



Policy Name:	Diversity and Inclusion Policy
Approval Authority:	President's Council
Responsible Executive:	President
Responsible Office(s):	President's Office
Effective:	January 2020
Expires:	October 2024
Last Revised:	September 2021
Next Review Date:	N/A

Diversity and Inclusion Policy

Policy Statement

Noorda College of Osteopathic Medicine's (Noorda-COM's) core values include cultural awareness, ethical leadership, embracing diversity and inspiring a servant's heart towards caring for the poor and needy. The College believes in graduating students who can provide exemplary and professional care to their patients. Noorda-COM faculty, credentialed instructional staff, staff, and students are expected to be responsible individuals who possess the highest standards of integrity, honesty and personal conduct. Accordingly, students are expected to comply with institutional rules and to uphold and carryout the high standards of the osteopathic medical profession. These traits are prerequisites to independent learning, professional development, the successful performance of academic and clinical assignments, and the conduct of one's personal life.

Accordingly, faculty, credentialed instructional staff, staff and students are expected to adhere to a standard of behavior consistent with the College's high standards at all times on and off campus. Compliance with institutional rules and regulations, in addition to city, state and federal laws, is required of all students. Noorda-COM is dedicated to advancing health equity at every point of contact. With growing concerns about health inequities and the need for health care systems to reach increasingly diverse patient populations, cultural competence from faculty, credentialed instructional staff, staff, and students is essential. In promoting awareness of cultural beliefs and attitudes these competencies can translate into better health care.

Entities Affected by the Policy

Faculty
Employees
Credentialed Instructional Staff
Students
Third Parties

Policy Procedures

Noorda-COM is committed to creating a culture that promotes and celebrates diversity and inclusion at all levels of the institution. The admissions committee uses a holistic process in reviewing applications to select a diverse student body that will enhance the quality of education, the cultural competency of all students and improve access to quality care for underserved communities. We support, encourage and facilitate diversity and inclusion to ensure diverse recruitment, appointment and retention strategies to enrich our research and work environments and make Noorda-COM more attractive to faculty and staff from diverse backgrounds. Noorda-COM strives to create and foster a culturally sensitive campus environment where everyone feels valued and respected. It is the goal of Noorda-COM to build an ecosystem that promotes and fosters connection and engagement on our campus.

Guiding Principles

Noorda-COM centers on a set of guiding principles. These allow for all voices to be heard in our decisions, yet remain grounded in our mission, vision, and values. They are the basis of our curricular, pedagogical, and administrative decisions. We, as an institute, hope to never lose sight of learning and never confuse profit for growth.

The work of Noorda-COM centers around the following nine guiding principles:

- People matter most, our students are at the center of all that we do.
- Quality academic programs and excellence in teaching are our priorities.
- Strong moral character, ethical decision-making, and mutual respect are embedded in all that we do.
- Diversity is an essential element of the Noorda-COM experience.
- Technology and innovation are positioned to enhance learning and improve operational efficiency.
- College resources are applied to achieve the highest quality in our students, faculty, and programs.
- Financial decisions are driven by balancing costs with stabilizing student debt.
- Investments in people are made in the form of fair compensation and individual opportunities of growth.
- A culture of service to our community guides our relationships.

Participation in Osteopathic Clinical Skills Laboratory

Students will palpate, in the laboratory setting, a variety of people, representing all genders and individuals with different body types to simulate the diversity of patients expected in a practice setting. This learning requires active participation in all sessions. Being palpated by other students helps the student appreciate how palpation feels from the patient's perspective and enables the students to provide feedback to their laboratory partners, thus enhancing the palpative skills of all students. The development of palpative skills needed to diagnose and treat problems of the musculoskeletal system requires dress attire to maximize the ability to evaluate tissue texture changes, bony and soft tissue landmarks, tenderness, and range of motion. Noorda-COM will attempt to develop creative ways of opening the medical school curriculum to competitive, qualified disabled individuals when possible. In doing so, however, the College must maintain the integrity of

its curriculum and preserve those elements deemed essential to the education of an osteopathic physician.

Noorda-COM Professionalism, Competencies and Student Outcomes

Noorda-COM's core values include cultural awareness, ethical leadership, embracing diversity and inspiring a servant's heart towards caring for the poor and needy. The College believes in graduating students who can provide exemplary and professional care to their patients. Noorda-COM students are expected to be responsible individuals who possess the highest standards of integrity, honesty and personal conduct. Accordingly, students are expected to comply with institutional rules and to uphold and carry out the high standards of the osteopathic medical profession. Noorda-COM has an active quality improvement program. The quality improvement process engages all stakeholders in the assessment and improvement of the educational processes that support the delivery of College curricula.

Specially, assessment focuses on the following:

- Mission and Strategic Planning
- Governance
- Student Outcomes
- Curricula
- Leadership, Community Service and Social Responsibility
- Support Services
- Resource Allocation and Program Costs
- Faculty and Staff
- Contributions to other programs
- Student, Stakeholder and Market Focus

Research and Scholarship

Students are an integral part of the College's quality improvement process, as such students are occasionally asked to complete surveys, participate in focus groups or serve on committees responsible for academic quality improvement. In fact, students are encouraged to participate, and participation is considered to be an important component of professionalism. Students can be assured that their participation in all quality enhancement processes is confidential; all information utilized is strictly guarded to ensure anonymity. The College of Osteopathic Medicine's curriculum is designed to ensure graduates are able to demonstrate specific skills.

The College has identified select educational objectives that serve as the foundation of the curriculum.

At a minimum, a graduate must be able to:

1. Demonstrate basic knowledge of osteopathic philosophy and practice and osteopathic manipulative treatment;
2. Demonstrate medical knowledge through one or more of the following:
 - a. Demonstrating proficiency in core curricular content
 - b. Standardized exams of the NBOME
 - c. End-of-clerkship exams
 - d. Research activities
 - e. Presentations
 - f. Participation in directed reading programs and/or journal clubs
 - g. Evidence based medical activities

3. Demonstrate interpersonal and communication skills with patients and other healthcare professionals;
4. Demonstrate knowledge of professional, ethical, legal, practice management, and public health issues applicable to medical practice;
5. Demonstrate basic clinical skills as assessed by nationally standardized evaluations.

Competencies

In addition, the College of Osteopathic Medicine's curriculum prepares students for graduate medical education.

Graduates meet the following minimal competencies:

- COMPETENCY 1: Osteopathic Philosophy and Osteopathic Manipulative Medicine Graduates are expected to demonstrate and apply knowledge of accepted standards in Osteopathic Manipulative Treatment (OMT). The education goal is to train a skilled and competent osteopathic practitioner who remains dedicated to lifelong learning and to practice habits consistent with osteopathic principles and practices.
- COMPETENCY 2: Medical Knowledge Graduates are expected to demonstrate and apply knowledge of accepted standards of clinical medicine in their respective specialty area, remain current with new developments in medicine, and participate in life-long learning activities, including research.
- COMPETENCY 3: Patient Care Graduates must demonstrate the ability to effectively treat patients, provide medical care that incorporates osteopathic principles and practices, empathy, awareness of behavioral issues, preventive medicine and health promotion.
- COMPETENCY 4: Interpersonal and Communication Skills Graduates are expected to demonstrate interpersonal and communication skills that enable them to establish and maintain professional relationships with patients, families and other members of health care teams.
- COMPETENCY 5: Professionalism Graduates are expected to uphold the Osteopathic Oath in the conduct of their professional activities that promote advocacy of patient welfare, adherence to ethical principles, collaboration with health professionals, life-long learning, and sensitivity to diverse patient populations. Graduates should be cognizant of their own physical and mental health in order to effectively care for patients.
- COMPETENCY 6: Practice-Based Learning and Improvement Graduates must demonstrate the ability to critically evaluate their methods of clinical practice, integrate evidence-based medicine into patient care, show an understanding of research methods, and improve patient care practices.
- COMPETENCY 7: Systems-Based Practice Graduates are expected to demonstrate an understanding of health-care delivery systems, provide effective and qualitative patient care with the system, and practice cost-effective medicine.

Definitions

Responsibilities

President
President's Council
Office of Human Resources
Student Affairs

Policy Violations

Interpreting Authority

President
President's Council

Statutory or Regulatory References

Relevant Links

Policy Adoption Review and Approval

President's Council