self-awareness that is essential to culturally competent practice.

The annual workshop is available to all members of the PCOM community at our Philadelphia, PA and Suwanee, GA locations.

LGBTQA Inclusive Healthcare Training

PCOM has partnered with the Mazzone Center, a Philadelphia-based organization, that offers medical trainings on LGBTQIA inclusive healthcare. The training is designed for physicians, physical therapists, physician's assistants, medical students and providers in non-medical settings seeking medical information about LGBTQ communities.

Learning objectives include:

- Differentiate among the categories of sex at birth, gender identity, gender expression and sexual orientation;
- Establish a working knowledge of LGBTQ terminology and identities;

- Understand the differences between medical, legal and social transitions for transgender and gender non-conforming (TGNC) individuals;
- Apply three clinical tools for improving services for TGNC patients using case examples;
- Identify health disparities among TGNC communities and develop tools to increase LGBTQ access to culturally competent care.

When Cultures Meet

When Cultures Meet is a one-day workshop which blends dynamic merging culture exercises, thought-provoking strategic frameworks and concrete application activities. The workshop answers the question: How do we meet the challenge of combining unique strengths of the parts to create a more powerful and effective whole?

After a day of engaging, thought-provoking exercises where participants are able to get a better understanding of what other people in the organization are facing, they walk away with:

- A deeper understanding of the human issues involved in the meeting of two or more cultures.
- More confidence in their ability to function effectively in that process.
- An appreciation for the value of organizational cultures different from their own.
- A recognition of the implications of being “dominant” and “other.”
- A concrete framework for developing vibrant communities that maximize the contributions of its members.

Community Outreach Council

PCOM's Community Outreach Council includes faculty, administrators and students who lead community service initiatives and programs in the Philadelphia and the Greater Atlanta communities. The Council meets quarterly to explore opportunities to collaborate across the college and to advance PCOM's mission to expand its footprint in the community.

The psychology and osteopathic medicine departments collaborated to create a community action program called “[Water Your Child's Brain](#).” This initiative was created to provide a parent-child education program for underserved communities within the Philadelphia area. It aimed to provide parents with simple tools to promote their child's brain development and growth. The goal of the program was to provide an environment for caregivers that allowed them to come together to learn about these topics, both from educators in the field and from one another. Parents and caregivers were provided education and tools while also fostering a safe and constructive environment to discuss their concerns, obstacles, challenges and successes of parenthood.

The Summer Academy marks the cornerstone of a partnership that spans the academic year, with PCOM faculty collaborating with faculty from ASPIRA Schools and Esperanza College on professional and curriculum development and the establishment of practicum and research opportunities. During the fall 2017, PCOM co-sponsored a Science Symposium at the high school to provide exposure to health careers through workshops and events to guide students towards careers in healthcare.

Equal Opportunity and Non-Discrimination

Philadelphia College of Osteopathic Medicine (“College”) seeks to foster an inclusive educational and work environment for all faculty, staff, applicants for employment, and students.

PCOM prohibits discrimination on the basis of age, race, sex, color, gender, gender identity and expression, national origin, ethnicity, ancestry, sexual orientation, religion, creed, disability, genetic information, marital status or any other legally protected class status in all its programs, activities, and employment practices.

Philadelphia College of Osteopathic Medicine subscribes to the principles and adheres to the requirements of state and federal law pertaining to civil rights and equal opportunity, in accordance with the requirements of Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973, as amended; the Age Discrimination Act of 1975, as amended, and the Americans with Disabilities Act of 1990, as amended.

Interprofessional Collaborative Practice

Interprofessional Education Vision Statement

We at PCOM seek to train healthcare professionals who can provide person-centered, inter-professional, collaborative care across the life span; driven by osteopathic principles to optimize the wellness of the diverse population we serve.

Mission Statement

In pursuit of this vision, our graduates will become competent in the following domains:

1. Values and Ethics, and Social Justice
2. Roles and Responsibilities
3. Inter-Professional Communication
4. Teamwork
5. Collaborative Decision Making
6. Understanding system-based practice and US systems and Educational systems as part of public health.

Adopted by the PCOM Committee on Interprofessional Education, September 8, 2015