

# COURSE SYLLABUS

## College of Osteopathic Medicine Academic Year 2025-26

<b>Faculty</b>  <i>Name:</i> <b>Robert Arnce, MD</b> <i>Role:</i> Course Director <i>Pronouns:</i> <i>Phone:</i> 417-208-0723 <i>Email:</i> rarnce@kansascity.edu  <i>Name:</i> <b>Ken Stewart, DO</b> <i>Role:</i> Course Director <i>Pronouns:</i> <i>Phone:</i> 417-208-0630 <i>Email:</i> kstewart@kansascity.edu  <b>Additional Faculty</b>	<b>Course Identification</b>  <i>Course Code:</i> EMED 401 <i>Course Name:</i> Required Emergency Medicine  <i>Term:</i> <i>Block:</i> <i>Track:</i> N/A  <i>Instructional Delivery Mode:</i> <i>Instructional Format:</i> Clinical  <b>Course Description</b>  This clerkship provides the student with clinical exposure, observation and training to further their understanding of emergency medicine. Students focus on the care, treatment and diagnosis of a variety of acute and sub-acute problems in the adult and pediatric emergency medicine patients. Learning highlights how to stabilize and correctly triage critically ill patients to prepare for more advanced study of the discipline.  <b>Days/Time/Location</b>  <b>Engagement</b>  <i>Credit Hours:</i> 4 <i>Contact Hours:</i>  <b>Required Resources</b>  The student may use any of the resources listed below, to any degree in order to complete the required elements of the standardized curriculum. <ul style="list-style-type: none"><li>• The “Flipped ED Classroom” is suggested as the main self-directed learning resource with Roberts and Hedges and Tintinalli being used as supplemental resources.</li><li>• EM Podcast- “EM Clerkship”. This is a free podcast by Dr. Zach Olson, M.D.</li></ul>	<b>Program</b>  <input type="checkbox"/> Anesthesiologist Assistant <input type="checkbox"/> Bioethics <input type="checkbox"/> Biomedical Sciences <input type="checkbox"/> Biomedical Sciences Research <input type="checkbox"/> Clinical Psychology <input type="checkbox"/> Dental Medicine <input checked="" type="checkbox"/> Osteopathic Medicine  <i>Curricular Course Type:</i> Core Requirement
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*Syllabus content and language are subject to change.*

## Required Textbooks and Readings

[Roberts and Hedges' clinical procedures in emergency medicine and acute care](#) / editor-in-chief, James R. Roberts; senior editor, Catherine B. Custalow; illustration editor, Todd W. Thomsen.  
Publication Philadelphia, PA: Elsevier, c2019. 7<sup>th</sup> Ed

[Tintinalli's emergency medicine: a comprehensive study guide](#) / Judith E. Tintinalli; O. John Ma; Donald Yealy; Garth D. Meckler; J. Stephan Stapczynski; David M. Cline; Stephen H. Thomas. New York : McGraw-Hill Education, c2020. 9<sup>th</sup> Ed.

## Grading Scale

<b>P (Pass) is reported when:</b>	<ul style="list-style-type: none"> <li>Clinical Competency Assessment receives a “meets expectations” or “exceeds expectations”</li> <li>Enrollment Verification, Clerkship Reflection, Evaluation of Preceptor are completed</li> <li>CANVAS requirements are successfully met</li> </ul>
<b>F/P (Fail/Pass of Course) is reported when the student received an F (Failure of the Course) but then passes the course upon remediation:</b>	<ul style="list-style-type: none"> <li>Clinical Competency Assessment receives a recommended fail on first attempt of the clerkship, then successfully remediates the clerkship</li> </ul>
<b>F (Failure of Course) is reported when student fails both the course and remediation:</b>	<ul style="list-style-type: none"> <li>Student fails clerkship remediation</li> </ul>

## Course Requirements

Students may satisfy the Clinical Education component of the Emergency Medicine clerkship through participation at any full-service Emergency Department at any accredited hospital. If an affiliation agreement is required by the site, this must be in place at the time the student rotates at that facility.

- This course is PASS/FAIL
- Can be completed at any full-service Emergency Department at any accredited hospital
- Cannot be completed internationally
- Students are expected to work a minimum of 160 clinical hours to receive credit for the clerkship
- These shifts must span four [4], full weeks or one [1] month
- Must be confirmed **90 days** prior to start date
- Complete required Online Society for Academic Emergency Medicine (SAEM)
  - Complete CDEM Readings
  - Complete required Online SAEM Tests
  - You will receive account and log in information upon starting your fourth year.
- Emergency Medicine selectives, completed in year three, cannot fulfill the fourth-year EMED-401 Emergency Medicine requirement
- Must be completed on or before **March 1, 2026**
- Urgent care clinics, ambulatory clinics, observation only and Pediatrics EMED will not meet the

- requirement for this clerkship
- Retroactive course changes are not allowed (when entering this clerkship, you must enter EMED-401)
  - \*\*If clerkship is completed and was labeled incorrectly, student will have to complete another EMED to meet the requirement. Please check your eValue schedule to ensure you are listing clerkships appropriately to meet requirements.

Students are expected to work a minimum of 160 clinical hours to receive credit for the clerkship. Shift length varies by location with some locations scheduling 8-hours shifts, some scheduling 9-hours shifts, and others scheduling 12-hours shifts:

- 160 hours / 8 hours/shift = 20 shifts
- 160 hours / 9 hours/shift = 18 shifts
- 160 hours / 12 hours/shift = 14 shifts

Attempting to complete these shifts in a shorter period will result in the student completing additional shifts to meet the requirement.

Students learn the fundamentals of an approach to the evaluation and management of frequently occurring, complex, concurrent, and ill-defined problems across a wide variety of acute and chronic presentations. The expectation for these required clerkships *includes progressive competency in performance of:*

- Application of basic sciences **Medical Knowledge (MK)**, including anatomy, microbiology, pharmacology, physiology, biochemistry, as well as **Osteopathic Principles and Practices (OPP)** into the diagnosis and intervention of common medical conditions in the course of **Patient Care (PC)**.
- Effective **Interpersonal and Communication Skills (ICS)** incorporating knowledge, behaviors, critical thinking, and decision-making skills related to:
  - Historical assessment
  - Physical examination
  - Osteopathic structural exam
    - Application of osteopathic manipulative medicine when clinically indicated
  - Outlining a differential diagnosis for presenting complaints
    - Devising an evidence-based, cost-effective diagnostic approach
    - Appropriate interpretation of diagnostic studies
  - Discriminating between available therapeutic modalities
- Understanding **Practice-Based Learning and Improvement (PBLI)** and the impact of epidemiology, evidenced-based medicine, best clinical practices, clinical guidelines, and the delivery of quality health care on **PBLI**.
- Appropriate use of technology (e.g., web-based, handheld computer) to support patient education and disease prevention activities.
- Demonstrating **Professionalism (P)** in upholding the highest moral and ethical standards in interactions with members of the health care team and with patients.
- Awareness of and responsiveness to **Systems-Based Practices (SBP)** in the context of the health care systems including the critical role of emergency physicians within the health care system, and identifying system resources to maximize the health of the individual and the community.

## Learning Objectives

Please reference the [Clinical Education Guidelines](#) for:

- AOA Core Competencies
- EPA's (Core Entrustable Professional Activities)

Topic	Topic-Specific Objectives	Common	Emergent/Serious	Osteopathic Clinical Skills	AOA Comp	EPA
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<b>Determination of Stability of Patient</b>	<ul style="list-style-type: none"> <li>Understand what it means for a patient to be stable or unstable.</li> <li>Know in detail how to determine, through history and physical findings, whether or not a patient is stable or unstable.</li> <li>Be able to identify and prioritize life threats and initiate treatment to stabilize the unstable patient.</li> </ul>	<ul style="list-style-type: none"> <li><u>Stable</u></li> </ul>	<ul style="list-style-type: none"> <li><u>Unstable</u></li> </ul>		2, 3, 4, 5, 6, 7, 8	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13
<b>Emergency Department Procedural Skills</b>	<ul style="list-style-type: none"> <li>Understand common procedural skills needed to care for patients in the emergency department.</li> <li>Know in detail the indications, contraindications, preparation, informed consent, alternatives, and techniques for common procedures utilized in caring for ED patients.</li> </ul>	<ul style="list-style-type: none"> <li>Foley Catheter Placement</li> <li><u>Incision &amp; Drainage of Abscesses</u></li> <li>IV Placement</li> <li>Nasogastric tube Placement</li> <li>Wound Care and Suturing</li> </ul>	<ul style="list-style-type: none"> <li>Arterial Line Placement</li> <li>Central Line Placement</li> <li>Chest Tube Insertion</li> <li>Endotracheal Intubation</li> <li>Lumbar Puncture</li> <li>Pericardiocentesis</li> </ul>	<u>1a, 1b, 6, 7</u>	1, 2, 3, 4, 5, 6, 7, 8	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13
<b>Abdominal Pain</b>	<ul style="list-style-type: none"> <li>Understand the broad differential for a patient presenting with abdominal pain.</li> <li>Know in detail the clinical presentation, physical findings, workup and treatment of specific causes of abdominal pain.</li> </ul>	<ul style="list-style-type: none"> <li><u>Cholelithiasis</u></li> <li><u>Constipation</u></li> <li><u>Diarrhea</u></li> <li><u>Gastroenteritis</u></li> <li><u>GERD</u></li> <li><u>Obstipation</u></li> </ul>	<ul style="list-style-type: none"> <li><u>Aortic Aneurysm</u></li> <li><u>Appendicitis</u></li> <li><u>Bowel Obstruction</u></li> <li><u>Cholecystitis / Cholelithiasis</u></li> <li><u>Pancreatitis and Diverticulitis</u></li> </ul>	1a, 1b, 2, 3, 4, 5, 6, 7, 8	2, 3, 4, 5, 6, 7	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13
<b>Mental Status Changes and Weakness</b>	<ul style="list-style-type: none"> <li><u>Understand the broad differential for a patient presenting with mental status changes and/or weakness.</u></li> <li>Know in detail the clinical presentation, physical findings,</li> </ul>	<ul style="list-style-type: none"> <li>Hypoglycemia</li> <li><u>Syncope</u></li> </ul>	<ul style="list-style-type: none"> <li>Cerebrovascular Disease</li> <li><u>Infection</u></li> <li><u>Metabolic Disorders</u></li> <li><u>Seizure</u></li> </ul>	1a, 1b	2, 3, 4, 5, 6, 7, 8	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13

	workup and treatment of specific causes of mental status changes and/or weakness.					
Topic	Topic-Specific Objectives	Common	Emergent/ Serious	Osteopathic Clinical Skills	AOA Comp	EPA
<b>Environmental Disorders</b>	<ul style="list-style-type: none"> <li>Understand the broad differential for a patient presenting with an environmental illness or injury.</li> <li>Know in detail the clinical presentation, physical findings, workup and treatment of specific environmental illness or injury.</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Chemical and Thermal Burns</a></li> <li>Envenomations</li> <li><a href="#">Hypothermia</a></li> <li><a href="#">Hyperthermia</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Chemical and Thermal Burns</a></li> <li>Envenomations</li> <li>Hypothermia</li> <li>Hyperthermia</li> </ul>	1a, 1b, 2, 6, 7	2, 3, 4, 5, 6, 7, 8	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13
<b>HEENT Disorders</b>	<ul style="list-style-type: none"> <li>Understand the broad differential for a patient presenting with HEENT disorders.</li> <li>Know in detail the clinical presentation, physical findings, workup and treatment of specific HEENT disorders.</li> </ul>	<ul style="list-style-type: none"> <li>Epistaxis</li> <li>Migraine Headache</li> <li>Trauma</li> </ul>	<ul style="list-style-type: none"> <li>Epistaxis</li> <li>Glaucoma</li> <li>Headache including Subarachnoid Hemorrhage</li> <li>Infection</li> <li>Trauma</li> </ul>	1a, 1b, 2, 3, 4, 5, 6, 7	2, 3, 4, 5, 6, 7, 8	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13
<b>Gastrointestinal Bleeding</b>	<ul style="list-style-type: none"> <li>Understand the broad differential for a patient presenting with G.I. bleeding.</li> <li>Know in detail the clinical presentation, physical findings, workup and treatment of specific causes of G.I. bleeding</li> </ul>	<ul style="list-style-type: none"> <li>Gastritis</li> <li>Hemorrhoids</li> <li>Peptic Ulcer Disease</li> </ul>	<ul style="list-style-type: none"> <li>Diverticulosis</li> <li>Malignancy</li> <li>Variceal Bleeding</li> </ul>	1a, 1b, 2, 3, 4, 5, 6, 7	2, 3, 4, 5, 6, 7, 8	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13
<b>Resuscitation and Shock</b>	<ul style="list-style-type: none"> <li>Understand the broad differential for a patient presenting with shock or in need of</li> </ul>		<ul style="list-style-type: none"> <li>Basic Airway Management</li> <li>Cardiopulmonary Resuscitation</li> <li>Dysrhythmia:</li> </ul>	1a, 1b, 6, 7	6, 7, 8, 9, 10	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13

	<p>resuscitation.</p> <ul style="list-style-type: none"> <li>Know in detail the clinical presentation, physical findings, workup and treatment of specific causes of shock for patients in need of resuscitation.</li> </ul>		<ul style="list-style-type: none"> <li>Identification</li> <li>Treatment</li> <li>Managing patients in the first stages of a code</li> <li>Treatment of shock states: <ul style="list-style-type: none"> <li>Anaphylactic</li> <li>Cardiogenic</li> <li>Hypovolemic</li> <li>Septic shock</li> </ul> </li> </ul>			
Topic	Topic-Specific Objectives	Common	Emergent/Serious	Osteopathic Clinical Skills	AOA Comp	EPA
<b>Shortness of Breath</b>	<ul style="list-style-type: none"> <li>Understand the broad differential for a patient presenting with shortness of breath.</li> <li>Know in detail the clinical presentation, physical findings, workup and treatment of specific causes of shortness of breath.</li> </ul>	<ul style="list-style-type: none"> <li>Asthma/COPD</li> <li>Bronchitis</li> <li>Heart Failure</li> <li>Pneumonia</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Airway obstruction</a></li> <li>Asthma/COPD</li> <li>Heart Failure</li> <li>Infections: <ul style="list-style-type: none"> <li>Pneumonia</li> <li>Bronchitis</li> <li>Epiglottitis</li> </ul> </li> <li>Pulmonary Embolism</li> </ul>	1a, 1b, 2, 3, 4, 5, 6, 7, 8	11, 12, 13	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13
<b>Traumatic Injuries</b>	<ul style="list-style-type: none"> <li>Understand the broad differential for a patient presenting with traumatic injuries.</li> <li>Know in detail the clinical presentation, physical findings, workup and treatment of specific traumatic injuries</li> </ul>	<ul style="list-style-type: none"> <li>Contusions</li> <li>Fractures and <a href="#">Splinting</a></li> <li>Lacerations</li> </ul>	<ul style="list-style-type: none"> <li>Chest injuries: <ul style="list-style-type: none"> <li>Hemothorax</li> <li>Pneumothorax</li> <li>Tension Pneumothorax</li> <li><a href="#">Compartment Syndrome</a></li> </ul> </li> <li>Head Injuries: <ul style="list-style-type: none"> <li>Intraparenchymal bleeds</li> <li>Epidural and Subdural Hematoma's</li> </ul> </li> <li>Neck Injuries: <ul style="list-style-type: none"> <li>Cervical Fractures</li> <li>Spinal Cord Damage</li> </ul> </li> </ul>	1a, 1b, 2, 3, 4, 5, 6, 7, 8	2, 3, 4, 5, 6, 7, 8	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13
<b>Musculoskeletal Disorders</b>	<ul style="list-style-type: none"> <li>Understand the broad differential for a patient presenting with a musculoskeletal disorder.</li> <li>Know in detail the clinical presentation, physical findings, workup and treatment of specific causes of</li> </ul>	<ul style="list-style-type: none"> <li>Back Pain</li> <li>Musculoskeletal Strains</li> <li>Neck Pain</li> <li>Sprains</li> </ul>	<ul style="list-style-type: none"> <li>Compartment Syndrome</li> <li>Dislocations</li> <li>Fractures</li> </ul>	1a, 1b, 2, 3, 4, 5, 6, 7, 8	1, 2, 3, 4, 5, 6, 7, 8	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13

	musculoskeletal pain.					
Topic	Topic-Specific Objectives	Common	Emergent/ Serious	Osteopathic Clinical Skills	AOA Comp	EPA
<b>Rashes and Diseases of the Skin</b>	<ul style="list-style-type: none"> <li>Understand the broad differential for a patient presenting with rashes and diseases of the skin.</li> <li>Know in detail the clinical presentation, physical findings, workup and treatment of specific causes rashes and diseases of the skin.</li> </ul>	<ul style="list-style-type: none"> <li>Allergic</li> <li>Connective Tissue Disorders</li> <li>Infectious</li> <li>Rashes Secondary to Vascular</li> </ul>	<ul style="list-style-type: none"> <li>Allergic</li> <li>Connective Tissue Disorders</li> <li>Infectious</li> <li>Rashes Secondary to Vascular</li> </ul>	<u>1a, 1b, 6, 7</u>	2, 3, 4, 5, 6, 7, 8	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13
<b>Poisoning / Overdose</b>	<ul style="list-style-type: none"> <li>Understand the broad differential for a patient presenting with poisoning and/or overdose.</li> <li>Know in detail the clinical presentation, physical findings, workup and treatment of specific causes of poisoning and/or overdose.</li> </ul>	<ul style="list-style-type: none"> <li>Acetaminophen Overdose</li> <li>Carbon Monoxide Poisoning</li> <li>Decontamination</li> <li>Opioids</li> <li>Salicylates</li> <li>TCA's</li> <li>Toxic Alcohol</li> </ul>	<ul style="list-style-type: none"> <li>Acetaminophen Overdose</li> <li>Anion Gap Acidosis</li> <li>Carbon Monoxide Poisoning</li> <li>Decontamination</li> <li>Opioids</li> <li>Salicylates</li> <li>TCA's</li> <li>Toxic Alcohol</li> </ul>	<u>1a, 1b, 6, 7</u>	2, 3, 4, 5, 6, 7, 8	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13
<b><u>Special Patient Populations</u></b>	<ul style="list-style-type: none"> <li>Understand the difficulties associated with caring for patients presenting from a variety of ethnic, socioeconomic, cultural, religious backgrounds, and patients with special physical needs who present to the emergency department.</li> <li>Recognize and address the unique needs associated with diverse people groups.</li> </ul>	<ul style="list-style-type: none"> <li>Jehovah's Witnesses</li> <li>Prison Patients</li> <li>Transplant Patients</li> <li>Patients with autism</li> <li>Deafness</li> <li>Blindness</li> <li>Patients who have special physical needs</li> </ul>			2, 3, 4, 5, 6, 7, 8	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13

## Assessments and Evaluation

The final grade Pass/Fail for the required clerkship is derived from the following components:

Component	Evaluation Tool	Minimum Score Required
Clinical Competency Assessment from Preceptor	Clinical Clerkship Evaluation via eValue	Upon completion of this clerkship students should perform the behaviors outlined within the “expected” level of each competency rated on the clinical clerkship evaluation and the AACOM Osteopathic Core Competencies for Medical Students. Student evaluations with ratings of below expected for any competency may result in failure.
Standardized Case Log	Case Log via CANVAS	Upon completion of this clerkship, student is responsible for completing the case checklist in CANVAS with preceptor confirmation.
End of Clerkship Reflections <i>from the Student</i>	Evaluation of Clerkship Evaluation of Preceptor Via eValue	Upon completion of this clerkship student is responsible for completing evaluations of clerkship and preceptor via eValue.
Online Readings	SAEM/CDEM Readings	Completion on each required reading
Practice Tests	SAEM/CDEM Practice Tests	Completion on each required practice test

All items are mandatory for successful course completion. Clinical Performance is assessed by each attending with whom the student has contact. Professionalism and work habits are a significant portion of clinical assessment. These include the student attitude, demeanor, and interaction with attendings, peers, and staff. Character qualities and behaviors such as punctuality, teachability, honesty, bedside manner, and integrity are important for your professional development.

Please note, at the discretion of the clerkship director, points may be deducted from the final grade or may result in failure of rotation for non-professional student conduct, i.e. issues with attitude, absenteeism, participation.

## Course Schedule

### Didactic Conferences and Reading Assignments

While the focus of the clinical years is hands-on experience, didactic conferences and reading assignments are often provided as an aid to this learning process. Completion of reading assignments and attendance at didactic conferences scheduled by KCU, the Regional Assistant Deans, DMEs, the core site hospital, clerkship service or preceptor is required without exception.

### SAEM/CDEM Readings

*Required SAEM/CDEM Readings have been added to core clerkship curriculum. Students are provided readings in Emergency Medicine to help them prepare for and learn clerkship-specific didactic material. **10 readings** are required to be completed by the end of the last day of the clerkship. The Department of Clinical Education will run reports directly from SAEM for completion; no submission is required from the student.*

## SAEM/CDEM Readings

1. Abdominal Pain
2. Chest Pain
3. Headache

4. Hyperglycemia
5. Hyperkalemia
6. Ischemic Stroke
7. Agitation
8. Pneumonia
9. Abdominal Trauma
10. Chest Trauma

### Completion of SAEM/CDEM Practice Tests

Required SAEM/CDEM Practice Tests have been added to core clerkship curriculum and must be completed prior to receiving a final grade and credit. Students are provided practice tests in Emergency Medicine to help access learning from the clerkship-specific didactic material. **6 practice tests** are required to be completed by the end of the last day of the clerkship, scoring a minimum 70%. *The Department of Clinical Education will run reports directly from SAEM for completion; no submission is required from the student.*

## SAEM/CDEM Practice Tests

1. Practice Test – 2017 Trauma
2. Practice Test – 2017 Pulmonary
3. Practice Test – 2017 Psychiatry
4. Practice Test – Abdominal Pain
5. Practice Test – Endocrine
6. Practice Test – 2015 CP

### Case Log

In order to reasonably standardize the emergency medicine experience for all KCU students across many sites, **students will be required to complete a case checklist of common acute and chronic problems, and health maintenance visits.** If a student has been unable to see a patient with a particular problem, the student can supplement their experience with content from SAEM, or receive case-based instruction about that problem or visit type from their preceptor. The preceptor will sign off the list, acknowledging that the student has completed the expected encounters, and understands the principles presented.

### End of Clerkship Reflections

Students are responsible to complete End of Clerkship Reflections through eValue at the end of every clinical experience to include:

- Evaluation of the Clerkship
- Evaluation of the Preceptor

Completion of these reflections are required prior to receiving a final grade or credit for any clerkship. Students are encouraged to provide accurate comments regarding the preceptor/clerkship experience. All information submitted in the reflections is anonymous and will be de-identified for anonymity before being released to the site or preceptor the following academic year.

### Optional COMAT Exam

An optional, non-required NBOME COMAT Exam may be taken in Emergency Medicine. The exam is scheduled at a Prometric testing center. Email the Exam Services and Analytics Department a *minimum* of **60 days** in advance to schedule the Exam. Scores for these Exams are **not** reflected on the student's transcript.

## POLICIES

Students are expected to always present and conduct themselves in a professional manner.

Students are required to read, understand, and adhere to all the policies and procedures as outlined in the [Clinical Education Guidelines](#) and the [Fourth Year Scheduling Guidelines](#).

Program policies are available in the University Catalog & Student Handbook:

- [College of Osteopathic Medicine](#)

## Clerkship Attendance and Absences

Please refer and adhere to the following sections in the Clinical Education Guidelines.

- Clinical and Educational Work Hours
- Absence from Clerkships

## Assistance

Course	Technical	Comprehension	Health and Wellness
Your instructor is the first line of support for course-related questions.	IT Helpdesk <a href="mailto:helpdesk@kansascity.edu">helpdesk@kansascity.edu</a> 816-654-7700	Learning Enhancement <a href="https://bit.ly/KCU-AcademicSupport">https://bit.ly/KCU-AcademicSupport</a>	Counseling Services <a href="https://bit.ly/KCU-CounselingResources">https://bit.ly/KCU-CounselingResources</a>
Contact them by KCU email, KCU phone, or Canvas Inbox messaging.	Library Services (KC) <a href="mailto:library@kansascity.edu">library@kansascity.edu</a> 816-654-7260	Tutoring Services <a href="mailto:Student.Success@kansascity.edu">Student.Success@kansascity.edu</a>	Counseling Services (Distance Education) <a href="https://timelycare.com/KCU">https://timelycare.com/KCU</a> New Users Click "Get Registered"
	Library Services (Joplin) <a href="mailto:dawsonlibrary@kansascity.edu">dawsonlibrary@kansascity.edu</a> 417-208-0686	Academic Accommodations <a href="mailto:accommodations@kansascity.edu">accommodations@kansascity.edu</a>	Student Affairs (KC) <a href="mailto:KCStuAffairs@kansascity.edu">KCStuAffairs@kansascity.edu</a>
			Student Affairs (Joplin) <a href="mailto:JoplinStuAffairs@kansascity.edu">JoplinStuAffairs@kansascity.edu</a>

## UNIVERSITY POLICIES

All KCU courses adhere to policies and procedures within KCU's University Catalog & Student Handbook for the respective academic year, available online at <https://catalog.kansascity.edu/>. References to a selection of these policies are found below:

### Health and Wellness

KCU is committed to student wellness. Through student leadership and support from the University's administration, programming on and off campus is designed to encourage self-care, resilience, and personal growth to address the health of the body, mind, and spirit. Reference: [Student Health & Wellness](#)

### Academic Integrity, Honesty, and Plagiarism

The University holds its students to the highest intellectual and professional integrity standards. Therefore, the attempt of any student to pass an assessment by improper means, present work that the student has not performed, or aid and abet a student in any dishonest act will result in disciplinary action, which may include dismissal.

Reference: [Academic Dishonesty](#)

**Grievances**

KCU is committed to treating all university community members fairly regarding their personal and professional concerns. The student grievance policy ensures that concerns are promptly dealt with and resolutions are reached fairly and justly. The University's grievance procedure enables students to bring complaints and problems to the attention of the University's administration. KCU forbids retaliatory action against students presenting concerns and complaints in good faith. Reference: [Student Grievances](#)

**Accommodations**

KCU is committed to non-discrimination based on disability and allowing equal access to programs, services, and activities following applicable federal, state, and local laws. Reference: [Student Disability Services & Resources](#)

**Equity, Diversity, and Inclusion**

KCU is deeply committed to cultivating diversity and inclusion on its campuses and challenging our students to embrace cultural proficiency and adeptness. Reference: [Diversity & Inclusion](#)

**Emergency Procedures**

KCU has instituted certain security measures for student safety. To reach the Office of Safety & Emergency Management, call 816.654.7911 (Kansas City) or 417-208-0800 (Joplin). Reference: [Campus Security & Facilities](#)

**ADDENDUMS**