

2005-2006 CATALOG



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PCOM reserves the right to delete any course described in this catalog. The College also reserves the right to effect any other changes in the curriculum, tuition/fees, administration, or any other phase of school activity without notice. The College also publishes student handbooks containing more detailed information about its policies, procedures and organizations.

**GEORGIA CAMPUS
PHILADELPHIA COLLEGE OF OSTEOPATHIC MEDICINE
2005-2006 CATALOG**

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**GEORGIA CAMPUS
PHILADELPHIA COLLEGE OF OSTEOPATHIC MEDICINE
2005-2009 CALENDAR**

FALL 2005

August 15 Monday Fall Term Begins
September 5 Monday Labor Day (No Classes & Administrative Offices Closed)
November 11 Friday Fall Term Ends

WINTER 2005-2006

November 14 Monday Winter Term Begins
November 24-25 Thursday-Friday Thanksgiving Holiday (No Classes & Administrative Offices Closed)
December 26 Monday Christmas Holiday (No Classes & Administrative Offices Closed)
January 2 Monday New Year's Holiday (No Classes & Administrative Offices Closed)
January 16 Monday Martin Luther King Day (No Classes & Administrative Offices Closed)
February 17 Friday Winter Term Ends

SPRING 2006

February 20 Monday Spring Term Begins
May 19 Friday Spring Term Ends

SUMMER 2006

May 22 Monday Summer Term Begins
May 29 Monday Memorial Day (No Classes & Administrative Offices Closed)
June 4 Sunday 2005-2006 Commencement
July 4 Tuesday Independence Day (No Classes & Administrative Offices Closed)
August 11 Friday Summer Term Ends

FALL 2006

August 14 Monday Fall Term Begins
September 4 Monday Labor Day (No Classes & Administrative Offices Closed)
November 10 Friday Fall Term Ends

WINTER 2006-2007

November 13 Monday Winter Term Begins
November 23-24 Thursday-Friday Thanksgiving Holiday (No Classes & Administrative Offices Closed)
December 25 Monday Christmas Holiday (No Classes & Administrative Offices Closed)
January 1 Monday New Year's Holiday (No Classes & Administrative Offices Closed)
January 15 Monday Martin Luther King Day (No Classes & Administrative Offices Closed)
February 16 Friday Winter Term Ends

SPRING 2007

February 19 Monday Spring Term Begins
May 18 Friday Spring Term Ends

SUMMER 2007

May 21 Monday Summer Term Begins
May 28 Monday Memorial Day (No Classes & Administrative Offices Closed)
June 3 Sunday 2006-2007 Commencement
July 4 Wednesday Independence Day (No Classes & Administrative Offices Closed)
August 10 Friday Summer Term Ends

FALL 2007

August 20 Monday Fall Term Begins
September 3 Monday Labor Day (No Classes & Administrative Offices Closed)
November 16 Friday Fall Term Ends

WINTER 2007-2008

November 19 Monday Winter Term Begins
November 22-23 Thursday-Friday Thanksgiving Holiday (No Classes & Administrative Offices Closed)
December 25 Tuesday Christmas Day (No Classes & Administrative Offices Closed)
January 1 Tuesday New Year's Day (No Classes & Administrative Offices Closed)
January 14 Monday Martin Luther King Day (No Classes & Administrative Offices Closed)
February 22 Friday Winter Term Ends

SPRING 2008

February 25 Monday Spring Term Begins
May 23 Friday Spring Term Ends

SUMMER 2008

May 26 Monday Summer Term Begins
May 27 Tuesday Memorial Day (No Classes & Administrative Offices Closed)
June 1 Sunday 2007-2008 Commencement

July 4 Friday Independence Day (No Classes & Administrative Offices Closed)
August 15 Friday Summer Term Ends

FALL 2008

August 18 Monday Fall Term Begins
September 1 Monday Labor Day (No Classes & Administrative Offices Closed)
November 14 Friday Fall Term Ends

WINTER 2008-2009

November 17 Monday Winter Term Begins
November 27-28 Thursday-Friday Thanksgiving Holiday
December 25 Thursday Christmas Day
January 1 Thursday New Year's Day
January 19 Monday Martin Luther King Day
February 20 Friday Winter Term Ends

SPRING 2009

February 23 Monday Spring Term Begins
May 22 Friday Spring Term Ends

SUMMER 2009

May 25 Monday Memorial Day
May 26 Tuesday Summer Term Begins
June 7 Sunday 2008-2009 Commencement
August 14 Friday Summer Term Ends

GEORGIA CAMPUS PHILADELPHIA COLLEGE OF OSTEOPATHIC MEDICINE MISSION

Georgia Campus - Philadelphia College of Osteopathic Medicine is dedicated to educating osteopathic medical students and serving the health care needs of the public in Georgia and the southeast by providing a program of medical study that is guided by osteopathic medical tradition, concept and practice. GA-PCOM pursues its mission through an emphasis on enrolling students from the region and by advancing the osteopathic profession in Georgia and the southeast. GA-PCOM is committed to the advancement of knowledge and intellectual growth through teaching and research, and to the well-being of the community through leadership and service.

EDUCATIONAL GOALS

The College's educational goals focus on presenting high-quality, comprehensive programs of study that embrace the following expectations of student learning:

- Students will be able to demonstrate a central core of biomedical or behavioral science knowledge in their field of study, including theory, foundations, clinical skills and applied clinical/practical application as appropriate to the specific academic program.
- Students will demonstrate communication skills through clinical assessments, group discussion and/or written or oral presentation in their respective field.
- Students will demonstrate an understanding of scientific inquiry by designing, conducting, presenting or interpreting research in their field of study and appropriate to their academic program.
- Students will identify, retrieve, understand, analyze, synthesize and apply information collected from various sources and in varied formats, including those requiring skills in the use of information technology.

ABOUT THE COLLEGE

We at Georgia Campus - Philadelphia College of Osteopathic Medicine are proud of our osteopathic heritage. More than 60,000 osteopathic physicians practicing today are an integral part of America's health care delivery system. The medical program trains students who will become skilled, caring and successful physicians guided by the strengths of osteopathic principles refined during a century of medical practice, teaching and research. A growing variety of graduate programs in health and behavioral sciences builds on the College's heritage of community-based care and the emerging vision of an integrated health care team.

Our parent institution, Philadelphia College of Osteopathic Medicine, was chartered in 1899, and has graduated more than 10,000 physicians. College founders, O.J. Snyder, DO, and Mason Pressly, DO, were outspoken, pioneering physicians who explored and taught the use of manipulative therapy in the prevention of disease long before the use of penicillin and modern drugs. Today, all treatment modalities are available to osteopathic physicians, who may prescribe drugs, perform surgery and specialize in any area of medicine. DOs, whose primary care training prepares them to be expert diagnosticians, are represented throughout the United States and in all branches of military service.

Each year, Founders' Day celebrates our origin as a professional school dedicated to improved methods of the healing arts in accordance with osteopathic principles and to research and the dissemination of scientific knowledge. Supported by the best modern technology, GA-PCOM emphasizes a practitioner-scholar approach and community orientation in all its degree programs to prepare students for the new challenges facing the behavioral and medical sciences in the 21st century.

The Degree Awarded, Doctor of Osteopathic Medicine (DO)

GA-PCOM awards the degree Doctor of Osteopathic Medicine to graduates who satisfactorily complete the required four-year course of study in the osteopathic medical curriculum. The curriculum is composed of two years of foundation sciences, preclinical courses and laboratory work followed by two years of clinical clerkship assignments. Candidates for the degree must also have passed Parts I and II of the COMLEX national osteopathic medical licensing examination, including the physical examination component.

Matriculation and Degree Conferral

Matriculation and attendance at the College are privileges granted to the student in consideration of performance of specified assignments and the maintenance of established standards of personal and professional conduct. The College reserves the right, and the student, by the act of matriculation, concedes to the College the right to require withdrawal at any time the College deems it necessary to safeguard GA-PCOM standards of scholarship, conduct and compliance with regulations or for such other reasons deemed appropriate by the College. Each candidate for the doctor of osteopathic medicine degree must be free of indebtedness to the College. Neither a diploma nor an academic transcript will be given until all financial obligations to GA-PCOM have been met.

Accreditation

GA-PCOM is authorized by the Nonpublic Postsecondary Education Commission of Georgia as a branch campus of Philadelphia College of Osteopathic Medicine. PCOM is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools, 3624 Market Street, Philadelphia, Pennsylvania 19104, 215-662-5606. In 2004, the Commission approved the extension of the scope of institutional accreditation to the Georgia branch campus.

The Commission on Higher Education is recognized by the U.S. Secretary of Education and the Commission on Recognition of Postsecondary Accreditation. PCOM is also approved by the Department of Education of the Commonwealth of Pennsylvania, which granted recognition in 2004 to GA-PCOM as an approved PCOM branch campus.

Memberships

GA-PCOM is a member of the American Council on Education, the Association of Academic Health Centers, the American Association of Colleges of Osteopathic Medicine and the Council for the Advancement and Support of Education.

Student Handbooks and Academic Program Handbooks Containing Vital Student Information

College policies and other student information are available in the PCOM General Student Handbook, which is distributed at orientation, available online and available in hard-copy from the Office of Student Services. The General Student Handbook describes educational resources and essential services, registration, campus regulations, insurance, extracurricular activities and student government, and College policies on privacy, sexual harassment, equal opportunity, grievances, safety, substance abuse, ethics and conduct. Current tuition, fees and refund policies are contained in this catalog and in brochures published by the Office of the Bursar.

GA-PCOM also publishes an academic policy handbook which describes curriculum, graduation requirements, examination and grading policy, academic standards, remediation procedures, clinical education requirements and other academic and student support information. The academic program handbook is available from the Office of Student Services.

GA-PCOM AND PCOM ADMINISTRATION

Matthew Schure, PhD	President and Chief Executive Officer
Kenneth J. Veit, DO, MBA	Senior Vice President for Academic Affairs and Dean
Peter Doulis, CPA	Vice President for Finance and Chief Financial Officer
Florence D. Zeller, MPA	Vice President for Alumni Relations and Development
Robert G. Cuzzolino, EdD	Vice President for Graduate Programs and Planning
Paul Evans, DO	Vice Dean and Chief Academic Officer, GA-PCOM
John Fleischmann, EdD	Campus Executive Officer, GA-PCOM
Richard M. Kriebel, PhD	Senior Associate Dean for Preclinical Education and Research
Richard A. Pascucci, DO	Senior Associate Dean for Clinical Education
Carol A. Fox	Associate Vice President for Enrollment Management
Eugene Mochan, PhD, DO	Associate Dean for Primary Care and Continuing Education
Tina Woodruff, EdD	Assistant Dean, Student Affairs
Laura Bell	Director of Risk Management and Insurance
John J. Carlin	Director of Financial Operations
Bernadette Anyzek	Acting Director of Financial Aid
Jane Z. Dumsha	Director of Academic Research Development
Deborah A. Benvenger	Director of Admissions
H. William Craver, DO	Chair of Undergraduate Clinical Education, GA-PCOM
Walter C. Ehrenfeuchter, DO	Director of Osteopathic Principles & Practice, GA-PCOM
Rita C. Forde, SPHR	Director of Human Resources
Dean S. Gray	Director of Materials Management
Richard A. Kralle	Director of Security and Public Safety
Mary M. Marker-Kraus	Director of Ambulatory Care Network

Allan M. McLeod, DO	Director of Undergraduate Clinical Education
Ernest J. Ritacco, CPA	Director of Financial Reporting
Wendy W. Romano	Director of Marketing and Communications
Pamela J. Ruoff	Director of Alumni Relations and Development
Etheldra Templeton	Executive Director and Chair, Library and Educational Information Systems
Gary H. Watson, PhD	Chair of Basic Sciences, GA-PCOM
James A. Williams	Director of MIS/Telecommunications
Frank H. Windle	Director of Physical Plant
James J. Wood	Director of Animal Facility

GA-PCOM STAFF

Judy McConnell	Administrative Coordinator
Marvin (Andy) Jackson	Marketing/Public Relations Coordinator
Aisha DeBerry	Admissions Coordinator/Recruiter
Angela Dickson	Student Affairs Coordinator
Shelley Rhoades	Financial Aid Coordinator
Leander Tice	Senior Technology Support Analyst
Larry DeLapp	Reference Librarian
Martell Elder	Media Specialist
Clarence Boston	Anatomy Lab Assistant
Esther Hewlett	Administrative Assistant to Vice Dean

BOARD OF TRUSTEES

Officers

Paul W. McGloin, CPA	Chairman
Eugene B. Chaiken, LLD (Hon.)	Vice Chairman
Matthew Schure, PhD	President and Chief Executive Officer
Kenneth J. Veit, DO, MBA	Senior Vice President for Academic Affairs and Dean
Peter Doulis, CPA	Vice President for Finance and Chief Financial Officer
Florence D. Zeller, MPA, CFRE	Vice President for Alumni Relations and Development
Robert G. Cuzzolino, EdD	Vice President for Graduate Programs and Planning
Lavinia Lafferty	Executive Assistant to the President and Secretary
Joan McGettigan	Assistant to the President and Assistant Secretary

Members of the Board

James H. Black, DO	William M. King, DO
Eugene B. Chaiken, LLD (Hon.)	Pat A. Lannutti, DO*
Thomas V. Chiomento, III	Herbert Lotman, LLD (Hon.)
Lita Indzel Cohen, Esquire	Paul W. McGloin, CPA
Joseph A. Dieterle, DO	Frederick R. Melhorn, DO
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Robert DiTommaso, PhD**	Louis P. Meshon, Sr.
Scott Fisher, DO	Nicholas C. Pedano, DO
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Elizabeth H. Gemmill, Esquire	Matthew Schure, PhD
Harry Ginsburg, DO	Kenneth J. Veit, DO, MBA
Thomas J. Gravina	Galen S. Young, Sr., DO
Leonard W. Johnson, DO	
John P. Kearney	

* Alumni Representative

** Faculty Representative

COURSE OF MEDICAL STUDY

Introduction to Osteopathic Medicine

As a philosophy, science and art, osteopathic medicine is a total approach to health and disease. It recognizes that the neuro-musculoskeletal system is of major importance to human life. The interrelationship between this system and other body systems is a basic part of osteopathic philosophy. An emphasis on primary care, health maintenance, prevention of disease and attention to the neuro-musculoskeletal system are keys to its medical education and practice.

Universally accepted today, these attributes were considered unorthodox when Dr. Andrew Taylor Still (1828-1917) objected to the crude medications of his time and sought to enhance the body's inherent healing through manipulation. The osteopathic physician incorporates evaluation and treatment of the musculoskeletal system as a basis for an approach to health and disease, combining it with the diagnostic and therapeutic modalities used by general scientific approaches to the healing arts. Like their MD counterparts, DOs must be licensed in the states where they practice, and additional board certification in specialties further underscores their professional credentials. All 50 states and the District of Columbia provide for the unlimited practice of medicine and surgery by osteopathic physicians. Licensing boards are usually composed of senior members of the osteopathic profession. In some states, MDs and Dos participate in combined licensing boards.

Osteopathic Philosophy

The basic premises accepted by this profession provide the osteopathic physician with a unique way of looking at health and disease. These premises include the following:

- The human body is a unit in which structure and function are reciprocally interdependent.
- The body, through a complex system, tends to be self-regulating and self-healing.
- The adequate function of body systems depends on the unimpeded flow of blood and nerve impulses.
- The musculoskeletal system is a major body system and its importance exceeds that of mere framework and support.
- There are musculoskeletal components to disease that are not only manifestations of the disease, but also important contributing and maintaining factors. The adoption of these basic premises led to the development of the osteopathic total-body concept. The patient is considered ecologically rather than as an isolated unit. Instead of emphasizing the momentary disease state, the osteopathic approach studies and treats the person's well-being, lifestyle and

behavior as a whole. Through the American Osteopathic Association (AOA), the profession maintains its independence and its own medical schools while cooperating with other

branches of medical science. Primary care is emphasized in the educational program and a majority of graduates enter primary care fields. However, Dos participate in all specialty and subspecialty areas of current medical practice.

Educational Goals and Objectives

A fundamental educational goal of the College is to prepare students for excellence in the practice of osteopathic medicine. The course of medical study is a practitioner's program with a strong emphasis on primary care, prevention and osteopathic concepts.

Each GA-PCOM student progresses through a uniform and comprehensive curriculum designed to achieve this goal. Elective clinical clerkships expose students to specialty or subspecialty fields during training, and later they may specialize. At GA-PCOM, students are trained first as family practitioners and thus build solid foundations for their careers. Throughout the curriculum, osteopathic concepts and methods are stressed.

Efficiency is also an educational goal, maximizing each student's learning by utilizing the most effective educational methodologies available. Innovations such as computerized tutorials, classroom videos and simulated patient encounters will sharpen skills as a physician. Our curriculum bridges departmental divisions and joins related disciplines, such as basic sciences to surgery and internal medicine, so that students relate different perspectives to a variety of conditions taught in a common time frame. Instruction is attuned to the changing demands in American health care. Over half of PCOM's graduates have historically entered primary care practice, where the large majority of health problems are treated today.

The general objectives of the educational program are expressed as "core competencies," -- the domains of knowledge and skills in which all students must demonstrate competency to earn the degree, Doctor of Osteopathic Medicine:

1. Osteopathic Principles and Practice, which are established and incorporated in the development of skills.
2. Patient Care that is compassionate, appropriate, and effective for the treatment of health problems and the promotion of health.
3. Medical Knowledge about established and evolving biomedical, clinical, and cognate (e.g. epidemiological and social-behavioral) sciences and the application of this knowledge to patient care.
4. Practice Based Learning and Improvement that involves investigation and evaluation of their own patient care, appraisal and assimilation of scientific evidence, and improvements in patient care.
5. Interpersonal and Communications Skills that result in effective information exchange and teaming with patients, their families, and other health professionals.
6. Professionalism, as manifested through a commitment to carrying out professional responsibilities, adherence to ethical principles, and sensitivity to a diverse patient population.
7. Systems-Based Practice, as manifested by actions that demonstrate an awareness of responsiveness to the larger context and system of health care and the ability to effectively call on system resources to provide care that is of optimal value.
8. Information Literacy, as manifested by the capability to access, understand and apply biomedical information, and actions that demonstrate the skills necessary to utilize information technology tools to effectively access information from various resources and formats.

The Basic Sciences and Preclinical Years

The first two years lay the foundation with intense concentration on the basic sciences, anatomy, biochemistry, molecular biology, neuroscience, physiology, microbiology, pathology and pharmacology, taught in integrated course units that emphasize clinical applications. GA-PCOM also recognizes that medical practice is more than science. Coursework in ethics, patient communication and human sexuality helps the student relate well to patients, while content in medical law, public health and medical economics prepares students for the complex world of private practice.

The basic sciences are complemented by instruction in clinical subjects such as internal medicine, surgery, neurology, psychiatry, pediatrics, public health, OB/GYN, family medicine, rehabilitation medicine, geriatrics, radiology, oncology and physical diagnosis. The principles and practices of osteopathic medicine are taught throughout the medical curriculum. All students attend small group sessions during the first and second year to develop communication and diagnostic skills. These special instructional activities include clinical observation and basic clinical skills workshops. In addition, an active standardized patient program introduces students to patient care through examinations of patient actors in a simulated practice setting, augmented by clinical exercises on a high-tech human patient simulator manikin.

GA-PCOM students begin preparation for the world of clinical medicine from their first day as freshman medical students. Our curriculum combines basic science and clinical course content with integrated approaches to the pharmacology, pathology, medicine and surgery related to nervous, endocrine, respiratory, genitourinary, cardiovascular, and gastrointestinal systems.

Clinical Education

The last two years emphasize clinical training experiences. GA-PCOM students are assigned to clinical clerkships throughout the state of Georgia and neighboring states. This unique training network comprises affiliated hospitals, numerous outpatient units and scores of physician's offices. The program is designed to afford progressive student responsibility for all phases of patient care under the direction of experienced physicians. This includes history taking, physical examinations, daily patient rounds, lectures, conferences and case presentations. Students rotate through services in medicine, family practice, manipulative medicine, surgery, cardiology, OB/GYN, pediatrics, psychiatry, otorhinolaryngology and office-based preceptorships. On elective clerkships, students may choose to pursue special interests at other medical institutions anywhere in the nation. All students receive additional training in osteopathic manipulative medicine in the third year.

One objective of the College is to encourage graduates to practice in communities in Georgia and the southern states, where health care services are most needed. Therefore, each student entering GA-PCOM must be willing to accept clinical education assignments throughout the region. College affiliations have been arranged with numerous hospitals and clinics in Georgia, Tennessee, Alabama, Florida, South Carolina and North Carolina.

Requirements for Graduation

Each candidate for the degree of Doctor of Osteopathic Medicine (DO) must be age 21 or older, be of good moral character and have passed Parts I and II of the COMLEX (National Board of Osteopathic Medical Examiners) including the Level II Physical Examination component. Each candidate must have completed satisfactorily the program of study GA-PCOM requires for the degree within seven years from the date of initial matriculation. Attendance at the commencement ceremonies conferring the degree is required of each candidate.

Requirements for Practice

Each recipient of the DO degree must fulfill the requirements of the state licensing board of the state in which the physician chooses to practice. These requirements vary widely and are regulated by the laws of each state.

Predoctoral Research

Opportunities exist for extracurricular research experience for all GA-PCOM students. Research laboratories and equipment, are available for this purpose. Students have the opportunity to work with faculty members on a variety of biomedical topics. Most such research is performed between the first and second academic years. Students may be partially funded for their research efforts, based on eligibility, through College work-study or external granting agencies. A compilation of faculty research projects/interests may be obtained from the Vice Dean.

GA-PCOM Curriculum Summary

Synopsis of Curriculum 2005-06

<u>Course</u>	<u>Credits</u>
First Year (2005-06)	
Term 1	
Medical Science I: Structural Principles of Osteopathic Medicine	13
Osteopathic Principles and Practice I	2
Primary Care Skills I	1
Term 2	
Medical Science II: Foundations in Homeostatic Regulation	14
Medicine and Society - Biostatistics and Public Health	1
Osteopathic Principles and Practice II	2
Primary Care Skills II	1
Basic Emergency Medicine	1
Term 3	
Medical Science III: Introduction to Pathophysiology	14
Osteopathic Principles and Practice III	2
Primary Care Skills II	1
Second Year (Projected 2007-08)	
Term 1	
Medical Science IV: Cardiovascular Medicine	6
Medical Science V: Renal and Pulmonary Medicine	6
Osteopathic Principles and Practice IV	2
Primary Care Skills IV	1
Term 2	
Medical Science VI: Clinical Endocrinology	3
Medical Science VII: Reproductive, Genitourinary and Ob/Gyn	6
Medical Science IIX: Gastroenterology	5
Osteopathic Principles and Practice V	2
Primary Care Skills V	1

Term 3	
Medical Science IX: Life Stage Medicine - Pediatrics and Geriatrics	4
Medical Science X: General Surgery	4
Medical Science XI: Advanced Emergency Medicine	1
Special Topics in Primary Care:	
Dermatology	1
Ear, Eye, Nose and Throat (EENT)	1
Medical Law	1
Osteopathic Principles and Practice VI	2
Primary Care Skills VI	1

Third and Fourth Year DO Program Clinical Clerkship Curriculum

Third Year (projected 2007-08)

Pediatrics
 Family Medicine
 Family Med/OMM
 General Internal Medicine
 Internal Medicine Inpatient
 Internal Medicine Selective
 Obstetrics & Gynecology Inpatient
 Psychiatry
 Emergency Medicine
 General Surgery Inpatient
 Surgery Selective
 Elective

Fourth Year (projected 2008-09)

Rural Family Medicine
 Urban Family Medicine
 Internal Medicine - Ambulatory
 Inpatient Internal Medicine Sub-internship
 Inpatient Surgery Sub-internship
 Surgery Selective
 Electives I-V

ADMISSIONS POLICIES AND PROCEDURES

Admission to Georgia Campus - Philadelphia College of Osteopathic Medicine is competitive and selective. Acceptance by the Faculty Committee on Admissions is based on the applicant's fulfillment of undergraduate course requirements, grade point average (GPA), Medical College Admission Test (MCAT) scores and a personal interview with the committee.

GA-PCOM seeks well-rounded, achievement-oriented persons whose character, maturity and sense of dedication point to a productive life as an osteopathic physician. We seek diversity in our student population and actively recruit under-represented minority students and non-traditional students who often offer exceptional potential for becoming outstanding physicians.

Requirements for Admission

Prior to matriculation, each applicant must meet the following GA-PCOM admission requirements:

1. Satisfactory completion of a bachelor's degree from a regionally accredited college or university is necessary. Applications from students with three years of exceptional undergraduate work completed may be considered.
2. The satisfactory completion of these specific undergraduate semester hours must be demonstrated by the applicant:
 - Eight semester hours each, including two semester hours of laboratory: general chemistry, organic chemistry, biology and physics.
 - Six semester hours of English composition and literature.
3. Each applicant must sit for the Medical College Admission Test, which is given in April and August each year. Prospective students are urged to take the test in April of the third year and certainly not later than August of the year prior to desired matriculation. The MCAT must be taken within three years of desired matriculation.

Application Steps and Schedule

All inquiries about admission to the DO program should be directed to PCOM's Director of Admissions. GA-PCOM participates in the centralized application service for the colleges of osteopathic medicine, AACOMAS.

1. Beginning in May, prospective osteopathic medical students may submit their application through a secure Web server, AACOMAS-On-Line, at www.aacom.org. The AACOMAS application should be completed and accompanied by the required fee. The application will be processed once all official transcripts and MCAT scores are received by AACOMAS and will be forwarded to GA-PCOM.
2. When the processed application is received, a supplemental application will be sent to the applicant. This must be completed and returned along with a fee of \$50.
3. A letter of recommendation should be sent to GA-PCOM from the premedical committee, pre-medical advisor or the dean of the college granting the undergraduate degree. A letter from an individual professor or major advisor will not satisfy this requirement.
4. Another letter of recommendation, preferably from an osteopathic physician, is suggested but not required.

5. All applications to AACOMAS must be submitted no later than February 1 of the year of desired matriculation. GA-PCOM supplemental applications and supporting credentials must be postmarked by March 1. However, early application and fulfillment of credential requirements are strongly recommended.

Interviews

The Faculty Committee on Admissions for GA-PCOM will review all completed applications, select those applicants to be interviewed and inform them in writing of the interview date, time and place. Although all applicants who are eventually accepted must be interviewed, the granting of an interview should not be construed as evidence of final acceptance. Interviews usually begin in October and continue through March. Most interview sessions are conducted in the morning. During the course of the morning, applicants have an opportunity to hear about financial aid, sit in on classes and tour the campus. GA-PCOM conducts a panel interview that includes the applicant, an osteopathic physician and another member of the committee and lasts about one half hour.

Admissions Decision

Interviewed candidates are usually notified within one month from the date of interview. Accepted applicants are asked to send a \$250 non-refundable tuition prepayment according to the following schedule:

- those accepted prior to November 15 will have until December 14
- those accepted between November 15 and January 14 will have 30 days
- those accepted between January 14 and June 14 will have 14 days
- those accepted on or after June 15 may be asked for an immediate deposit

An additional deposit of \$2,000 is required on May 15 from all confirmed students. This fee is non-refundable and, along with the initial \$250 deposit, will be credited to your tuition account.

Accepted candidates are asked to review and acknowledge GA-PCOM's Technical Standards for Admission and Matriculation.

GA-PCOM does not have an Early Decision Program. During the summer months, when the admissions process is complete, candidates who are not accepted may request in writing information about their application or make an appointment with an admissions counselor.

Transfer Students

Transfer students are not routinely accepted; however, a transfer application may be considered under extenuating circumstances and depending on places available in the class. Consideration will be given only to a student who is in good standing at an AOA-accredited college of osteopathic medicine or who is eligible for re-admission to the previously attended college of osteopathic medicine. The initial request for transfer must originate from the dean of the college from which the student wishes to transfer and must be directed to the dean of GA-PCOM. Application materials must be submitted and a formal interview with the Faculty Committee on Admissions will be required. If accepted, a transfer student will be given credit for courses successfully passed at the previous college that meet the curriculum requirements of GA-PCOM. A minimum of two years must be completed at GA-PCOM for a student to be eligible to receive the DO degree.

STUDENT LIFE

The College prides itself on the diversity of students accepted to GA-PCOM. The top three college majors among our students are biology, chemistry and psychology. Also, significantly represented are majors in mathematics, engineering, nursing, business and religion. Some come to the health professions after careers in other fields and still others have a background in another allied health profession. Many are already involved in professional and administrative positions in industry or at other educational institutions. Student life is viewed by GA-PCOM as essential to College morale and academic achievement, while also serving as a critical element in developing the leadership and human understanding integral to the role of a well-rounded health professional.

Student Government Association

Comprised of elected representatives from each class and professional degree program, the GA-PCOM Student Government Association (SGA) directs activities for the student body and speaks on behalf of students to the College administration. The SGA president is elected by the entire student body. Regular meetings are held and the SGA publishes its minutes in newsletter format, circulated to all on our e-mail system.

Students are respected and involved in College governance, serving on every major College committee and working with faculty to evaluate courses. Students also participate in accreditation evaluations conducted by national and professional accreditation agencies. SGA sponsors and funds co-curricular clubs and activities and has an ongoing commitment to community service.

Minority Affairs

In keeping with GA-PCOM's sensitivity to minority concerns and commitment to increased minority enrollment, we promote student participation in the Student National Medical Association. The College organizes conferences for minority undergraduate students, hosts regional meetings of professional societies of minority students and physicians and honors the contributions of minority physicians each spring at an awards dinner.

Health Insurance

The GA-PCOM Office of Student Services maintains student health records, including the forms for the mandatory physical. Special arrangements for student health care services have been made through a number of local health care providers or the student may visit a practitioner of his or her choice. Health care services as well as special consultations, lab work and/or diagnostic testing are submitted to the student's health insurance for consideration for payment. Students are required to subscribe to GA-PCOM's group health insurance or to provide proof of coverage by comparable insurance of their own choice and purchase. Insurance coverage for the student's spouse and/or dependent children (under age 19) is also available through the College group at the student's expense. There is a limited open enrollment period of one month for Personal Choice (usually July); only if a student or family member loses outside coverage due to a "life event" over which they have no control may Personal Choice be added at a later time (within 30 days of the event).

Student Housing

The College does not provide student housing on or off campus. However, the Office of Student Services serves as an informal resource by maintaining an extensive file of available rental apartments, apartment complexes and rooms in the area. Listings sent in by private landlords are

maintained in a binder and cannot be published for distribution, but may be used in person anytime during office hours. Apartment complexes in the area update their prices with us each spring and lists are mailed to accepted students. Apartment complexes are also listed on the GA-PCOM section of the Web site (under "Student Life," then "Housing"). The College does not involve itself in student lease arrangements or student-landlord disputes and does not screen housing listings for accuracy. The housing listings indicate that landlords are expected to comply with the Federal Fair Housing Act.

Policy of Fairness and Equal Opportunity

Georgia Campus - Philadelphia College of Osteopathic Medicine subscribes to the principles and laws of the state of Georgia and the federal government pertaining to civil rights and equal opportunity, including Title IX of the 1972 Education Amendments and Section 504 of the Rehabilitation Act of 1973.

GA-PCOM policy prohibits discrimination on the basis of age, race, color, gender, national origin, ancestry, sexual orientation, religion, creed, disability or marital status. This policy applies in recruitment and admission of students, employment of faculty and staff, and scholarship and loan programs. This policy is also followed in the operation of all other programs, activities and services of the College. Evidence of practices inconsistent with this policy should be reported to the director of human resources, who is the designated coordinator of GA-PCOM's non-discrimination program. Inquiries regarding compliance with the sex discrimination provisions of Title IX may also be directed to the assistant secretary for civil rights, Department of Education, Washington, D.C.

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act of 1974 (FERPA) places certain limitations on the disclosure of personally identifiable student information maintained by GA-PCOM with respect to students; limits access to academic records; and gives students certain rights with respect to educational records, including the right to access, the right to obtain copies, the right to seek correction of such records through informal and formal internal procedures and the right to place a statement in such educational records explaining any information that he or she believes to be inaccurate or misleading.

Directory Information

GA-PCOM considers certain information to be "directory information" under the Family Educational Rights and Privacy Act and, therefore, subject to disclosure without prior consent of the student. Unless written objection is received by the registrar, the College will treat the following as directory information to be released at the discretion of the Registrar's Office: Student name, address, telephone number, e-mail address, date and place of birth, dates of attendance, major field of study, degrees and awards received and names of undergraduate and/or graduate schools attended.

Access to Student's Record

Access to a student's record may be granted to school officials determined to have a legitimate educational interest. The custodian of the records must determine the legitimacy of each request. A school official is determined to have a legitimate educational interest if the information requested is required for that official to:

- Perform appropriate tasks that are specified in his/her position/description or contract
- Perform a task related to the student's education
- Perform a task related to the discipline of a student
- Provide a service or benefit relating to the student or student's family such as

health care, counseling, job placement or financial aid

The school official is not authorized to share this information with a third party without the student's written permission. Such information, when it has fulfilled its original purpose, should be returned to the originating office. All other access to a student's record is granted in accordance with the Family Educational Rights and Privacy Act.

Maintenance of Student Records

There is one admissions file for each applicant per program for which he or she applies. Any duplicate files that do not comply with the following policy are liable for subpoena. At the point of matriculation, the following materials are retained from the admissions file:

- Current Application
- AACOMAS Profile
- Transcripts
- Standardized Test Scores (i.e. MCAT, GRE, MAT)
- Letters of Acceptance and Prepayment
- Completed Technical Standards Form
- Previous Applications and Decision-related Correspondence

When the student matriculates, all other materials in the applicant file are purged in accordance with the Family Educational Rights and Privacy Act of 1974, as amended. The above-mentioned retained information becomes part of the student's permanent record, which is maintained in the Registrar's Office. Other data accrued during the student's tenure at the College including, but not limited to transcripts, registration forms, board scores, academic status letters (i.e. probation, warning, dismissal), course-related forms (i.e. drop, add, withdraw, change of status), name change documentation and change of student status documentation, will be placed in the student's file. Copies of grades from other institutions and copies of scores from National Tests (MCAT, National Board, etc.) will not be released by GA-PCOM. Students must contact the institution that issued such grades to obtain copies or to have copies sent for any reason.

Complaints

Complaints regarding alleged violations of rights accorded students by the Family Educational Rights and Privacy Act or the regulations promulgated thereunder may be directed in writing to:

Family Educational Rights and Privacy Act Office
Department of Education
Room 4511, Switzer Building
400 Maryland Avenue, SW
Washington, D.C. 20202

For more information, visit www.ed.gov/offices/OM/fpco/index.html.

GA-PCOM is committed to meeting and exceeding the standards for accreditation of colleges of osteopathic medicine as described by the American Osteopathic Association Commission on Osteopathic Accreditation. A copy of the standards is available upon request from the Office of the Vice Dean. Students who believe that the College may not be in compliance with a standard of accreditation have the right to file a complaint through the following procedure:

1. A written, dated and signed complaint must be filed with the Office of Student Services.
2. The director of student services will consult with the Vice Dean and form an ad-hoc committee of faculty and students to investigate the complaint.
3. The results of the investigation shall include findings of fact, a determination of standard

compliance or non-compliance, and recommended corrective actions. The results will be communicated in writing to the Vice Dean, student services and the student complainant.

4. If corrective action is indicated vice dean will respond with a description/plan for such action within 30 days of receipt of the ad hoc committee results.
5. Records of all proceeding regarding complaints will be maintained by the Office of Student Services.
6. In the event that the student complainant is not satisfied with the committee determination and/or corrective action, the student may communicate his/her complaint to:

Chairperson, Commission on Osteopathic Accreditation
American Osteopathic Association
142 East Ontario Street
Chicago, Illinois, 60611-2864

Statement on Substance Abuse

The College recognizes the importance of assisting students in their development of a lifestyle free from the use of illegal substances and the abuse of alcohol. The College disciplinary policy provides actions including permanent dismissal of students who engage in alcohol abuse and the use, sale or distribution of illegal substances. The dean may require psychological assessment or toxicological (urine) testing of any student suspected of substance abuse. As a means of preventing an impairment from progressing to the stage at which disciplinary action is necessary, the Student Assistance Board serves as an intervention resource by which students can seek confidential early assistance with an impairment. This student-faculty group serves an advocacy role and develops recovery programs, which enable students to continue their education while receiving needed treatment. The Student Assistance Board also investigates reports by concerned individuals and offers an alternative to the disciplinary process for students with a detected impairment.

Upon enrollment, all students are provided with a detailed copy of the substance abuse policy, including a statement of health risks associated with alcohol and drug use. Also, details of the legal sanctions under applicable federal, state and local alcohol and drug laws, the Georgia vehicle code and the Pharmacy Act are available in the Offices of the Vice Dean or Student Services.

AOA Code of Ethics

The AOA Code of Ethics has been adopted as a standard for professional conduct for the student body of GA-PCOM.

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 whom she/he will serve. However, the physician should not refuse to accept patients because of the patient's race, creed, color, sex, national origin 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 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 The use of a product or service based solely on the receipt of a gift shall be deemed unethical.

COLLEGE TUITION AND FEES

Tuition Schedule 2005-2006

Tuition is kept as low as possible given increasing costs and declining governmental support for medical and graduate education. The Board of Trustees established the following tuition for the 2005-2006 academic year. Tuition is payable 10 days before the start of each term. Tuition and fees are subject to change at any time at the discretion of the Board of Trustees. Fees are neither returnable nor transferable.

Each DO student is charged an annual comprehensive fee of \$450 and a \$75 student health fee. Each candidate for a DO degree must pay a graduation fee of \$525. This fee is due along with the first term of the final year payment.

Tuition for the 2005-2006 academic year is \$33,597 for all DO program students. Students are charged the comprehensive fee and student health fee as described above. Upon notification of acceptance as a student, an advance payment of \$250 is required to reserve a place in the first-year class. This advance payment will be deducted from the tuition payment due on registration day, but is not refundable in case of withdrawal. Health insurance rates are available from the Bursar's Office.

Late Payment

It is the policy of the College that the payment of tuition and fees is due in full at each billing cycle as published in the College calendar. All students who expect to take out loans to meet their obligations must show proof of pending loans sufficient to meet the payment of tuition and fees on the due date. If tuition is not paid in full on that day, or if proof of adequate pending loans is not furnished, a late fee of \$50 per month plus an interest charge of prime +2% will be assessed on the outstanding balance until such time as all obligations are met. A check which is not honored by the bank on which it was drawn will be subject to a \$50 fee.

Students with outstanding balances from previous terms will not be permitted to register for the next term until all financial obligations are met either by payment in full or by proof of adequate pending loans. If a student is unable to meet his or her outstanding balances, the student will be granted an Administrative Leave of Absence to rectify his or her credit situation. All prior year balances must be satisfied before a student is permitted to start a new academic year. Balances remaining unpaid at the end of the fourth year will prevent a student from receiving his or her diploma.

In the event that a student receives and accepts a late admission to the first year of study, an exception to the above policy will be considered if the appropriate loan applications are filed immediately with the expectation of making full tuition payment by the end of the first term. This

exception is for the first term of the first year only. Any other exceptions to this policy must be discussed with the director of financial operations.

Tuition Refund Policy

If a student withdraws from the College due to illness or other physical disability within 60 days of making a tuition payment, a pro-rata refund may be authorized at the dean's discretion. The student must file with the Dean's Office a written notification of intent to withdraw, supported by a physician's statement of the student's health condition. No tuition or fee monies already paid will be refunded in case of a dishonorable dismissal or in the event of a student's dismissal or withdrawal due to poor scholarship. If a student chooses to withdraw for any other reason, or is granted a leave of absence during either the first or second payment period of the academic year, a tuition refund may be authorized. The effective date of withdrawal is the date on which the student filed with the dean a written notification of withdrawal or request for a leave of absence.

The allowable amount of refundable tuition is as follows:

A withdrawal within:	Percent of refund
One week after class start date	75%
Second through fourth weeks after class start date	50%
Fifth week after payment and thereafter	0%

No fee or portion of a fee is refundable in case of a student's unauthorized withdrawal or leave of absence. The refund policy is subject to change at the discretion of the Board of Trustees, but in no instance will such a change become retroactive.

FINANCIAL AID

The staff of the Financial Aid Office is committed to providing the necessary information and guidance to assist students in meeting their financial needs to cover their educational expenses. To apply for financial assistance at GA-PCOM, students must complete the Free Application for Federal Student Aid (FAFSA). This form is used to apply for federal student aid, including grants, loans and federal work-study. In addition, it is used to award need-based institutional funds as well as many private grants and scholarships. Listed below are the financial aid programs administered by GA-PCOM.

Loans

Subsidized Federal Stafford Loans

A subsidized loan is awarded on the basis of need. Interest does not accrue before you begin repayment or during authorized periods of deferment. The federal government "subsidizes" the interest during these periods.

Unsubsidized Federal Stafford Loans

An unsubsidized loan is not awarded on the basis of need. Interest begins to accrue from the day that loan is disbursed until it is paid in full. If you allow the interest to accrue while you are in school or during other periods of nonpayment, it will be capitalized-that is, added to the principal amount of your loan.

Annual Stafford Loan Limits

Under the Federal Stafford Loan Program, medical students enrolled in a nine-month program can borrow up to \$38,500; medical students enrolled in a 12-month program can borrow up to \$45,167. Only \$8,500 of any of these amounts may be in subsidized Stafford Loans.

Aggregate Stafford Loan Limits

The total debt that you can have outstanding from all Stafford Loans combined is \$189,125 for medical students. Only \$65,500 of this amount may be in subsidized Stafford Loan funds. Aggregate debt limits include any Stafford Loans received for undergraduate study.

Federal Perkins Loan

This is a federally guaranteed, low-interest (5%) loan administered by GA-PCOM. It is available to medical students with exceptional financial need. Interest is deferred while you are in school on at least a half-time basis and during grace periods. Repayment arrangements for the Perkins Loan are made with the College's Financial Operations Department.

Alumni Association Loan

The Alumni Association of PCOM makes a number of low-interest loans available to third- and fourth-year medical students in good academic standing who demonstrate financial need. The interest rate is 6% and repayment begins one year after graduation. Repayment can be deferred during internship and residency.

Primary Care Loan

This is a low-cost federal loan program for medical students who are committed to primary care medicine and who demonstrate exceptional financial need. Priority is given to third- and fourth-year medical students. The Primary Care Loan amount varies depending upon the availability of funds and the financial need of the student; however, the amount does not exceed the annual cost of tuition and fees. The interest rate is 5% and begins to accrue following a 12-month grace period after you cease to be a full-time student. Repayment can be deferred during internship and residency, and interest does not accrue during deferment. To be considered for the Primary Care Loan, you must include parental financial information on step four of the FAFSA and have an interview with a staff member of the Financial Aid Office.

Scholarships and Grants

Institutional Scholarships and Grants

Institutional scholarship and grant funds are made possible through contributions made to the PCOM Foundation by sponsors who take pride in helping students to achieve their educational goals and to meet their financial obligations. Scholarships and grants are a gift and do not have to be repaid. - The Student Aid Committee awards grants on the basis of financial need and the availability of funds. No applications are necessary; however, students are required to provide parental information on the FAFSA in order to be considered.

The Faculty Committee on Honors and Awards gives scholarships that are based on financial need and/or other criteria. When financial need is a requirement, parental data must be provided on the FAFSA. To be given consideration for PCOM scholarships and grants, a complete financial aid file is required.

National Health Service Corps

This is a competitive federal program that awards service-obligated scholarships to students pursuing primary health care training. The scholarship consists of payment for tuition and required fees, other reasonable costs and a monthly stipend. In return, for each year or partial year of scholarship support, the student incurs one year of service commitment in a health professional shortage area. The minimum service obligation is two years.

Armed Forces Scholarships

The Army, Navy and Air Force offer competitive scholarships based on academic performance and recommendations. The scholarship provides a monthly stipend, tuition, fees, books and instruments. In return for the scholarship, recipients are obligated to give one year of service for each year of support. Numerous private, city and state agencies sponsor scholarship programs for graduate and medical students. Please refer to the College's "Guide to Financing Your Education" for a description of the financial aid process and a detailed listing of federal, institutional and private sources of grants, scholarships and loans. The financial aid section of PCOM's Web site is another valuable source of financial aid information.

Student Employment

Graduate and professional training is quite rigorous, and student employment during the first academic year of study is discouraged. For those who do work, GA-PCOM participates in the Federal Work-Study Program. Students who are accepted for enrollment and can demonstrate financial need as determined by the Free Application for Federal Student Aid (FAFSA) "needs analysis" are eligible to participate in jobs on campus upon matriculation at the College. Many jobs, however, require some medical, technical or scientific background, so most students wait until the summer following their first year to begin working. This delay also enables a student to judge better how to allocate time between study and work.

Work-study recipients are permitted a maximum of 15 hours employment per week when classes are in session. During vacations, 37.5-hour per week work-study jobs are available to qualifying students. Students request a work-study award from the Financial Aid Office as part of their overall financial aid package. Applications to begin working may be obtained in the Office of Student Services, which then places students in approved jobs at the College ranging from library and office work to research positions. Job assignments depend on student experience and availability, and the needs of the supervisors. A FWS award letter must be signed to acknowledge the award and accept the job. More information on work-study may be found in the financial aid section of the PCOM Web site or in the Financial Aid Handbook.

For any position, the student's supervisor takes responsibility for hazardous material notification and strict compliance with OSHA regulations. As specified in the provisions of applicable Georgia laws, employment of students will not be covered by any program of unemployment compensation.

Depending on the availability of funding, a few students may also be employed in certain specialized positions not dependent on the FAFSA needs analysis. These opportunities are a welcome resource to students whose budgeted financial need has been met from other sources, but who can fulfill a particular need at the College by applying a special skill. This program is also administered through the Office of Student Services. In rare instances, College departments and/or physician's practices may employ students or their spouses on an individual basis. Arrangements for these positions are made directly through the student and the employer and are independent of the College Work-Study Program.

EDUCATIONAL FACILITIES AND RESOURCES

The concept of the GA-PCOM facility is a campus designed with student learning, cutting-edge instructional technology and social interaction in the forefront. The GA-PCOM campus occupies 19 acres in Gwinnett County, Georgia. Renovations to the 149,885 square-foot building began in November 2004. The facility design includes two architectural main focal points taking advantage of natural light through the use of skylights and partitions. In addition to large and small classrooms, conference areas and study spaces, instructional space includes a large anatomy laboratory, a patient simulation laboratory, a multi-use basic science laboratory, and a large OMM/clinical skills teaching laboratory.

Open circulation areas facilitate social interaction and ease of access to student services, learning resources and instructional spaces. Student life services also include a central dining hall and fitness facility. A central feature of the GA-PCOM campus is the Information Commons, where students have access to both print and electronic media. All primary instructional classrooms at the GA-PCOM facility are wired for internet connectivity and multi-media presentations.

Library Services - The GA-PCOM Information Commons

The Digital Library Internet Subject Guides provide access to selected Internet sites and resources, including textbooks, clinical simulations, diagnostic support programs, metasites, etc. The main campus library staff provides instruction, reference, collection development and interlibrary loan services. Recommendations for purchase and requests for services may be transmitted electronically using the forms on the Services and Request Forms Web page. Staff may also be contacted by:

Voice: 215-871-6470
Fax: 215-871-6478
E-Mail: library@pcom.edu

The GA-PCOM Information Commons integrates library and student computer lab functions. The Information Commons houses sufficient computers to support extensive use of electronic resources. The Information Commons is staffed by a librarian, library assistant and computer specialist, working respectively with the main campus library and MIS Departments.

The PCOM Digital Library Web site delivers full text textbooks, journal articles, streaming video, access to bibliographic databases, and subject access to selected Web resources. The Information Commons houses print book collections equivalent to the Philadelphia library current reserve and reference collections.

GA-PCOM print holdings are entered into a combined Digital Library Online Catalog. GA-PCOM users may submit borrowing requests electronically for books held in the Philadelphia collection. Print subscriptions to a small number of core journal titles constitute a small reading room collection for the Information Commons. The main campus library will electronically provide articles from any print-only titles in its collection to GA-PCOM users. All electronic journals in the Digital Library are available to GA-PCOM faculty, staff, and students. The PCOM Digital Library provides access to a robust collection of electronic resources:

<http://www.pcom.edu/Library/library.html>.

Electronic Books

The textbooks page links to over 100 full text books including the complete Lange series of basic science texts in biochemistry, epidemiology, histology, microbiology, neuroanatomy, pathology,

pathophysiology, pharmacology, and physiology. PCOM subscribes to Access Medicine, MD Consult, and StatRef, three premier electronic medical book collections. Individual titles are listed by specialty on the textbooks page.

Print Books

The reserve and reading collections contain basic science books relevant to the first two years of the curriculum and core clinical titles. In preparation for the clinical years, titles will be expanded to include all standard resources for medical libraries identified in the "Brandon/Hill Selected List of Print Books and Journals," *Journal of the Medical Library Association*. 91(1):18-33, 2003.

Databases

All resources listed on the databases page are available to the GA-PCOM campus. There are links to approximately 40 databases, both licensed and open access. Core bibliographic databases include OVID MEDLINE, EBM Reviews, HealthStar, OSTMed, and PsycINFO. Full text, evidence-based clinical information systems include InfoRetriever, MD Consult, DXPlain, and UpToDate.

Electronic Journals

PCOM's e-journal collection is particularly strong. Over 3,500 full text journal titles are available through OVID, Elsevier's Science Direct, MD Consult, EBSCOhost, Proquest, JSTOR, the American Psychological Association, and other vendors and publishers. In fiscal year 2004, PCOM users downloaded in excess of 140,000 full-text articles.

Print Journals

A small number of print journal subscriptions constitute a reading room collection. The proposed 20 titles include JAMA, Lancet, Nature, New England Journal of Medicine, and Science. The main campus library will provide GA-PCOM users with copies of articles held in print in Philadelphia.

PCOM has invested in two powerful finding tools to facilitate access to these distributed titles. The first, Journal Search, is a database of all electronic titles which provides holdings information and direct links to individual titles within collections. The second, LinkSource, is an external link resolver which is embedded within PCOM's licensed databases and links across collections (i.e., LinkSource creates a link from a citation in OVID MEDLINE to the full text article in any of PCOM's licensed journal collections). These finding tools have increased journal use.

Audiovisuals

Copies of all audiovisual materials used by first year students in the Philadelphia program are available in the reserve collection at GA-PCOM. The AV collection streaming videos of two key resources, Bates Physical Examination and Acland's Atlas of Human Anatomy, are available online.

Internet Guides

Internet guides provide links to reviewed and recommended Web sites. Existing Guides may be supplemented and/or new Guides created to reflect special interests of GA-PCOM faculty and students. All students are assigned an e-mail address on the PCOM network. This e-mail address will enable students to send and receive electronic mail both within the on-campus PCOM network and the Internet. The PCOM network can also be accessed via student-owned notebook computers from a variety of study areas across the campus and remotely via the PCOM Web access site at pcommail.pcom.edu. The PCOM MIS/Telecommunications department provides information and assistance to students wishing to access the PCOM network from their own computers at remote sites too.

Students are allocated 1,000 pages for printing for the academic year. Printing usage is calculated automatically each time the student prints. Information about a student's printing account balance can be provided by a technician in the student computer lab. When the printing allocation is exceeded, a payment must be made in the Bursar's Office to allow the printing account to be reset.

COURSE DESCRIPTIONS: Doctor of Osteopathic Medicine

First Year Curriculum

Medical Science I: Structural Principles of Osteopathic Medicine: Human Gross and Developmental Anatomy and Histology

Gross Anatomy Unit

The structure of the human body is studied in a systematic manner using a regional approach. The course consists of lectures and laboratory dissection with faculty instruction and supervision aided by the use of models, the Cathie Collection of human specimens, radiological films, video tapes of human dissection, computer-aided instruction and prosections. Emphasis is placed on clinical anatomy.

Developmental Anatomy Unit

Emphasis is on normal human development and those features of abnormal development that are of clinical importance. The course is integrated with Gross Anatomy and designed to give students an appreciation and understanding of anatomy and related congenital anomalies.

Histology and Microanatomy Unit

Students learn to identify normal structure and function of cells, tissues and organs through use of microscopic images; conferences utilize a clinical case format to underscore basic science and clinical concepts; essential knowledge leading to the understanding of and recognition of pathological conditions.

Clinical Osteopathic Integration

Throughout the semester, faculty from the Osteopathic Manipulative Medicine (OMM) Department provide short presentations that correlate OMM to the anatomical regions currently under consideration. Additionally, clinical faculty present short films that provide detailed information on relevant physical examinations that integrate with the anatomical region under consideration. Integrated written examinations consist of questions from Gross and Developmental Anatomy, Radiology, OMM and Primary Care Skills.

Medical Science II: Foundations of Homeostatic Regulation

This course provides the student with a strong foundation in basic neuroscience, basic neuromuscular physiology, basic concepts in the regulation of fluid volume and solute concentrations and homeostatic principles. A comprehensive approach is taken to the study of the nervous/endocrine regulatory systems integrating components of neuroscience and neuromuscular physiology, structure and function of the brain and spinal cord and their role in the regulation of normal body systems, laboratory macro-dissection and demonstration of the human brain and spinal cord, blood supply, special senses, contemporary imaging procedures of head and spine, and endocrine/neuroendocrine regulation of normal body systems.

Neurologic history and neurologic physical examination; common diseases of the brain, spinal cord, peripheral nerves and neuromuscular system; ischemic and hemorrhagic diseases;

demyelination disorders; infectious diseases; trauma; neuropathologies of aging and Alzheimer's disease; surgical interventions; craniocerebral trauma; spinal cord injury; hydrocephalus/NPH; peripheral nerve disorders; brain tumors and related issues of medicine (diagnosis and therapy) are covered in the clinical portion of this sequence taught in Year II Term II as well as in the OMM and OPCS sequences were related.

Medical Science III: Introduction to Pathophysiology

This course introduces students to the study of disease. Disease states include genetic disease, nutritional disease, infection, autoimmunity, cancer and immune suppression. The basic science foundation necessary to comprehend these disease states included in this course. The goals of the course are to:

1. provide students with a broad, fundamental knowledge in molecular biology, genetics, medical biochemistry, microbiology, immunology, pathology and pharmacology.
2. enable students to acquire the skills of self-learning by requiring them to seek out information in libraries, textbooks and reputable on-line sources.
3. enable student to improve their oral communication skills by participating in group discussions and presentations.
4. enable students to gain an appreciation for basic and clinical research in fundamental biomedical topics.

Osteopathic Primary Care Skills I, II, III

This course introduces fundamental techniques of physical examination and patient interviewing. The medical history is introduced, as are concepts in the osteopathic approach to primary care, psychosocial issues and the physician-patient relationship. The course includes an introduction to human sexuality and expands beyond the basics of physical examination skills training to address the cardiovascular and respiratory systems and infectious disease presentation in more depth. The course utilizes skill workshops, lectures, small group case discussions and standardized patient actors in the instructional program.

Medicine and Society: Public Health and Biostatistics

This course is presented in to provide students with an understanding of public health policy and practices, research methodology and biostatistics/epidemiology. The public health unit presents the fundamentals of health policy, violence prevention and disease control; introduces the fields of environmental and occupational medicine; presents the basic concepts of clinical preventive medicine and offers special current presentations on bioterror. The biostatistics and epidemiology component focuses on providing the student with an understanding of the statistical methods and concepts necessary for interpretation of medical research and other health sciences literature, forming the skills for the practice of evidence-based medicine.

Basic Emergency Medicine

All students are trained in Basic Cardiac Life Support under American Heart Association standards and pre-hospital first responder skills. Emphasis is placed on teaching patient assessment in the pre-hospital environment, including use of the automated external defibrillator (AED). Students are awarded the American Heart Association Healthcare Provider Course Card upon successful completion. Small group discussions and evaluation of case-based scenarios in the emergency setting; common emergencies review organ systems and clinical response to emergent conditions; student-led discussion with faculty facilitation are included in the course.

Osteopathic Principles and Practice I

Students are introduced to the concept and philosophy of the osteopathic school of the healing arts in lectures and practice sessions. Fundamentals in the art of observation, palpation and evaluation are presented. Practice session sheets are furnished for both instruction and recording of findings. Surface anatomy is studied and landmarks identified to lay a proper foundation for future work in this department as well as for physical diagnosis. Physiologic motions of the spine are considered in both lecture and practice sessions. Tests for active and passive motion are presented and carried out in practice sessions. Regional and intersegmental motion testing is applied. Somatic dysfunction is defined.

Osteopathic Principles and Practice II

Clinical presentations and their osteopathic diagnosis and management are introduced. Further osteopathic fundamentals are presented in differentiating the basis for myofascial techniques and reflex-oriented techniques. Myofascial-oriented osteopathic techniques are demonstrated and students will begin their therapeutic development with soft-tissue, myofascial release and counterstrain osteopathic manipulative treatments (OMT).

Osteopathic Principles and Practice III

Physiologic motion of the thoracic spine and rib cage is reviewed, as well as the biomechanical actions of the respiratory muscles. Thoracic and costal somatic dysfunctions are presented in clinical cases. Scoliosis is defined and osteopathic management of various scoliosis types is covered. Muscle energy and HVLA techniques for this region are introduced. Introduction to viscerosomatic, somato-visceral, somato-somatic and psychosomatic reflexes and their relevance to health and disease are presented.

Second Year Curriculum

Medical Science IV: Cardiovascular Medicine

This course is intended to introduce the student to clinical cardiology at its most fundamental level, with an explanation of the mechanisms of the cardiac cycle, the heart sounds, bedside clinical diagnosis of findings suggestive of underlying heart disease, the arrhythmias both atrial and ventricular, and the significant categories of commonly encountered organic heart disease: acquired, congenital, hereditary and infectious. The course includes appropriate implications of peripheral vascular disease. Students study cardiac muscle function and circulation while learning about cardiac pathology and circulatory disorders. Related pharmacology such as antihypertensives, hypolipidemics, antiarrhythmic and diuretics are discussed.

Medical Science V: Renal and Pulmonary Medicine

Etiology, diagnosis and treatment of the diseases of the renal and respiratory systems; physiology and pathophysiology of respiration and a wide variety of lung diseases from emphysema to carcinoma; pharmacology of antihistamines, anti-inflammatory agents, bronchodilator, mucolytic and antitussive agents; risk factors and management related to renal and pulmonary disorders, including occupational hazards; physiologic, pathophysiologic, and pharmacologic relation of cardiovascular, renal, and respiratory systems emphasized.

Medical Science VI: Clinical Endocrinology

Lectures and clinical demonstrations of diseases of the endocrine glands, including metabolic disorders and vitamin and nutritional disturbances, are presented. The basic pathophysiology of the endocrine system is emphasized. Diseases of the pituitary, thyroid, parathyroid and adrenal glands are presented.

Medical Science VII: Obstetrics/Gynecology and Reproductive/Genitourinary Systems

The course explores the reproductive biology of both genders and pathophysiological conditions affecting each; genitourinary region of both genders especially lower urinary tract diseases; common disease processes, malformations and infectious processes. The course addresses the mechanisms and consequences of sexually transmitted disease emphasizing issues in public health. Normal pregnancy, labor and puerperium; pathology related to pregnancy, diagnostic methods and treatment; non-surgical gynecological diseases; diagnostic and operative gynecology; gynecologic oncology. Behavioral and social issues related to sexuality; family planning; contraception; infertility.

Medical Science IIX: Gastroenterology

The basic pathophysiology of the gastrointestinal system is presented. Lecturers present a compendium of diseases of the gastrointestinal system, including the common and uncommon gastrointestinal conditions, biliary metabolism, and infections and infestations of the liver and gut. Endoscopic implications and slides are incorporated to demonstrate pathology as viewed through gastrointestinal endoscopy and colonoscopy. The oncology of the system is discussed including surgical, medical and radiation implications

Medical Science IX: Life Stage Medicine

Clinical Geriatrics Unit

The geriatric unit consists of lectures presented during the the second year. Students are encouraged to build on their basic science knowledge and gain a deeper understanding of the unique and complex medical aspects of older persons. Course format utilizes lectures, case studies and interactive sessions to introduce the clinical syndromes commonly seen in older persons, including the five "I"s: impaired homeostasis, incompetence, incontinence, immobility and iatrogenesis. Physiologic changes associated with aging, healthy aging, maintenance of function and nutrition, as well as medico-legal and ethical issues, are discussed. The course culminates in an interactive two-hour seminar covering end-of-life issues such as pain management, hospice, terminal care, anticipatory planning and advance directives.

Pediatrics Unit

The second-year pediatrics program consists primarily of lectures and audiovisual demonstrations. The normal development of the pediatric patient is emphasized. The lecture schedule includes didactic material such as the study of the fetus, high-risk pregnancies, premature and newborn high-risk problems, and difficulties affecting perinatal care of premature and full-term infants. Preventive pediatrics (hygiene, infant feeding and immunizations) is discussed at the ambulatory office practice level, as well as at the hospital critical care level. Gastrointestinal, surgical, hematologic, nose and throat, and cardiovascular problems are studied and presented by the pediatrician. Lectures and audiovisual demonstrations of the disease processes with their influence on the fetus, newborn and pediatric population are presented with diagnostic criteria and management. Fluid and electrolyte balance, emergency room care, medical aspects of trauma, fever and convulsions, the unconscious child, metabolic problems and other pediatric problems are thoroughly covered. Enuresis, medical genitourinary disease and central nervous system problems are discussed by the pediatricians and subspecialists. Special attention is given to developmental, neurological and behavioral pediatrics. Various pediatric surgical problems are also discussed to provide sufficient exposure to these entities.

Medical Science X: General Surgery

Lectures and demonstrations deal with an introduction to surgical skills including sterile technique, suture technique, surgical diagnosis, and preoperative and postoperative care. Demonstrations of preoperative and postoperative methods of diagnosis relative to palpation of related somatic components affecting organic changes are included. Special osteopathic manipulative procedures preoperatively and postoperatively affecting the convalescence of the patient are demonstrated at the bedside. Suturing and gloving/gowning skills are taught in practical sessions.

Basic skills and academic knowledge in the routine evaluation of orthopedic problems are presented. Emphasis is placed on the clinical approach of diagnostic and treatment patterns of common disorders of the head and neck area, as well as the extremities. The osteopathic considerations in etiology, diagnosis and treatment of head and neck disorders are discussed. Topics in plastic and reconstructive surgery are addressed.

Lectures and conferences dealing with regional surgery include the study of gross pathology, differential diagnosis and surgical diagnosis. Clinical lectures during the performance of various operations are presented with emphasis on diagnosis, treatment and follow-up. Small group laboratory instruction in surgical skills is required throughout this second-year course. Included are sessions on surgical scrub and sterile technique, gloving and gowning, suturing, IV access and catheterization, and prostate examination.

Special Topics in Primary Care

This course grouping consists of the EENT, Dermatology, and Medical Law Courses

Dermatology

This course seeks to prepare the general practitioner for the diagnosis and management of cutaneous diseases. All of the common eruptive diseases are discussed and shown by means of color slides. Diseases are presented visually with all of their characteristics and variations. The student will learn the use of topical therapy, prescription writing, and special diagnostic and therapeutic procedures.

EENT

A continuation of the material presented in the first year includes more advanced EENT physical examination skills, surgical skills and problem solving. Students conduct ophthalmologic and ENT examinations. More advanced clinical workshops, case presentations and standardized patient exercises are integrated with second-year medical course content. Common disorders and injuries to the eyes, visual system, ears, auditory system, and the head and neck. The unit includes review of regions and pathology, differential diagnostic and treatment patterns including surgical intervention, and plastic and reconstructive surgery following trauma.

Medical Law

Medical-legal principles and cases are presented in an on-line course format which begins with required readings and interactive examination in federal privacy regulations. Units are presented to provide students with a basic understanding of the legal obligations of physicians, both professionally and personally. The content spans medicolegal issues such as judicial process, fraud and abuse, malpractice, torts, patient rights and privacy issues.

Principles and Practice IV

The pelvic and lumbar areas are reviewed, as well as the physiologic motion patterns that pertain to these areas. Sacral, lumbar and pelvic somatic dysfunctions are discussed, and OMT for these dysfunctions is presented. The somatic and visceral relationships that pertain to these

areas are also presented with clinical correlation in OB/GYN, GI and renal disease. Muscle energy and HVLA techniques for specific dysfunctions in these areas are presented.

OPP242 – Principles and Practice V

Introduction to the principles of osteopathy in the cranial field is presented in lecture (an elective is offered in the third trimester for more complete understanding and practical palpatory diagnosis). Cervical biomechanics and somatic dysfunction are reviewed, and muscle energy, HVLA, counterstrain and FPR techniques are covered in the lab sessions.

OPP243 – Principles and Practice VI

Lectures and practice sessions are correlated and directed toward the understanding and management of various appendicular problems. Basic principles are taught and practiced along with basic techniques including muscle energy, HVLA and LAS.

Advanced Emergency Medicine

Small group discussions and evaluation of case-based scenarios in the emergency setting; common emergencies review organ systems and clinical response to emergent conditions; student-led discussion with faculty facilitation.

ACADEMIC DEPARTMENTS AND FACULTY

The Faculty of GA-PCOM

A highly-qualified faculty of physicians, educators, scientists and support staff implement the educational goals of the College. Our faculty members are dedicated to the singular purpose of educating students for the skilled and caring practice of osteopathic medicine and the health professions. In a real sense, education at GA-PCOM is carried out by this larger GA-PCOM family. Faculty concentration and dedication show in the teaching students receive. Faculty appointments are listed under the College departments in which they serve.

Anatomy

Professor
David G. Gantt, PhD

Associate Professors
Peter Giglio, DO
David L. McWhorter, PhD

Biochemistry

Professor
Gary H. Watson, PhD

Emergency Medicine

Clinical Faculty:

Ramon Amador, MD
Mark A. Anders, MD
John R. Corbin, MD
Eric A. Deal, DO
Michael Hagues, DO
Stanley Hang Lu, MD, PhD
David McLario, DO
Cindy A. Parker, DO
J. Eric Ragan, MD
Richard J. Sullivan, MD

ENT

Clinical Faculty:

Richard L. Lieberman, DO

Family Medicine

Professor and Vice Dean

Paul Evans, DO

Clinical Faculty:

Ben Abraham, DO
Joy J. Adegbile, MD, MPH
Richard H. Armond, III, DO
Patricia M. Barrington, DO
Bruce D. Bayles, DO
John Bucholtz, DO
Thomas R. Byrnes, Jr., DO
Ellie W. Campbell, DO
David C. Conner, DO
Edward A. Corkran, DO
Steve D. Daugherty, DO
William A. Delp, Jr., DO
Martin Dixon, DO
Donald W. Hartsfield, DO
Edwin P. Hendricks, Jr., DO
Roger E. Hill, DO
Joseph M. Hurst, MD
Vikas Kapil, DO
Amy J. Keenum, DO
Scott T. Keller, DO
Jeffrey K. Kingsley, DO
Alison A. Lauber, MD
Byron Littlefield, DO
James E. Luckie, Jr., DO
Joseph C. Mazzola, DO
William M. McDonald, DO
Robert J. Norris, DO
Norvin Ilao Ona, DO
Carolyn Barnwell Petrey, DO
John K. Pillow, MD

Jatin K. Pithadia, MD
Joan Radjieski, DO
David Rearick, DO
Dave A. Ringer, MD
Michael A. Rosemore, DO
Mildred J. Santorufo, DO
Harvey J. Schechter, DO
Kerry Marquez Scott, DO
Linnette J. Sells, DO
Byron R. Snyder, DO
Wayne J. Stewart, DO
Patrick L. Tsui, DO
Patricia J. Tygrett-Sue, DO
P. Lance Walker, DO
Thomas M. Whiteneck, DO
Steven S. Winiarski, DO
William A. Woolery, DO, PhD
Crystal A. Young, DO
Amber Zafar, MD, MPH

Geriatrics

Clinical Faculty:

Gregory A. Foster, D.O.

Internal Medicine

Clinical Faculty:

Jackson G. Crowder, MD
Robert T. Dambach, DO
Robin H. Dretler, MD
Charles S. Edenfield, MD
Bruce A. Feinberg, DO
Scott C. Hitchcock, DO
William L. Horton, DO
Kimbery A. Kasow, DO
Rahil Kazi, MD
Gerald D. Kumin, MD
Nabil W. Malek, DO
Gary Myrthil, MD
Vincent M. Nicholais, MD
Scott B. Parry, DO
Abdul Qadir, MD
Mack J. Rachal, MD
Susan P. Raschal, DO
Jeffrey Z. Rymuza, MD
Nicholas J. Sanito, DO
Marcus D. Stanbro, DO
Alexander A. Stratiendo, MD
Marta J. Wayt, DO

Microbiology

Associate Professor
Bonnie Buxton, PhD

OB/GYN

Clinical Faculty:
Gary A. Brunvoll, DO
David H. Montaldi, DO
Robert D. Moore, DO
Frank M. Parker, Jr., MD
G. V. Raghu, MD
Matthew A. Roberts, DO
Thekkepat G. Sekhar, MD
Manoj H. Shah, MD
Victoria A. Shirley, DO
Colleen R. Wells, DO

Osteopathic Manipulative Medicine

Professor
Walter C. Ehrenfeuchter, DO, FAAO, FANM

Clinical Faculty:
Joan M. Radjieski, DO

Pediatrics

Clinical Faculty:
Mansoor Salehbhal, MD

Physical Medicine and Rehabilitation

Clinical Faculty:
Mark W. Freeman, DO

Neuroscience, Physiology and Pharmacology

Associate Professor
Mary Owen, PhD, JD

Associate Professor
Brian Matayoshi, PhD

Clinical Faculty:
Harold L. Komiskey, Jr. PhD

Psychiatry

Clinical Faculty:

Todd M. Antin, MD
Michael B. Gladson, MD
Ray Horwitz, DO
Wayne C. Ross, DO
Lydia E. Weisser, DO

Radiology

Clinical Faculty:

Fred N. Katz, DO

Surgery

Professor and Chair of Undergraduate Clinical Education

H. William Craver, D.O.

Clinical Associate Professor

Peter Giglio, DO

Clinical Faculty:

Joel J. Alexander, DO
Michael Lee Armstrong, DO
Robert C. Campbell, MD
Gary J. Della Zanna, DO
Jeffrey C. Easom, DO
Robert A. Edwards, DO
Mark S. Eskin, DO
Michael A. Hellwege, MD
Barry J. Hennessy, DO
Maurice Jove, MD
Glenn G. Kasow, DO
John P. Kelley, DO
Walid A. Kiiuri, MD
George C. Lambros, Jr., DO
Thomas K. McBride, MD
Virgle W. McEver, III, MD
John E. Minter, DO
Rhett K. Rainey, DO
A. Daniel Toland, DO
Daniel B. Wagner, DO
Arnold J. Weil, MD
Kenneth Stewart, DO

PCOM FACULTY COMMITTEES

Academic Appeals
Academic Planning and Budget
Academic Policy and Promotion
Admissions
Appointment, Promotion and Tenure Committee (APT)
Bylaws
Committee on Committees
DO Curriculum
Discipline
Executive Faculty
Grievance
Honors and Awards
Learning Resources
Research
Student Aid

REGULATORY COMMITTEES

Human Studies (Institutional Review Board)
Institutional Animal Care and Utilization
Institutional Environmental Health and Safety Committee

ALUMNI ASSOCIATION

The Alumni Association of Philadelphia College of Osteopathic Medicine

The Alumni Association of Philadelphia College of Osteopathic Medicine was formed on September 8, 1902, three years after the first physician graduated from Philadelphia College and Infirmary of Osteopathy. The purpose of the Alumni Association is to act as a liaison between the College and its more than 8,000 living DO alumni who practice throughout the United States, in eight foreign countries and in every branch of the military service. In addition, the association encourages the promotion of PCOM and GA-PCOM to prospective students and provides financial support for excellence in osteopathic education. Contributions to the Alumni Association support the increasingly critical programs and services underwritten by the association.

Throughout the year, the Alumni Association sponsors programs that benefit its members and current medical students. The Alumni Student Loan Fund provides financial aid to third- and fourth-year class members, and the Alumni Association Scholarship assists exceptional second-year students with tuition expenses. International Neurology Fellowships enable students to do clerkships in Italy and with the National Institutes of Health in Washington, D.C. The Student Activities and Stipend Fund supports students and student organizations with unique educational opportunities.

The Alumni Association takes an active interest in student life, hosting the first year survivor picnic, assisting with expenses for the second-year National Board luncheon and providing tokens of appreciation for all students. The association also helps underwrite the student Primary Care Day and places ads in the Student Follies program and the yearbook. Upon request, the

association provides information on PCOM alumni to students pursuing electives and preceptorships across the country.

The Alumni Association is governed by an Executive Committee and Board of Directors elected from nine regional districts of the United States plus two representatives from the military, a DO student representative, a DO intern representative and a DO resident representative. Meetings are held twice a year in January and June. Alumni Association programs and services are supported by alumni and by the College. When GA-PCOM students graduate and receive their DO degree, they are welcomed into the Alumni Association.

For more information, please contact:
Florence D. Zeller, MPA, CFRE
Vice President for Alumni Relations & Development
215-871-6120 or 800-739-3939