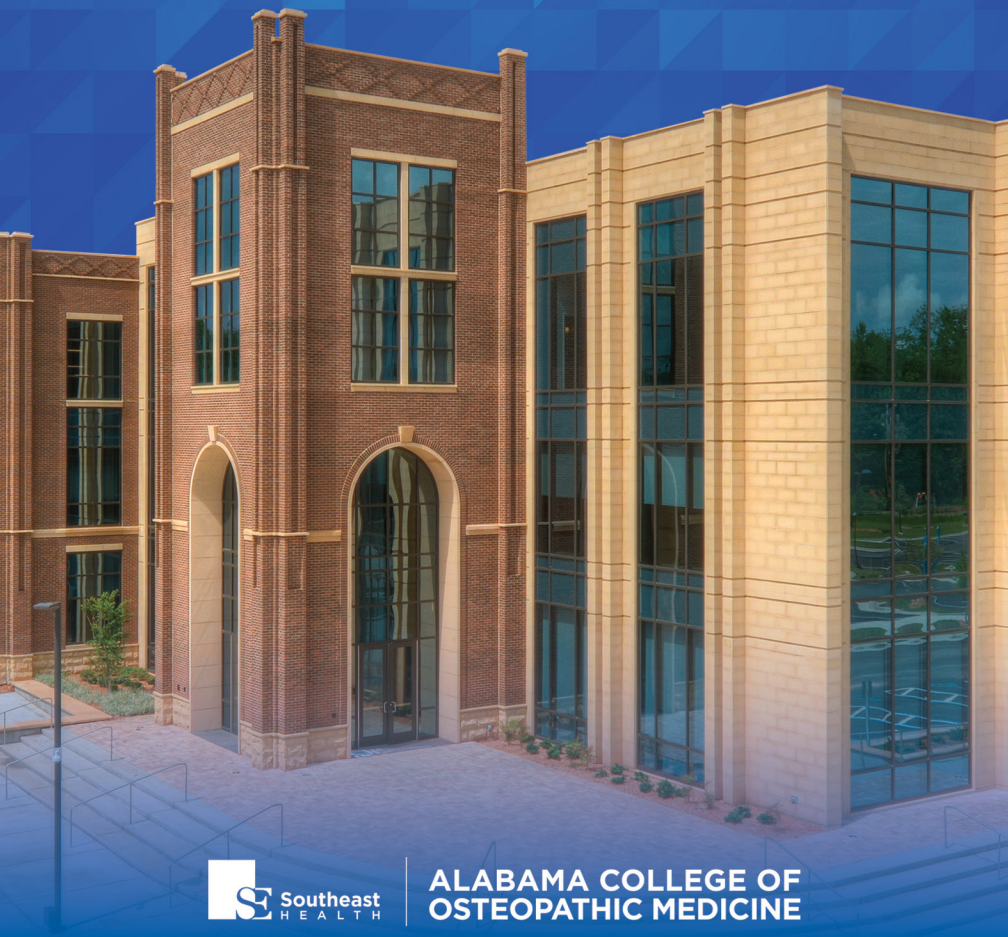
ACOM

CLASS OF 2028

orientation GUIDE



Southeast HEALTH

ALABAMA COLLEGE OF OSTEOPATHIC MEDICINE

ACOM

WELCOME TO ACOM

Welcome to the Alabama College of Osteopathic Medicine! I am honored to serve as Dean of ACOM and to welcome you as the newest members of our academic community.

As you begin your medical education, I congratulate you on choosing a career that will enable you to make a powerful positive difference in many lives.

With the recent history of COVID's impact on our nation and our world, we have gained a new appreciation for the bedrock importance of healthcare. As a nation and a community, we must have a comprehensive strategy to promote health, and we must have care when our health is threatened. This underlies everything we do in society, and you are now an integral member of this bedrock foundation.

I congratulate you specifically on choosing osteopathic medicine. The central principles of our osteopathic philosophy include a whole person approach to individualized patient-centered care, a commitment to helping all parts of the body to work in harmony, and a focus on preventing disease and supporting the body's self-healing capacity.

These principles-the foundations of osteopathic medicine-are some of the best ideas in healthcare today. We are proud to build on this legacy here at ACOM.

During your years as a medical student, you probably will work harder than you ever have. I want to encourage you with the knowledge that you have an incredible community to support you. The faculty and staff understand and want to help. We nurture an environment where we work together, we support one another, and we strive toward a common goal – ultimately to serve patients.

These next four years may be simultaneously the most difficult and the most rewarding years of your life thus far. When things are difficult, remember you are here because you earned this, and remember that the knowledge and expertise you gain will empower you to take care of the patients who will rely on you.

And remember that we all – the ACOM faculty, staff, and leadership – are here to help you. We are glad you are here. Welcome to ACOM, and congratulations on the start of an excellent journey!

James C. Jones, DO, FACEP

Dean, Senior Vice President and Chief Academic Officer

Southeast HEALTH

ALABAMA COLLEGE OF OSTEOPATHIC MEDICINE

OUR MISSION

The Alabama College of Osteopathic Medicine will provide quality, learner-centered osteopathic education, research, and service, while promoting graduate medical education, with emphasis on patient-centered, team-based primary care to serve the medically underserved areas of Alabama, the Tri-State area, and the nation.

OUR VISION

The Alabama College of Osteopathic Medicine will be regionally and nationally recognized for significantly impacting the physician workforce needs and access to quality medical services.

OUR CORE VALUES

Our Core Values are **InSPIRED**

Integrity
Service
Passion
Innovation
Respect
Excellence
Diversity

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FINDING YOUR WAY AROUND

FIRST FLOOR

- Auditorium 1 & 2
- Bistro
- Courtyard
- Facilities
- Information Systems
- Library
- Medical Education
- Security
- Student Credentialing
- Student Services
  - Admissions
  - Financial Aid
  - Registrar
  - Student Life

SECOND FLOOR

- Anatomy Lab
- Faculty and Staff Offices
- OPP Lab
- Performance Exam Suite

THIRD FLOOR

- Academic / Career Support
- Accounting/Bursar
- Clinical Resources
- Dean's Suite
- Group Study Rooms
- Institutional Effectiveness
- Marketing & Communications
- Research Lab
- Team-Based Learning Center

ANNEX BUILDING

- Group Study Rooms
- Simulation Center

DRESS CODE & PROFESSIONAL APPEARANCE

All ACOM students are to be always dressed appropriately with an emphasis on personal hygiene, cleanliness and a professional demeanor. Students need to demonstrate proper judgment about attire to wear for a given educational activity. Patients should be comfortable in a student's presence. A student who wears revealing clothing that makes a patient uncomfortable is not showing good judgment in this area. **For standard curricular events, the requirement is business casual or scrubs**. Other specific events may have unique requirements which will be described in the event in Canvas or by direct email.

1. Students should not wear clothing that may be provocative or distracting to other members of the community. Students who come dressed unprofessionally will be asked to leave the campus, change clothes and return in appropriate attire. Any absence from class or an exam because of the student's lack of judgment will be considered an unexcused absence. The dress code is enforced between the hours of 7:30 a.m. – 4:30 p.m. on Monday through Friday.

Dress code continues on next page

DRESS CODE & PROFESSIONAL APPEARANCE

continued

2 Business casual dress is generally defined as follows:

- **Casual shirts:** all shirts with collars, business casual crewneck or V-neck shirts, blouses, golf and polo shirts, tops (not t-shirts) with ACOM logo. Examples of inappropriate shirts include t-shirts, shirts with slogans, tank tops, muscle shirts, camouflage, crop tops, tops that expose the midriff, back, or excessive cleavage.
- **Coats, jackets and sweaters:** Sport coats (with or without a tie), blazers, sweaters, pullovers (e.g., ¼ zip, not sweatshirts) worn over collared shirts, cardigans, jackets.
- **Pants:** Casual slacks (at least ¾ length), trousers, khakis. Solid-colored leggings may be worn only under dresses or under fingertip-length tunics/dressy tops. Examples of inappropriate pants include shorts, cropped pants, camouflage, athletic pants, yoga pants, pants worn below the waist or hip line, denim, and jeans.
- **Skirts and dresses:** Skirts or professional-appearing dresses not more than 3 inches above the knee. Examples of inappropriate dresses include beach attire, dresses with cut outs, spaghetti straps, or with an exposed back.
- **Footwear:** Casual slip-on or tie shoes, boots, oxfords, loafers, pumps/heels, dress flats, clean athletic shoes, or other footwear that primarily covers the foot. Examples of inappropriate footwear include flip-flops, Birkenstocks, Tevas, sandals, sandals with straps between the toe, construction, or hunting boots.
- **Scrubs:** Scrubs may be worn in labs or classroom settings. **Scrubs should not be paired with T-shirts or sweatshirts**.

3 Courses with a laboratory component such as Osteopathic Medicine, Anatomy and Primary Clinical Skills require students dress as directed for these courses. The student handbook will explain certain specific dress codes for these courses. When a different dress code is required, it will be notated in the LMS (Canvas) for each event.

ACADEMIC CALENDAR

July 22 – 24, 2024	Student Orientation
July 25, 2024	Fall Classes Begin
Sept 2, 2024	Labor Day
Sept 15, 2024	White Coat Ceremony
Sept 17, 2024	Constitution Day
Nov 11, 2024	Veteran's Day
Nov 27 – 29, 2024	Thanksgiving Break
Dec 13, 2024	Fall Classes End
Dec 16, 2024 – Jan 5, 2025	Winter Break
Jan 6, 2025	Spring Classes Begin
Jan 20, 2025	Martin Luther King Jr. Day
Mar 10 – 14, 2025	Spring Break
May 26, 2025	Memorial Day
May 30, 2025	Spring Classes End

FALL 2024 COURSES

Anatomical Sciences
July 25 – Dec 13, 2024

Osteopathic Principles & Practice I
July 25 – Dec 9, 2024

Primary Clinical Skills I
July 25 – Dec 10, 2024

Health Systems Sciences I
July 29 – Dec 6, 2024

Molecular Medicine
August 19 – Dec 13, 2024

SPRING 2025 COURSES

Osteopathic Principles & Practice II
Jan 6 – May 28, 2025

Primary Clinical Skills II
Jan 6 – May 28, 2025

Neuroanatomy/Behavioral Neurosciences
Jan 6 – Mar 7, 2025

Musculoskeletal
Mar 17 – Apr 11, 2025

Hematology & Lymph
Apr 14 – May 12, 2025

Dermatology
May 12 – May 29, 2025

STUDENT STUDY SPACES

ACOM recognizes your need for individual / group study areas and continues to prioritize student study space.

Last year, ACOM completed its expansion of the existing 3,000-square-foot Center for Excellence in Simulation to a 10,000-square-foot facility. The new center is equipped with eight (8) simulation bays, a larger skills lab and additional study spaces for students. This new student study area contains 64 student study spaces, which are available to students 24/7 with badge access.

In 2020, ACOM added an additional 31 student study spaces in the 1st and 3rd Floor Prefunction/Grand Hall areas. These study spaces provide height-adjustable tables with power stations and ergonomic chairs with views of nature to promote wellness.

These areas are available to students 24/7 with badge access:

- **Group Study Rooms** (3rd floor)
- **Library Study Carrels** (1st floor)
- **Library Study Rooms** (1st floor)
- **Prefunction/Grand Hall** (1st floor)
- **Prefunction/Grand Hall** (3rd floor)
- **Simulation Center Student Study Area**

The open air pavilion also provides additional study space throughout the day. The covered area where student and faculty events may be scheduled provides audience seating for up to 224 people, or table-and-chair seating for smaller groups. This covered area may also be used informally for outdoor eating or student study on a regular basis.

STUDY TIPS

Successful strategies for studying in medical school

- Almost everyone admitted to medical school has study strategies successful for an undergraduate informational flow rate. Unfortunately, those developed by many pre-med students are not efficient enough for medical school. You must be both effective and efficient.
- Effective time management is of utmost importance. Make a study schedule and stick to it.
- The most fundamental principle of efficient studying: the best use of your limited time requires active learning, not passive learning.
- Active learning requires making decisions about the material - "Is this important?", "How is this part organized", "Where does this fit in to the 'big picture?'" Active learning also involves discussion, drawing, mapping, etc.
- Passive reading of text or "going over" notes (even with a highlighter) and hoping to absorb the information is inefficient – if you have enough time, it will eventually work, but it usually isn't adequate (you do not have that much time).
- Changing a habit isn't easy, so don't be surprised if you need to hear or review active strategies multiple times – it takes time to change.

The material presented in medical school is not necessarily more difficult than many rigorous undergraduate courses, but the volume of information per hour and per day is much greater. It has frequently been compared to "drinking from a fire hose."

USE A VARIETY OF LEARNING STRATEGIES

- Manage your study environment
- Plan study and learning activities
- Keep your motivation for learning clear
- Generate positive behaviors toward learning
- Make new information meaningful to you
- Organize and integrate new information with existing knowledge, or recognize existing knowledge to fit the new understanding and information
- Use active learning strategies, such as concept maps and drawing
- Get involved in a study group

STRATEGIC READING FOR UNDERSTANDING TEXT

Survey | Question | Read | Recall | Review

- **Survey:** Scan the text chapter or lecture PowerPoint, reading the headings, sub-headings and bold-face print. This shows what the authors considered important.
- **Develop Questions:** Write out questions concerning the material. What is this related to? Why do I need to know this? Write notes and questions in margins when reading.
- **Read the Text or go through PPT thoroughly:** Try to answer the questions generated earlier. Read for understanding. Highlight for outlining later.
- **Recall:** Recall mentally or verbally the material read (with the book closed).
- **Review:** Go back over the material with the book or PPT open. Make notes in your own words.

ORGANIZATIONAL TECHNIQUES

Information can be organized in many different ways. Understanding the pattern of organization of information is an important guide to learning the information. Common patterns of organization are given below:

- **Sequencing:** Information may be sequenced by:
  - Events in time; example – events in the normal menstrual cycle
  - Stages leading to an end-point; example – stages of a disease
  - Position in space or location; example – structures arranged in sequence from the dorsal surface to the ventral surface of the chest cavity
  - Importance; example – from most to least important symptoms of the disease process
- **Definition:** Provides meaning and identity to general classifications and gives distinguishing characteristics.
- **Listing:** A common pattern or organization when items of information are all related to a common topic.
- **Classification:** Organizes according to categories or characteristics, perhaps a chart or grid.
- **Cause and Effect:** Organization pattern present when events are causally related.
- **Compare and Contrast:** Organizes by comparing similarities and/or contrasting differences.
- **Concept Mapping:** "Bubble" map showing flow of process.

GROUP STUDY OR PEER TEACHING

One of the most powerful ways to learn is through group study. Organize a committed group of 3 to 4 students who will study, teach and learn together. This will be particularly helpful with ILAs – assignments that are usually not lecture based. An effective group study method is a rotating oral examination where each student takes a turn standing at a blackboard/whiteboard and answering questions from the group. Below are a few guidelines that will help you get the most out of your time. Another is doing questions together.

1. Set a time limit of 2 hours. People start to get tired after several hours even when they are having fun grilling fellow classmates. Also, a time limit will tend to keep focus on the major topics and discourage spending too much time on minor issues.
2. Try to design questions like you think they will appear on the test.
3. The correctness of an answer should be agreed upon by the group. Group consensus helps to refine the understanding of all members of the group. It is okay to use notes or research the topic.
4. When the student being questioned is unable to come up with a correct answer, try to ask the question in alternative ways to lead the student to the correct answer. Rephrasing is very valuable in understanding the information.
5. Even though the student at the board is answering from memory, the students asking the questions should keep their notes open. You need to refer to them to verify the accuracy of the answers, and it is acceptable to look up answers in other resources.
6. The questions for a weekly review should focus on the previous week's material, but in some cases it will be relevant to include earlier material. Questions for exam reviews should attempt to integrate material by asking for comparisons and contrasts that link concepts together.
7. Try to spread the workload evenly by taking turns asking and answering questions.
8. Take advantage of the opportunity for group study with your dissection team in the gross anatomy lab. You can use this setting as an opportunity to prepare for both the written and lab practical exams.

Anyone interested in improving their study strategies may contact:

Fred Helms, EdD
Assistant Dean of Academic & Career Support
fhelms@acom.edu • (334) 944-4045

Kim Chosie, EdD, LPCS, CAP
Director of Academic Support
kchosie@acom.edu • (334) 305-1010

STUDENT CLUBS & ORGANIZATIONS

The Office of Student Life works diligently to help students shape their co-curricular experiences while navigating their academic responsibilities.

While the academic curriculum at ACOM provides students with the needed foundation of medical knowledge and skills, participation in numerous campus clubs, organizations and social activities further enhances the educational experience.

These activities enhance and develop skills that will prepare students for future practice in the community and promote critical thinking and personal reflection while encouraging a heightened sense of community, civic engagement and personal responsibility.

There are more than 30 student organizations that offer opportunities for students to serve the college, local, and state communities. Within these organizations, ACOM medical students work together to create community service events, fundraisers, guest lectures, educational workshops and much more. There are also opportunities to attend national medical conferences and ACOM recruiting events.

The organizations on campus provide a fun way to explore different aspects of medicine, connect with other students and get involved in the community. There really is something for everyone!

- **AAIC** – ACOM Addiction Information Coalition
- **ACOM Green Club**
- **AIG** – Anesthesiology Interest Group
- **AIM** – Arts in Medicine
- **AMA-MSS** – American Medical Association – Medical Student Section
- **AMSA** – American Medical Student Association
- **AMWA** – American Medical Women's Association
- **APAMSA** – Asian Pacific American Medical Student Association
- **CMMA** – Christian Medical Ministries of Alabama
- **DAIM** – Disability Awareness in Medicine
- **DIG** – Dermatology Interest Group
- **EMIG** – Emergency Medicine Interest Group
- **GHMIG** – Gold Humanism in Medicine Interest Group
- **GIG** – Geriatrics Interest Group
- **GOBIG** – Obstetrics and Gynecology Interest Group
- **GPHA** – Global Public Health

Advocates

- **IMIG** – Internal Medicine Interest Group
- **JMSA** – Jewish Medical Student Association
- **LMIG** – Lifestyle Medicine Interest Group
- **LMSA** – Latino Medical Student Association
- **MSA** – Muslim Student Association
- **MSO** – Medical Spanish Organization
- **Neuro/Psych Interest Group**
- **OSMIG** – Orthopedics and Sports Medicine Interest Group
- **Osteopathic Outdoors Club**
- **PEDS** – Pediatrics Interest Group
- **PM&R** – Physical Medicine and Rehabilitation Committee
- **RIG** – Radiology Interest Group
- **SAACOFP** – Student Association of the American College of Osteopathic Family Physicians
- **SAMOPS** – Student Association of Military Osteopathic Physicians & Surgeons
- **SAAO** – Student American Academy of Osteopathy
- **SIG** – Surgery Interest Group
- **SNMA** – Student National Medical Association
- **SOAR** – Student Osteopathic Association for Research
- **SOMA** – Student Osteopathic Medical Association
- **SSP** – Sigma Sigma Phi Alpha Beta Chapter

Office of Student Life contact:

Calley Silcox
Student Life Manager
csilcox@acom.edu

STUDENT AMBASSADOR PROGRAM

Each spring, students have the opportunity to apply to the ACOM Student Ambassador Program. This leadership program offers a unique opportunity for students to participate in college functions such as: Recruitment Events, Student Orientation, White Coat Ceremony, Graduation, Residency & Hospital Expo, ACOM Open House, Student Interview Days, Southeast Health and Foundation initiatives, and other events as planned.

The ACOM Student Ambassador Program is represented by a group of select students who are dedicated to advancing the mission of ACOM. Ambassadors are role models for academic success, diversity and collaboration. As positive, enthusiastic and well-informed representatives of the student body, they promote and participate in official functions of ACOM.

OFFICE OF THE REGISTRAR

The Registrars are here to assist with all your academic record needs.

- Address Changes
- Class Rank
- Enrollment Verification Letters
- ERAS Transcripts
- Letters of Good Standing
- Notary Services
- Official Name Changes
- Official Transcripts
- Registration
- USMLE Verifications
- VSLO / ERAS Transcripts

Helpful tips to remember:

- All request forms are available online or in the office. Visit the Registrar webpage or stop by our offices in Student Services Suite 2. A written signature is required on all request forms.
- Use Self-Service to update your address, view your unofficial transcript or request an official transcript. (https://selfservice.acom.edu/selfservice)
- Check your ACOM email regularly for communication and updates.

We're committed to assisting you.

Please contact one of the Registrars if have any questions or develop a need. The Registrars can be reached at their individual email addresses or at registrar@acom.edu.

Catherine Jackson, MBA
Associate Registrar
cjackson@acom.edu • 334-305-1038

Nicole Wallace
Assistant Registrar
nwallace@acom.edu • 334-944-4043

www.acom.edu/registrar

LIBRARY

The ACOM library is a 21st-century academic medical library, providing access to digital resources. Resources are optimized for use on any device and are accessible from any location.

ACOM library resources are 99 percent online and accessible from the library website:

https://www.acom.edu/library

lrc.ask@acom.edu

ACOM's library collections include:

- Approximately 1,400 medical reference books and textbooks.
- Access to nearly 3,000 e-journals with close to 2 million full-text articles.
- Interlibrary Loan and Get It Now services to acquire articles directly from the publisher.
- Three major point of care apps: UpToDate, VisualDX, Epcorates+

If you can't find what you're looking for in 20 minutes, it's time to ask a librarian!

https://libguides.acom.edu/ask

ACOM C.A.R.E.S. PROCESS

Communicate | Assess | Respect | Evaluate | Support

ACOM's core value of Excellence drives the ongoing evaluation and assessment of all aspects of the student experience. Focus is placed on the ongoing evaluation of our curriculum through the ACOM CARES process.

ACOM CARES is a team-based strategy that emphasizes the enhancement of the curriculum and student experiences. This strategy allows course directors to evaluate the content and delivery of courses on an ongoing basis via communication with the student CARES team.

Student representatives gather feedback from their classmates and schedule meetings with course directors to discuss questions, recommendations, and successes. This allows course directors to address recurring topics with the class as a whole.

If you have questions or would like to discuss the CARES process, please contact:

Raschelle Gordon, MBA
Director Accreditation and Planning
rgordon@acom.edu

COURSE AND FACULTY EVALUATIONS

At the conclusion of each course, the division of Institutional Effectiveness will conduct a student evaluation survey of the course and faculty who instructed during the course. The data gathered in these surveys are reviewed by course directors and the curriculum committee, along with student assessment data, to evaluate the curriculum effectiveness.

Valuable feedback is...

- **Honest:** genuine, respectable, legitimate, creditable
- **Actionable:** able to be acted on, having practical value
- **Tactful:** diplomatic, subtle, thoughtful, careful not to offend
- **Specific:** clearly defined or identified, precise, unambiguous

Valuable feedback is not...

- **Evaluative:** judgmental, to determine the worth or value
- **Unreasonable:** defiant, unruly, unhelpful, thoughtless, rude and unprofessional
- **Biased:** prejudiced, pre-determined, influenced

RESPONSIBILITIES OF ALL STUDENTS

- Communicate your questions, recommendations, or commendations to the student CARES team in a professional manner.
- Complete each evaluation of a course and teaching faculty in a professional manner by the stated deadline. Completion of course and faculty evaluation surveys is an expectation of all students and an essential part of your professional development.

INFORMATION SYSTEMS

The Basics

The best way to contact ACOM's Information Systems is via email: **support@acom.edu**

Each student will have a basic Zoom account you can log into using ACOM credentials.

Access to recorded lectures will be hosted on the student lecture recording SharePoint site within 24 hours.

Virtual Desktop

https://view.acom.edu

Desktop will provide access to student shared network drive

Printers available on campus through PaperCut directly from your device while on the student Wi-Fi.

WI-FI

There are two Wi-Fi networks for students on campus

SSID: **Students**
PASSWORD: **dochamp1**

SSID: **Guest**
PASSWORD: **acom2022**

! *Use the Guest Wi-Fi for personal phones and iPads*

Personally Identifiable Information

Personally Identifiable Information (PII) is any information, which:

- Can be used to distinguish or trace an individual's identity
- Is linked or linkable to an individual

Examples of PII include:

Social Security Number • Place of Birth
Date of Birth • Mother's Maiden Name
Medical Information • Phone Number
IP Address • Financial information (i.e. credit cards, etc.) • Employment history

Confidentiality Impact Levels – I

Personally Identifiable Information (PII) is any information, which:

- Publicly available information (phone book)
- Information voluntarily shared / disclosed
- Information that organization has permission or authority to release publicly

PII Context

Some PII can be considered non-sensitive or sensitive based on the context of how the data is used or reported.

For example: In both situations below, we have PII of a student's first name and last name. Depending on how the data is used or reported the data will be either non-sensitive or sensitive.

Non-Sensitive: A student directory on a public website.

Sensitive: A report listing students with a disability.

SECURITY

ACOM Security Services is committed to the safety and well-being of the campus community. Security is staffed and operational 24 hours a day, 7 days a week.

Through our office on the first floor of the ACOM building, we coordinate campus patrols, monitor security cameras, arrange escort services to and from parking or housing areas and address calls for assistance. We work closely with the Dothan Police Department, the Houston County Sheriff's Department, Cottonwood Police Department, Federal Bureau of Investigation, Homeland Security, and other neighborhood partners to safeguard the campus.

Campus Safety Operations

Security is staffed by full-time and part-time security representatives and one security supervisor who are hired and provided with professional training by Southeast Health's Security Services and the Cottonwood Police Department. These representatives are not certified and do not have arrest authority.

- Providing general security services
- Maintaining crime & fire logs
- Conducting crime awareness and prevention programs
- Reporting and investigating alleged criminal incidents
- Monitoring security cameras
- Controlling access to the ACOM buildings
- Providing escort services to and from parking or housing areas
- Assisting with special events
- Responding to emergencies or requests for assistance
- Serving as a liaison to local law enforcement, fire, and emergency personnel/officials
- Assisting students, employees, and visitors as needed

Parking & Traffic Rules

- Speed limit is 20 mph or less
- Obey all traffic signs. "Stop" means stop.
- Watch for pedestrians
- Register all vehicles and display your ACOM parking hangtag
- Do not abuse 15 minute parking spots
- Do not park in visitor spots, handicap spots (unless you have a handicapped hangtag), or the roundabout

SECURITY
CONTINUED

If you see something, say something. A member of ACOM's Security Services team is always on campus and available 24/7:

334-405-6276
security@acom.edu

MaryAnn May
Director of Campus Safety & Security
mmay@acom.edu

Three simple rules for personal safety

- Stay alert and aware of your surroundings. "Be aware and be prepared."
- Stand tall and walk confidently: do not show fear.
- Trust your instincts:
  - If you do not feel comfortable in a place or situation, leave.
  - If you see suspicious activity or a person behaving suspiciously, notify police by calling 911. If on campus, also notify Security.

OPERATIONS

The Bistro

The ACOM Bistro serves a variety of breakfast and lunch options, including made-to order sandwiches, pizzas and salads, as well as offering grab-and-go and hot meals from local restaurants throughout the semester. The Bistro is open Monday & Wednesday 7 am–5 pm, Tuesday & Thursday 7 am–6 pm Friday 7 am – 3 pm.

Indaly Walker
Bistro Supervisor
iwalker@acom.edu

Environmental Services (EVS)

The ACOM Environmental Services (EVS) Department ensures the overall cleanliness and sanitation of the entire ACOM campus. This is critically important to maintaining a safe and productive educational environment.

Correy Willis Sr.
EVS Supervisor
cwillis@acom.edu

Facilities

The ACOM Facilities department supports the entire ACOM campus through operations, building maintenance and groundskeeping. The Facilities Department assists in setup and logistics for ACOM events and activities.

Jeremy Bess
Facilities Manager
jbess@acom.edu

INSPIRING
MEDICINE
THROUGH
HUMAN
TOUCH
ACOM
ALABAMA COLLEGE
OF OSTEOPATHIC MEDICINE
ACOM

ANATOMICAL SCIENCES

General Laboratory Policies

1. Professionalism is expected in the laboratory at all times.
2. Unauthorized visitors are prohibited from viewing or entering the laboratory. Anyone other than ACOM faculty, staff, or students must receive approval from Mrs. Travers or Dr. Foster before entering the lab. No exceptions!
3. No eating, drinking, chewing gum, smoking, applying cosmetics or lip balm, or handling contact lenses is allowed in the laboratory. This policy is in place to decrease exposure to laboratory chemicals and potential health risks.
4. Absolutely NO photography or video recording is allowed by anyone in the laboratory at any time for any reason. Only authorized anatomy faculty and staff can perform photography.
5. Items stored in the laboratory are not to be removed from the laboratory. This rule applies to items such as models, tools, textbooks, binders, and pens. Bone boxes can be removed from the lab for study purposes.
6. Personal items are restricted in the laboratory. Each student has an assigned locker to store personal items. ACOM issued computers are allowed in the laboratory.
7. During laboratory sessions, only the groups assigned to that session are allowed to be in attendance. The optimal number of students has been assigned to each laboratory session. No exceptions will be allowed.
8. The morgue is a restricted area. Entry to students is not allowed without prior approval from Anatomy faculty/staff.
9. The laboratory is open at designated times for students. On the day of an exam, access to the laboratory will be restricted.

Have a question about the anatomy lab?
Please contact:

Krissy Travers, MBA
Director of Willed Body Program and
Coordinator of Anatomy & Research Labs
ktravers@acom.edu

Health & Safety

1. Always wash your hands prior to leaving the laboratory.
2. Open and close dissection table lids carefully to avoid causing harm to yourself or others nearby.
3. While the cadavers should be free from infectious diseases, it is important to apply universal precautions and treat all human body fluids as if they were known to be infectious. Wearing proper personal protective equipment reduces the risk of disease transmission.
4. If an injury occurs, immediately stop what you are doing and attend to the injury. A first aid kit is located in the laboratory. Notify Anatomy faculty/staff of the injury. Fill out the appropriate incident form.
5. Use caution and limit exposure when coming into contact with laboratory chemicals, including embalming fluids, wetting solutions, and fixative solutions. These chemicals are hazardous when mishandled.
6. Eye wash stations and showers are located in the laboratory. Notify Anatomy faculty/staff immediately if a splash occurs resulting in the use of the eye wash stations or showers.
7. Chemicals used in the laboratory can be dangerous for pregnant women. If you suspect that you may be pregnant, notify Anatomy faculty/ staff to make accommodations.

WILLED BODY PROGRAM

The Willed Body Program at ACOM provides an opportunity for individuals to make whole body donations to medical education and research. Each donation to the Willed Body Program is a deeply appreciated gift and will always be treated with the utmost dignity and respect.

The donors serve as our medical students' first patients during their gross anatomy course. Each year, ACOM holds a special service to remember those who have donated to further the medical education of the next generation of osteopathic physicians. In 2018, the college established a unique memorial to honor our first patients. This granite structure and garden provides a place for students and family members of the donor to visit and reflect as they remember their loved one. The names of these donors are engraved on the wall as an indelible tribute to their priceless gift.

RESEARCH AT ACOM

ACOM is dedicated to supporting faculty and student research. We are here to help you with:

- Help in finding a research position or mentor
- Support for writing, publishing or researching
- Aid for poster presentations and meetings

Students typically engage in research activities starting after their first year. There are several opportunities for research participation:

- ACOM Student Summer Research Program (summer between OMS-I and OMS-II)
- Research volunteers
- Student-driven (faculty- mentored) projects
- Case studies (typically OMS-III, but can be earlier)
- QI research (as part of rural health rotation)
- Population health research (as part of Foundations course)
- Research elective (after core rotations)
- Others: See "Summer Research Opportunities -Research Opportunities" LibGuide

Citi Training

Students must take the appropriate CITI training for their research. The Office of Research will follow up with students upon research registration.

Student Research Policy

Per the student research policy, students must work with a PI (ACOM faculty or other approved individual). Students must register all research projects and case studies with the Office of Research.

Compliance

Students must take the appropriate CITI training for their research. The Office of Research will follow up with students upon research registration.

ACOM Research News & Notes

A bi-monthly newsletter dedicated to research at ACOM which features student and faculty publications, upcoming events, and research tips!

Publishing Support

- Cureus Journal of Medical Science – ACOM Research Channel: **https://www.cureus.com/channels/acom**
- Students (with appropriate PI) can go through the peer review process for Cureus and publish free-of- charge
- Original research (clinical, translational, population health, basic science, QI, observational)
- Case reports
- Reviews (scoping, metanalyses, narrative)

Research contacts:

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We're inspiring a healthy and ethical culture.

At ACOM, our team is committed to living our InSPIRED core values and maintaining a culture where everyone feels welcome and supported.

We maintain a confidential hotline with a third party company so that you can feel comfortable reporting your concerns 24/7. You can also report anonymously. And remember, you are protected against retaliation for reporting a compliance concern in good faith. It's our promise to you.

So if you see conduct that doesn't align with our core values, let us know. It's the right thing to do.

Scan the QR code to submit an online report

or call anonymously 24/7:

888-893-9021

ACOM

compliance@acom.edu

TITLE IX BASICS

Policy Statement & Reporting Procedures

Policy Statement

ACOM is committed to maintaining a safe and healthy educational and work environment free from discriminatory harassment based on age, race, color, sex, gender, gender identity, sexual orientation, religion or creed, national or ethnic origin, or disability. Sexual or other discriminatory harassment of ACOM students is prohibited; likewise, students are prohibited from engaging in harassing behavior directed at ACOM's employees, visitors, vendors and contractors. The Title IX policy is designed to ensure a safe and non-discriminatory educational and work environment and to meet legal requirements, including Title IX of the Education Amendments of 1972 and its implementing regulations. All students and employees are expected to comply with the Title IX policy and take appropriate measures to create an atmosphere free of harassment and discrimination. This document is an overview; ACOM's Title IX Policy and Procedures (available from the Title IX Coordinator or online at **www.ACOM.edu/title-ix**) state how ACOM will proceed once it is made aware of possible harassment or discrimination. ACOM will respond to notices of sexual harassment or allegations of sexual harassment that are received either by ACOM's Title IX Coordinator or by any ACOM official who has authority to institute corrective measures on behalf of ACOM. These officials include the Dean, any Associate Dean or Assistant Dean, the Director of Campus Safety, or the Compliance Officer.

Sexual harassment is defined broadly to include any of three types of misconduct on the basis of sex:

1. Any instance of quid pro quo harassment by an employee, i.e., where the employee conditions the provision of an aid, benefit, or service of ACOM on an individual's participation in unwelcome sexual conduct;
2. Any unwelcome conduct that a reasonable person would find so severe, pervasive, and objectively offensive that it denies a person equal educational access; or
3. Any instance of sexual assault (as defined in the Clery Act), dating violence, domestic violence, or stalking as defined in the Violence Against Women Act (VAWA).

DIVERSITY

The Alabama College of Osteopathic Medicine (ACOM) recognizes, values, and affirms that diversity of students, faculty, staff, and administration enriches the overall ACOM experience, enhances the quality of education, and substantially impacts the ACOM culture. As a reflection of its importance to the ACOM community, diversity is a core value, and it is our goal to embed this value in all ACOM activities. By embracing diversity and educating our community on its importance, it is our hope that ACOM-trained physicians will themselves render compassionate, inclusive care for all people and that, as physicians, they will be drivers of change who eliminate barriers within our healthcare system, so that all people may achieve health and wellness.

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Student Diversity Council
sgadiversitydir@acom.edu

TITLE IX BASICS

CONTINUED

Accessible Reporting

ACOM is committed to providing clear, accessible channels for reporting to the Title IX Coordinator. Any person may report sexual harassment, which will initiate ACOM's response, whether or not the person reporting is the alleged victim. There is no need to schedule an appointment to report.

Any person may report sexual harassment at any time, including during non-business hours, by calling or emailing the Title IX Coordinator, or by reporting online through Maxient. Complaints can also be mailed to the office address:

Title IX Coordinator
445 Health Sciences Blvd.
Dothan, AL 36303
Office: 334-944-4006
Cell: 334-596-5360
titleIXcoordinator@acom.edu

Reports can also be made anonymously through Maxient on ACOM's website:

www.acom.edu/report

ACOM CONTACTS & RESOURCES

General ACOM Number:	334-699-2266
Academic Support Services:	334-944-4045
ACOM Student Health Insurance:	334-944-4038
Campus Security Office:	334-944-4044
24/7 Emergency Security:	334-405-6276
Information Systems:	334-699-2266, ext. 4141
Library Services:	334-699-2266, ext. 4242
Student Services:	334-699-2266, ext. 4146
Summerfield Square Community:	334-777-2899
Title IX Coordinator:	334-596-5360

Financial Aid
financialaid@acom.edu

Library
lrc.ask@acom.edu

IT Support
support@acom.edu

Registrar
registrar@acom.edu

ACOM Security Services
security@acom.edu

ACOM website
www.acom.edu

Diversity
www.acom.edu/diversity

MyACOM
acomedu.sharepoint.com

Canvas
acom.instructure.com

Horizon Remote Login
view.acom.edu

ACOM Lands' End Store
business.landsend.com/store/acom

FACULTY & STAFF DIRECTORY

AcademicLive Care
866-349-5575

Compliance Hotline
833-490-0007

Mental Health Awareness Task Force
Director of Wellness
sgawellnessdir@acom.edu

ACOM Campus Hours

24 hours a day; 7 days a week
(special hours may apply)

ACOM Bistro & Gift Shop Hours

Monday & Wednesday 7 am – 5 pm
Tuesday & Thursday 7 am – 6 pm
Friday 7am – 3 pm

ACOM GLOSSARY

Get to know this list of acronyms, terms, and programs you'll hear about at ACOM.

Curriculum

ILA: "Independent Learning Activity." Created for students to do at their own pace. Make sure you don't fall behind with these, as they will still have 3 questions on the exam, just like regular lectures.

IS: "Integrated Session." Mandatory classes that typically serve as a review of material of a previous DSA or Lecture; will count for 3 questions on the exam.

Lab: Hands-on, mandatory sessions, including Anatomy and OPP labs.

Lecture: Exactly what you're accustomed to. Be sure to show up!

OMT/OMM: "Osteopathic Manipulative Techniques/ Medicine." Terms commonly used to describe the techniques and treatments you will learn in OPP class.

OPP: "Osteopathic Principles and Practice." This is the class where you will be trained to diagnose and treat somatic dysfunction and will develop skills that are unique to DO care.

PCS: "Primary Clinical Skills." This is the class where you will learn how to 'become a doctor' by learning how to communicate with patients and conduct a thorough physical exam. See more info in section below

TBL: "Team Based Learning." Group activity that involves an iRAT, gRAT, and a discussion of application cases that explore a portion of the curriculum.

iRAT: Individual Readiness Assessment Test. Non-surprise pop-quiz. Completed by each student as the first part of TBL. Counts for a portion of your TBL grade.

gRAT: Group Readiness Assessment Test. Completed with your TBL group after each member has finished the iRAT portion. Same questions as iRAT. Counts for a portion of your TBL grade.

CARES: "Communicate, Assess, Respect, Evaluate and Support." A team-based strategy that emphasizes the enhancement of the curriculum and student experiences.

Important Sites

Horizon: Remote desktop for each student to access the ACOM shared drive or print documents.

▹ **view.acom.edu**

Examplify: Application on your iPad where you will take all your tests and quizzes. Requires a password. Remember you must be in "Airplane Mode" to take a test/quiz.

ExamSoft: Web portal for checking exam, quiz and TBL grades, and completing peer evaluations. Not the official gradebook.

▹ **ExamSoft.com/ACOM**

MyACOM: Website where the campus calendar, campus announcements, and ACOM classifieds can be found.

▹ **acomedu.sharepoint.com**

2028 Class Page: Website on MyACOM that has a directory of all students in the class. This is where class elections will occur and other important documents will be listed.

▹ **MyACOM -> Divisions -> Student Services -> Class of 2028**

Papercut: A website where you can print items off the ACOM printers (linked to your account).

▹ **papercut.acom.edu**

Canvas: Go-to site where you can access the academic calendar, log your attendance, and check grades, featuring all course content, including PowerPoints, videos, web links, etc. Check it EVERY DAY for possible schedule changes.

▹ **acom.instructure.com**

Microsoft Teams: Teams are used for student life and clubs.

TopHat: An interactive classroom tool used to enable you to fully engage in the classroom setting. App and website:

▹ **tophat.com**

PCS Terms

PCS: "Primary Clinical Skills." A course taken during all semesters of first and second year. Listed below are important components of this class.

- **CSE:** "Clinical Skills Educator." Former nurses that are experienced and proficient in helping students learn physical exam techniques and many other clinical skills.
- **OSCE:** "Objective Structured Clinical Examination." A clinical encounter with a standardized patient that IS graded.
- **SIM Lab:** Interactive sessions with either simulation patients or SPEs, designed to test clinical skills and thinking.
- **Skills Lab:** Sessions that are led by clinical faculty and CSEs where you will learn and practice physical exam skills. Typically takes place in the OPP lab.
- **SPE/SP:** "Standardized Patient Educator"/ "Standardized Patient." These are members of the community who are trained to simulate real patients. You will encounter SPEs during FOSCEs, OSCEs, and SIM labs.

Standardized Tests

COMLEX: "Comprehensive Osteopathic Medical Licensing Examination." COMLEX-USA Level 1 is a written exam that is completed at the end of the second year, and a passing score must obtained in order to go on to clerkship rotations in the third year. COMLEX-USA Level 2 CE (Cognitive Evaluation) is a written examination completed between the third and fourth years and is required for graduation. COMLEX-USA Level 3 is a written examination that is completed during the first year of residency.

COMSAE: "Comprehensive Osteopathic Medical Self- Assessment Examination." A self-assessment examination for osteopathic students and residents to gauge the base of their knowledge and ability as they prepare to take a COMLEX-USA cognitive examination. Students will complete a COMSAE at the end of each semester during the second year. An ACOM-designated passing score must be achieved to take COMLEX-USA Level 1.

USMLE: United States Medical Licensing Examination. The traditional M.D. Step Exam, that D.O. students have the option of taking this exam. The USMLE Step 1 is typically completed at the end of the second year, but can be taken any time prior to graduation.

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