LEARNING OBJECTIVES

The major goal of the program leading to the Doctor of Osteopathic Medicine degree is to provide a comprehensive and contemporary curriculum, the content of which includes the knowledge and skills that will prepare students to participate in the ever-changing environment of healthcare nationally and globally. The presentation of the curriculum seeks to:

- Integrate and appropriately sequence basic and clinical science material
- Present major themes in biomedicine
- Integrate early clinical experiences, case studies and emphasize problem-solving to increase the application of knowledge-based issues to issues of patient care
- Utilize methods in information technology and informatics
- Participate in interprofessional education activities.

CORE COMPETENCIES

The goals of the educational program are expressed as "core competencies," the expectations of knowledge and skills sets possessed by all students completing the Doctor of Osteopathic Medicine program.

The competencies include:

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.

**ENTRUSTABLE PROFESSIONAL ACTIVITIES (EPAs)**

Entrustable professional activities (EPAs) are units of work, tasks, or responsibilities that graduating students can be entrusted to carry out and encompass the integration of multiple competencies.

The EPAs include:

1. Gather a history and perform a physical examination.
2. Prioritize a differential diagnosis following a clinical encounter.
3. Recommend and interpret common diagnostic and screening tests.
4. Enter and discuss orders/prescriptions.
6. Provide an oral presentation of a clinical encounter.
7. Form clinical questions and retrieve evidence to advance patient care.
8. Give or receive a patient handover to transition care responsible.
9. Collaborate as a member of an interdisciplinary team.
10. Recognize a patient requiring urgent or emergent care and initiate evaluation and management.
11. Obtain informed consent for tests and/or procedures.
13. Identify system failures and contribute to a culture of safety and improvement.
The core competencies and EPAs relate to the DO program learning objectives, which are conceptualized in the context of the patient, the population, and the profession:

**Patient Context**

- Identify and address the unique health care needs of pediatric and geriatric patients.
- Utilize routinely osteopathic concepts in the approach to the patient.
- Gather a complete history and perform a multi-system physical examination.
- Recommend appropriately and interpret correctly common diagnostic and screening tests.
- Document concisely and completely in the medical record and make an effective oral presentation of a patient encounter.
- Create an appropriate and prioritized differential diagnosis following a patient encounter.
- Understand the pathophysiology of common diseases and the scientific rationale for diagnostic and treatment strategies.
- Diagnose, treat, and manage common conditions.
- Recognize uncommon conditions and diseases requiring specialized management.
- Recognize patients in need of emergent care and perform initial assessment and management.
- Work effectively within an inter-professional environment, including making appropriate referrals and arranging transitions of care.
- Perform common diagnostic procedure used in general practice.

**Population Context**

- Explain how cultural and other diversities impact patient care.
- Identify and implement ethical decision making in medicine, including obtaining informed consent for diagnostic test and treatment.
- Explain the economic issues that impact the practice of medicine.
- Implement prevention methods in population and individual health care.

**Profession Context**

- Demonstrates strong interpersonal communication skills.
- Practice effective leadership and management skills.
- Develops life-long learning attitudes and skills.
- Access and interpret medical information using contemporary informatics methods.
# COURSE SEQUENCE

**Doctor of Osteopathic Medicine (DO) – Philadelphia Campus**

## First Year

**TERM 1 (FALL)**

<table>
<thead>
<tr>
<th>Course No</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>DO 111</td>
<td>Structural Principles of Osteopathic Medicine</td>
<td>14</td>
</tr>
<tr>
<td>DO 139A</td>
<td>Osteopathic Principles and Practice I</td>
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<tr>
<td>DO 140A</td>
<td>Primary Care Skills I</td>
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**Total Credits** ............................................ 17

**TERM 2 (WINTER)**

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<tr>
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<tr>
<td>DO 121</td>
<td>Cellular and Molecular Basis of Medicine</td>
<td>13</td>
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<td>DO 139B</td>
<td>Osteopathic Principles and Practice II</td>
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**Total Credits** ............................................ 16

**TERM 3 (SPRING)**

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<th>Course No</th>
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<tr>
<td>DO 133</td>
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<tr>
<td>DO 134</td>
<td>Cardiovascular, Renal and Pulmonary Medicine</td>
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<tr>
<td>DO 139C</td>
<td>Osteopathic Principles and Practice III</td>
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<td>Clinical Reasoning in Basic Sciences I</td>
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**Total Credits** ............................................ 17

All first year courses must be completed prior to beginning the second year courses.
### Doctor of Osteopathic Medicine (DO) – Philadelphia Campus

#### Second Year

##### TERM 1 (FALL)

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<th>Course No</th>
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<tr>
<td>DO 212</td>
<td>Gastroenterological Sciences</td>
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<td>DO 213</td>
<td>Reproductive Genitourinary and Obstetrics,Gynecologic</td>
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<td>DO 224</td>
<td>Musculoskeletal Skin I</td>
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<td>DO 231</td>
<td>General Surgery and EENT</td>
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<td>DO 238A</td>
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##### TERM 2 (WINTER)

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<tr>
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<td>DO 222</td>
<td>Clinical and Basic Neuroscience</td>
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<td>DO 224</td>
<td>Musculoskeletal Skin II</td>
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##### TERM 3 (SPRING)

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<td>DO 146</td>
<td>Comprehensive Basic Science Review and Synthesis</td>
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<td>DO 233</td>
<td>Life Stages: Clinical Geriatrics and Pediatrics</td>
<td>4</td>
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<tr>
<td>DO 235</td>
<td>Emergency Medicine II</td>
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<tr>
<td>DO 238C</td>
<td>Preventive and Community-Based Medicine III</td>
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<td>DO 239C</td>
<td>Osteopathic Principles and Practice III</td>
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<td>Primary Care Skills VI</td>
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Total credits first and second year ........................................... 98
Doctor of Osteopathic Medicine (DO) – Philadelphia Campus

Third and Fourth Year Clinical Clerkship Curriculum

Third Year (12 Months)

ROTATION CREDIT HOURS

Advanced Clinical Skills ................................................................. 17*
Introduction to Clerkships ............................................................. 17
Family Medicine ............................................................................. 17
General Internal Medicine ............................................................. 17
General Surgery ............................................................................. 17
Internal Medicine/Cardiology ....................................................... 17
Internal Medicine Selective ............................................................ 17
Obstetrics and Gynecology ............................................................. 17
OMM/Family Medicine/Palliative Care .......................................... 17
Pediatrics ....................................................................................... 17
Psychiatry ....................................................................................... 17
Surgery ............................................................................................ 17

Winter Break

Fourth Year (12 Months)

ROTATION CREDIT HOURS

Elective (8) ..................................................................................... 136
Emergency Medicine ................................................................. 17
Healthcare Center .................................................................
Ambulatory Sub I and II** .......................................................... 34

Each 17 credit rotation requires 240 contact hours.

Other than in electives, fourth year rotations contain a component of Osteopathic Manipulative Medicine.

*Includes noncredit American Heart Association Advanced Cardiac Life Support (ACLS) course completion, required for graduation.

**During Ambulatory Sub I and II students will be involved in Interprofessional education sessions with Physician Assistant, Clinical PsyD, Mental Health and Counseling and Clinical Health Psychology students.
DO 111 – Structural Principles of Osteopathic Medicine – (SPOM)
14 credits
This 13-week blended learning course covers human anatomical sciences including gross anatomy, development (embryology), cellular anatomy (histology) and radiology. Knowledge of anatomical science is an essential foundation of medical education and clinical practice. Lectures and laboratory sessions that incorporate active learning strategies will cover the anatomical sciences. Gross Anatomy and Radiology are presented from a regional perspective. Cellular Anatomy and Development are presented from a systems-based perspective and correlate with the regional anatomy being presented. Students will be required to apply their knowledge of gross anatomy, development, cellular anatomy and radiology to explain clinical case vignettes and medical images.

Cellular anatomy addresses anatomical structures and function at the microscopic and molecular levels. The laboratory portion of cellular anatomy (histology) is self-guided using digital images and applying knowledge through problem-based learning exercises. Reading assignments from textbooks will be used to reinforce, clarify and extend the material presented in lecture. Online resources are available to enhance active learning.

Cadaver dissections are coordinated to follow gross anatomy lecture content. Plastinated specimens, X-rays, CT scans and MRI images, bones, and models will be available for students to study. Clinical faculty and OMM Fellows will be available during laboratories to reinforce the clinical anatomy correlations. The student will gain an appreciation for the relevance of anatomical sciences to clinical osteopathic medical practice.

DO 121 – Cellular and Molecular Basis of Medicine
13 credits
This course introduces students to the study of disease. Course goals include providing students with a broad, fundamental knowledge in pharmacology, medical biochemistry, microbiology, immunology, and pathology. Major conceptual areas introduced in this course include: introduction to pharmacologic intervention, fundamentals of metabolism, cellular injury induced by physical, chemical and microbial entities, the host-parasite relationship with discussions of microbial pathogenicity and antimicrobial medications, acute and chronic inflammation, and drugs’ alteration of inflammatory and immune processes. Disease states receiving particular attention include nutritional, infectious and hematological diseases, cancer, and immune suppression. The basic science foundation necessary to comprehend these and other disease states is laid in this course.

DO 133 – Emergency Medicine I
1 credit
This course teaches Basic Cardiac Life Support under American Heart Association standards and prehospital first responder skills; patient assessment in the prehospital environment and use of the automated external defibrillator (AED). Upon successful completion, the American Heart Association Healthcare Provider Course Card will be awarded.

DO 134 – Cardiovascular, Pulmonary and Renal Medicine
12 credits
The Cardiovascular, Pulmonary and Renal Medicine course (CPR) is an intensive informational guide through the cardiovascular, renal and pulmonary systems. The course is designed to introduce the student to this integrated area of medicine by presenting the basic biological science foundation of
these three interrelated systems, and then relating these basics to the patient in a clinical setting. Students will be taught the basic physiology of these vital systems, followed by the etiology and pathogenesis of common/classic diseases that cause dysfunction. Diagnostic methodologies and use of laboratory tests will be explored. The appropriate use of pharmacological therapeutics and their underlying physiological mechanisms of action will be learned. The purpose of this approach is to help the student better understand the medical interrelationships between these systems.

This is designed to help the student develop the ability to analyze a patient’s condition based on important and specific parameters and thereby help the student to gain a basic understanding of diagnosis and treatment of the disease processes that affect these systems.

We will begin with an introduction to cell, membrane, and muscle physiology that provides a foundation for an overview of the physiological purpose of the cardiovascular, renal and pulmonary systems to maintain homeostasis. The cardiovascular system will be considered first, and provides an in-depth discussion of cardiovascular mechanics and function, electrophysiology of the myocardium, as well as pharmacology, pathology and microbiology of the cardiovascular system. The unit continues by taking a similar approach in presenting the specific basics of the renal and pulmonary systems. Active learning assignments are interspersed throughout the curriculum in order to provide supplemental reinforcement of important physiological and clinical concepts. Throughout the term, students are introduced to case presentations, case conferences and patient simulations where they are encouraged to participate in discussions of the important medical issues and approaches. These sessions are designed to motivate students to “think critically”. Emphasis is placed on applying basic physiological/pathological and pharmacological concepts to clinical treatment and basic pathological and microbiological didactic knowledge to clinical diagnosis of each area separately and as an integrated group. Additionally, basic diagnostic methodologies (e.g., electrocardiography, radiography) and clinical laboratory medicine will be introduced. The student will be required to integrate diagnostic data obtained from these varied methods and form a differential diagnosis of a patient’s condition. Students will be expected to then understand how to formulate a treatment plan to help restore the patient’s normal physiological function. The course culminates with a clinically based morning report in which students are presented with a patient case that encompasses acquired knowledge related to the three organ systems. Students are encouraged to participate in an active student-driven discussion of how these systems communicate and respond to each other.

DO 139A, 139B, 139C – Osteopathic Principles and Practice I, II, III
2 credits each term
Total credits 6
This course introduces concepts and philosophy of osteopathic medicine; fundamentals in the art of clinical patient observation, palpation and evaluation; surface anatomical landmarks identified as foundation for future coursework in manual medicine as well as for primary care skills; physiologic motions of spine; clinical evaluation skills in active and passive motion; regional and intersegmental motion testing. Somatic dysfunction is defined. Common musculoskeletal patient complaints, their osteopathic diagnosis and management are discussed. Therapeutic skills are developed of soft-tissue, myofascial release and counter strain osteopathic manipulative treatments (OMT); differentiating the basis for myofascial techniques and reflex-oriented techniques; physiologic motion of the thoracic spine and rib cage as well as the biomechanical actions of the respiratory muscles; thoracic and costal somatic dysfunction clinical cases; scoliosis defined, osteopathic management of various scoliosis types; regional muscle energy and HVLA; introduction to viscero-somatic, somatic-visceral, somatic-somatic, and psychosomatic reflexes and their relevance to health and disease; pain and referred pain implications and management.
DO 140A, 140B, 140C – Primary Care Skills I, II, III
1 credit each term
Total credits 3
The Primary Care Skills I, II, and III course develops knowledge, attitudes, and skills in osteopathic medical students to competently communicate with patients, understand the patient experience, obtain an accurate history, perform a physical examination, and properly document the medical record. Didactic lectures, skills labs, online modules, standardized patient sessions, and a shadowing experience in an ambulatory center are the methods used to teach and evaluate the student competencies.

DO 144, 145 – Clinical Reasoning in Basic Sciences I, II
1 credit each year
The development of critical thinking skills and the integration of basic and clinical science concepts are fostered in students through small-group learning activities utilizing written clinical cases. The cases are developed by basic and clinical science faculty and incorporate history and physical findings, laboratory values, imaging, electrophysiology and histopathological images as needed for students to develop differential and definitive diagnoses as well as treatment plans. Basic science underpinnings of each case, particularly the pathophysiology of disease are explored by students as guided by specific learning objectives. Student progress in critical thinking and integration of basic and clinical science concepts is assessed by tools which could include multiple choice exams, oral exams and construction of a portfolio which may contain literature searches, reflective writing, interviews with faculty and patients, videos or photographs.

DO 146 – Comprehensive Basic Science Review and Synthesis
1 credit
The purpose of the CBSRS course is to assist students in their preparation for the COMLEX 1 examination, by mandatory and structured usage of question banks, and internal and externally-generated formative assessment tools. Student progress is monitored by faculty, and students may be counseled regarding preparation strategies if necessary.

DO 212 – Gastroenterological Sciences
4 credits
This course is a multidisciplinary integrated course designed to take the student in a thorough manner through the specific physiology of the gastrointestinal tract, pathophysiologic bases of the diseases of this system, pharmacologic interventions and applications, diagnostic specifics including interpretation of imaging methods such as gastrointestinal endoscopy and colonoscopy, and therapeutic strategies employed in the treatment of GI disease.

DO 213 – Reproductive Genitourinary and Obstetrics, Gynecologic Medicine
7 credits
The Reproductive Genitourinary and Obstetric, Gynecologic Medicine (RGU) course content encompasses the basic and clinical biomedical sciences relevant to urology, obstetrics and gynecology. Lectures in physiology, pharmacology, microbiology and pathology provide a foundation for understanding clinical aspects of urologic and reproductive medicine. Information is distributed primarily through a lecture format, but there also will be opportunities to participate in case-based exercises, simulated morning reports and a session focusing on a patient’s perspective of a relevant health care topic.

DO 221 – Clinical Endocrinology
2.5 credits
The pathophysiology and clinical manifestation of the endocrine disorders are presented, with particular emphasis on those affecting the pituitary, thyroid, parathyroid and adrenal glands. This
The Clinical and Basic Neuroscience course coordinates all disciplines related to the central nervous system. It is a comprehensive course on the central nervous system integrating blocks related to neuroscience, neurology, psychiatry, neurosurgery, neuropathology, neuropharmacology, and physical medicine and rehabilitation. Also discussed are the structure and function of the brain and spinal cord and their role in normal and diseased body-systems; laboratory macro-dissection and demonstration of human brain and spinal cord; blood supply; contemporary imaging procedures of head and spine. Psychiatric and behavioral medicine with implications for the generalist physician are incorporated throughout the following course components: neurologic history and neurologic physical examination; common diseases of brain, spinal cord, peripheral nerves and neuromuscular system; ischemic and hemorrhagic diseases; demyelination disorders, infectious diseases; trauma; neuropathology of aging and Alzheimer's disease, surgical interventions; craniocerebral trauma; hydrocephalus/NPH, peripheral nerve disorders and brain tumors. Pain and pain management are addressed with a focus on anesthetics, including general, local and narcotic; emotional overtones of pain; relation to addiction; narcotic intervention use and precautions. Additional pharmacologic basis of treatment and precautions are addressed as they relate to antipsychotics, muscle relaxants; antidepressants; anticonvulsants, sedatives, endogenous opioids, therapeutic uses of narcotics, psychomotor stimulants and psychomimetics; pharmacologic agents and their use in Parkinsonism, anxiety disorders, depression and psychosis; pharmacologic basis of addiction with special session included discussing the impaired physician. Psychiatry topics include the evaluation of the psychiatrically ill patient and principles of diagnosis; special topics are discussed including substance abuse disorders, child and adolescent psychiatry, geriatric psychiatry, principles of psychosomatic medicine and psychiatric emergencies.

This course presents students with clinical lectures in the pathogenesis, diagnosis and management of diseases affecting the musculoskeletal system, with particular emphasis on rheumatologic disorders, and the skin. A foundation of knowledge regarding the pathophysiology of musculoskeletal disorders is presented in a series of pathology lectures and is accompanied by clinical lectures in orthopedics and rheumatology presented with the goal of preparing the future primary care practitioner in the routine evaluation of orthopedic and rheumatologic problems. The goal of the dermatology unit is to develop in the student an understanding of principles of diagnosis and management of dermatologic diseases. The unit objectives are designed to target appropriate completion of two specific tests of competence for students: successful performance on board examinations (COMLEX) and successful preparation for clerkship clinical experiences in years 3 and 4 of the PCOM DO program.

This course is designed to acquaint the students with the principles of surgical diagnosis, common conditions most amenable to surgical treatment and the patho-physiology of common surgical diseases. Along with these concepts, the student will become familiar with the treatment of shock, hemodynamic monitoring, trauma and critical surgical care. The course will consist of a series of didactic and interactive presentations, as well as opportunities to perform “field work” through shadowing experiences. Simulation will enhance the material presented. In addition to these concepts, lectures on the sub specialty surgeries will round out the surgery course.
DO 233 – Life Stages: Clinical Geriatrics and Pediatrics
4 credits

**Clinical Geriatrics**
The Clinical Geriatrics portion of this course provides an understanding of the unique and complex medical aspects of older persons; clinical syndromes commonly seen in older persons emphasizing the five “I’s: impaired homeostasis, incompetence, incontinence, immobility and iatrogenesis; physiologic changes associated with aging; healthy aging; maintenance of function and nutrition; medico-legal and ethical issues; end-of-life issues – pain management, hospice, terminal care, anticipatory planning and advance directives.

**Pediatrics**
The Pediatric portion of this courses explores normal development and evaluation; fetus; high-risk pregnancies; premature and newborn high-risk problems; difficulties affecting perinatal care of premature and full-term infants. Also discussed will be preventive pediatrics (hygiene, infant feeding and immunizations) in ambulatory office practice; hospital critical care. Childhood gastrointestinal, surgical, hematologic, nose and throat, and cardiovascular problems; other disease processes and influences on fetus, newborn and general pediatric population. Other topics such as fluid and electrolyte balance; emergency room care, medical aspects of trauma, fever and convulsions, the unconscious child, metabolic problems; enuresis, medical genitourinary disease and central nervous system problems – attention to developmental, neurological and behavioral pediatrics will be explained.

DO 235 – Emergency Medicine II
1 credit
This course will consist of 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.

DO 238A, 238B, 238C – Preventive and Community-Based Medicine I, II, III
1 credit each term
Total credits 3
The goal of this course is to introduce future osteopathic physicians to medical ethics, evidence-based medicine, public health and health policy. Emphasis will be placed on developing an evidence-based medicine approach to patient care that is guided by the physician’s ethical and professional responsibilities to their patients, community and society. This course will use various teaching methods, including small group sessions, case discussions, role-playing, standardized patient encounters, online teaching and lectures.

DO 239A, 239B, 239C – Osteopathic Principles and Practice IV, V, VI
2 credits each term
Total credits 6
The Osteopathic Principles and Practice IV, V, and VI develops the knowledge of pelvic and lumbar reviewed; physiologic motion patterns; sacral, lumbar and pelvic somatic dysfunctions; OMT (muscle energy and HVLA) for these dysfunctions; somatic and visceral relationships that pertain to abdomen, sacrum, and pelvis with clinical correlation in reproductive, obstetric/gynecologic, gastrointestinal, and urogenital disorders. Introduction to osteopathic principles in the cranial field is explored (an elective is offered in the third trimester for more complete understanding and practical palpatory diagnosis). Cervical biomechanics and somatic dysfunction are reviewed; as well as muscle energy, HVLA, counterstrain and FPR techniques related to limbs, shoulders and hips.
DO 240A, 240B, 240C – Primary Care Skills IV, V, VI
1 credit each term
Total credits 3
The Primary Care Skills IV, V, and VI course develops knowledge, attitudes, and skills in osteopathic medical students to competently communicate with patients and other medical professionals, utilize the concepts of patient and family-centered care, obtain a comprehensive and focused patient history and physical, document the medical record, and incorporate the concepts of patient safety in medical settings. Didactic lectures, skills labs, online modules, and standardized patient sessions are the methods used to teach and evaluate the student competencies.

DO 311 Medical Law
2 credits
This course addresses the legal obligations and ethical responsibilities of physicians, both professionally and personally, including medico-legal issues such as judicial process, fraud and abuse, malpractice, torts, patient rights and privacy issues; issues related to HIPPA and compliance. This online course begins anytime during the second year; HIPPA module satisfactory completion required to begin clinical clerkships; entire course including the online assessments must be completed by the end of the third year.

Non-Credit Advanced Cardiac Life Support – Third Year Medical
American Heart Association ACLS course; two-day; offered during ACS clerkship. Students are awarded the AHA ACLS course card, valid for two years, upon successful completion. This is required for graduation.
## COURSE SEQUENCE

**Doctor of Osteopathic Medicine (DO) – Georgia Campus**

### First Year

#### TERM 1 (FALL)

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<td>Preventive and Community-Based Medicine II</td>
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<td>DO 139BG</td>
<td>Osteopathic Principles and Practice II</td>
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<td>INDP 100G</td>
<td>Interprof Approach Caring for Community</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td><strong>18</strong></td>
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</table>

#### TERM 4 (SUMMER)

<table>
<thead>
<tr>
<th>Course No</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>DO 135G</td>
<td>Immersion in Medical Sciences (elective)</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
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<td><strong>4</strong></td>
</tr>
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</table>
**Second Year**

**TERM 1 (FALL)**

<table>
<thead>
<tr>
<th>Course No</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DO 134G</td>
<td>Cardiovascular, Pulmonary and Renal Medicine</td>
<td>12</td>
</tr>
<tr>
<td>DO 144G</td>
<td>Clinical Reasoning in Basic Sciences I</td>
<td>1</td>
</tr>
<tr>
<td>DO 211G</td>
<td>Basic and Clinical Endocrinology</td>
<td>3</td>
</tr>
<tr>
<td>DO 239AG</td>
<td>Osteopathic Principles and Practice IV</td>
<td>2</td>
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<tr>
<td>DO 240AG</td>
<td>Primary Care Skills IV</td>
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<tr>
<td>INDP 200G</td>
<td>Interprofessional Approach to Caring for the Patient II</td>
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**TERM 2 (WINTER)**

<table>
<thead>
<tr>
<th>Course No</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>DO 145G</td>
<td>Clinical Reasoning in Basic Sciences II</td>
<td>1</td>
</tr>
<tr>
<td>DO 211G</td>
<td>Basic and Clinical Endocrinology</td>
<td>3</td>
</tr>
<tr>
<td>DO 212G</td>
<td>Gastroenterology</td>
<td>4</td>
</tr>
<tr>
<td>DO 213G</td>
<td>Reproductive and Genitourinary Sciences</td>
<td>6</td>
</tr>
<tr>
<td>DO 214G</td>
<td>Musculoskeletal/Skin</td>
<td>4</td>
</tr>
<tr>
<td>DO 239BG</td>
<td>Osteopathic Principles and Practice V</td>
<td>2</td>
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<tr>
<td>DO 240BG</td>
<td>Primary Care Skills V</td>
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<td>INDP 200G</td>
<td>Interprofessional Approach to Caring for the Patient II</td>
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**TERM 3 (SPRING)**

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<tr>
<th>Course No</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>DO 146G</td>
<td>Comprehensive Basic Science Review and Synthesis</td>
<td>1</td>
</tr>
<tr>
<td>DO 215G</td>
<td>Psychiatry</td>
<td>2</td>
</tr>
<tr>
<td>DO 232G</td>
<td>Surgery, Ophthalmology, ENT</td>
<td>2</td>
</tr>
<tr>
<td>DO 233G</td>
<td>Life Stages: Geriatrics and Pediatrics</td>
<td>2</td>
</tr>
<tr>
<td>DO 235G</td>
<td>Emergency Medicine II</td>
<td>2</td>
</tr>
<tr>
<td>DO 239CG</td>
<td>Osteopathic Principles and Practice VI</td>
<td>2</td>
</tr>
<tr>
<td>DO 240CG</td>
<td>Primary Care Skills VI</td>
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</tr>
<tr>
<td>*DO 311G</td>
<td>Medical Law</td>
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</tr>
<tr>
<td>NDP 200G</td>
<td>Interprofessional Approach to Caring for the Patient II</td>
<td>0</td>
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</tbody>
</table>

*Medical Law will no longer be offered after Spring 2019 as the class will be impeded into Preventive Community Based Medicine.

Total credits first and second year ............................................. 108
**Doctor of Osteopathic Medicine (DO) – Georgia Campus**

Third and Fourth Year Clinical Clerkship Curriculum

**Third Year**

<table>
<thead>
<tr>
<th>ROTATION CREDIT HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Clinical Skills</td>
</tr>
<tr>
<td>Elective</td>
</tr>
<tr>
<td>Family Medicine</td>
</tr>
<tr>
<td>General Internal Medicine</td>
</tr>
<tr>
<td>General Surgery</td>
</tr>
<tr>
<td>Internal MedicineSelective</td>
</tr>
<tr>
<td>Obstetrics and Gynecology</td>
</tr>
<tr>
<td>OMM/Family Medicine</td>
</tr>
<tr>
<td>Pediatrics</td>
</tr>
<tr>
<td>Psychiatry</td>
</tr>
<tr>
<td>Surgery Selective</td>
</tr>
<tr>
<td>Internal Medicine - Ambulatory</td>
</tr>
</tbody>
</table>

Each 17 credit rotation requires 240 contact hours.

Other than in electives, fourth year rotations contain a component of Osteopathic Manipulative Medicine.

*Includes noncredit American Heart Association Advanced Cardiac Life Support (ACLS) course completion, required for graduation.

**Fourth Year**

<table>
<thead>
<tr>
<th>ROTATION CREDIT HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electives (8)</td>
</tr>
<tr>
<td>Underserved/Rural Family Medicine</td>
</tr>
<tr>
<td>Emergency Medicine</td>
</tr>
</tbody>
</table>

PCOM Georgia will offer two elective clerkships
Enhancement of Osteopathic Competencies and Entrustable Professional Activities for Entering Residency | 17 credits |
Advanced Surgical Anatomy | 17 credits |
Doctor of Osteopathic Medicine (DO) – Georgia Campus

INDP 100G – Interprofessional Approach to Caring for the Community
0 credits per term for 3 terms in first year
In this course, students from various health care professional programs work together to discuss and investigate approaches to solving health care-related issues as an interprofessional, collaborative team. The course consists of six 2-hour sessions spread over a single academic year. Students meet in the lecture hall, as well as in small groups with a faculty facilitator to discuss issues including medical ethics, team-work and leadership in health care delivery, cultural/religious competency, medical errors and prescription and non-prescription drug abuse and opioid addiction.

INDP 200G – Interprofessional Approach to Caring for the Patient
0 credits per term for 3 terms in second year
In this year-long course, second-year Osteopathic Medical students and Pharmacy students work together in patient simulations and general session on special patient populations to discuss and deliver appropriate healthcare. Students meet in small groups to solve health care-related clinical problems. The course utilizes discussion and simulations of clinical situations involving an interprofessional and team approach to clinical problem solving. With assistance from faculty and staff facilitators, students will work in small groups, to resolve simulated clinical problems and cases. These simulations and special patient population cases will give students the opportunity to put into practice skills they learned in INDP -100G and their respective programs. These skills include: clinical knowledge, communication skills, teamwork, ethical decision making, and cultural and religious competency.

DO 111G – Structural Principles of Osteopathic Medicine
13 credits
This 13 week course covers human anatomical sciences including gross anatomy, embryology and microscopic anatomy. Content for each anatomical science is presented from both a regional and systems perspective. Lectures and laboratory sessions incorporate active learning strategies. Students are required to apply their knowledge of gross anatomy, embryology and microscopic anatomy to explain clinical case vignettes and medical images of anatomical structures. Microscopic anatomy is presented via digital images during lectures and laboratories, relating microscopic structure to basic physiological processes. Reading assignments from required anatomy texts are used to reinforce, clarify and extend the material presented in lectures. Full cadaver dissection gross anatomy laboratories are coordinated to follow corresponding regional lecture content. Prepared dissection specimens, X-rays, CT scans and MRI images as well as bones, models and computer resources are available for students to study. Clinical faculty are available during laboratories to reinforce clinical anatomy correlations. This practice provides the student with an appreciation for the relevance of anatomical science to clinical osteopathic medical practice through demonstrations, clinical case studies and discovery in laboratory dissections.

DO 121G – Cellular and Molecular Basis of Medicine
14 credits
This course introduces students to the study of normal cellular physiology and molecular biology, and its changes in the disease state. Course goals include providing students with a broad, fundamental knowledge in molecular biology, genetics, medical biochemistry, microbiology, immunology, pathology and pharmacology. Disease states receiving particular attention include genetic disease, nutritional disease, hematological diseases, infection, autoimmunity, cancer and immune suppression. The basic science foundation necessary to comprehend these and other disease
states is laid in this course. Students begin to practice self-directed learning, and improve communication skills by participating in group discussions. Students also gain an appreciation for basic and clinical research in fundamental biomedical topics through required reading of primary research literature and oral presentations.

DO 130G – Basic and Clinical Neurosciences
12 credits
Basic and Clinical Neurosciences is a multidisciplinary course covering the structure and function of the nervous system, with the greatest emphasis on the central nervous system. In addition to neuroanatomy, the course is an integration of various disciplines including medicine, surgery, radiology, pathology, immunology and microbiology, physiology and pharmacology. The course presents the regional and systems neuroanatomy, physiology, embryology and histology of neural systems. Neuropathology, neuro immunology and neuropharmacology are covered. The etiology, clinical presentation, diagnosis and treatment of neurologic and neuromuscular diseases are presented by clinicians. Clinical topics include stroke, hemorrhage, trauma, seizures, headaches, demyelinating diseases, dementia, delirium, movement disorders and neuromuscular diseases. Principles and practice of rehabilitation of patients with stroke, spinal cord and head trauma and neuromuscular diseases are presented. Aspects of pain management including general and local anesthesia, and narcotic and nonnarcotic pain relievers are presented.

DO 133G – Emergency Medicine I
1 credit
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.

DO 134G – Cardiovascular, Pulmonary and Renal Medicine
12 credits
Cardiovascular, Pulmonary and Renal Medicine is a multidisciplinary, integrated course designed to take the student in an introductory manner through the specific physiologic and pharmacologic mechanisms, pathologic descriptions, pharmacologic interventions and applications, diagnostic specifics, therapeutic strategies and other relevant medical issues of each system and the crossover issues between systems. This course links the anatomy of the three systems to an integrated presentation of physiology, microbiology, pathology, pharmacology, imaging and general medicine of each of the systems as well as cross-system complications. Clinical scenarios are presented in order to provide examples that allow the students to draw connections between basic science mechanisms and clinical application. Emphasis is placed on the understanding of how structural aberration results in functional change and the recognition of how symptoms are indicative of positive (system compensation) and negative (pathological) functional change. Students are expected to apply their basic knowledge of each system to develop an understanding of how a pathological process affecting one of the three systems can and will eventually create pathological processes in the other two.

DO 135G – Immersion in the Medical Sciences Summer Elective
4 credits This 4 credit hour elective course stresses critical thinking and effective study strategies using highly consolidated first year content. It is designed to equip the rising second year medical student with the skills they need to enhance their performance in second year courses and their preparation for the COMLEX level 1 examination.
DO 138AG, 138BG, 138CG – Preventive and Community-Based Medicine I, II and III
1 credit each term
Total of 3 credits
This course introduces the future osteopathic physician to clinical preventive medicine and community-based medicine and focuses on the critical components of physician responsibility and advocacy in the development and delivery of health care systems in the United States. This year long course presents the fundamentals of evidence-based medicine, biostatistics, epidemiology, ethics, preventive medicine, public health, community medicine, infection prevention and control, environmental medicine, toxicology, occupational medicine, and disaster and emergency planning. The critical need for physician advocacy within the context of socio-cultural, economic, marketing and political competence is explored. Concepts and strategies from epidemiology, including biostatistical analysis of current research studies, are applied to real case studies of community issues relevant to physician responsibilities. Current medico-legal, ethical and political issues are studied in terms of options for physician advocacy and responsibility to the community.

DO 139AG – Osteopathic Principles and Practice I
2 credits
Students are introduced in lectures and practice sessions to the concept and philosophy of the osteopathic school of the healing arts. 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 inter-segmental motion testing is applied. Somatic dysfunction is defined.

DO 139BG – Osteopathic Principles and Practice II
2 credits
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 the student begins his/her therapeutic development with soft tissue, myofascial release and counterstrain osteopathic manipulative treatments (OMT).

DO 139CG – Osteopathic Principles and Practice III
2 credits
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, somatovisceral, somatosomatic and psychosomatic reflexes and their relevance to health and disease are presented.

DO 140AG, 140BG, 140CG – Primary Care Skills I, II, III
2 credits each term
Total 6 credits
This course will introduce Osteopathic medical students to the art of patient interview techniques and demonstration of physical examination. The course will delineate the structure and components of a medical history and how to record it appropriately. Competency in interpersonal skills and procurement of history is enhanced by the introduction and development of empathetic listening, inscription of essential information, recognizing non-verbal cues, and cultural awareness. This course integrates with material presented in anatomy, osteopathic manipulative medicine, biochemistry,
physiology and microbiology and clinical sciences to introduce fundamental techniques of physical examination and patient interviewing technique. The medical history is introduced, as are concepts in the osteopathic approach to primary care, psychosocial issues and the physician/patient relationship. The department utilizes skill workshops, lectures; small groups case discussions, standardized patient and the simulation model. Standardized patient in Objective Structured Clinical Examination (OSCE) evaluation is included.

**DO 144G and 145G – Clinical Reasoning in Basic Science I, II**

2 credits total

Clinical Reasoning in Basic Science is a 2-term-long course in which the development of critical thinking skills and the integration of basic and clinical science concepts is fostered in students through small-group learning activities using clinical cases. The cases discussed by students incorporate history and physical findings, laboratory values, imaging, electrophysiology and histopathological images as needed for students to develop differential and definitive diagnoses as well as treatment plans. Following the case discussion, the basic science underpinnings of each case are explored by students guided by specific learning objectives. Student’s complete board-style quizzes that align with their current course work in preparation for Comlex part 1. Two exams are given per term over the content of the learning objectives and practice questions, and are short answer, matching and/or multiple choice in format.

**DO 146G – Comprehensive Basic Science Review and Synthesis**

1 credit

This course focuses on key concepts in basic and clinical science which students have learned in didactic courses, and for which comprehension is essential for success on the COMLEX-1 national board exam and clinical rotations. Assessment of student progress toward readiness for board passage is done through the use of the COMBANK q-bank. The student’s activity on the q-bank is monitored by faculty. Students who fail to progress adequately in one or more disciplines are assigned a faculty mentor, and may be required to do remedial work.

**DO 211G – Basic and Clinical Endocrinology**

3 credits

The endocrine course is an integration of various disciplines including physiology, pharmacology, pathology, internal medicine and radiology. Lectures begin with a review of basic endocrine physiology, and histology. Clinical lectures cover disorders of the pancreas, thyroid, parathyroid and adrenal glands, and their effects on other body systems.

**DO 212G – Gastroenterology**

4 credits

In the GI course, 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 and their pharmacologic management. Clinical lectures emphasize diagnosis, imaging, medical and surgical management of gastrointestinal diseases.

**DO 213G – Reproductive and Genitourinary Sciences**

6 credits

In the reproductive/genitourinary course, a review of human reproductive physiology is followed by lectures on pathophysiology of gynecological diseases including sexually transmitted diseases, their management and prevention. Diagnostic and operative gynecology procedures are presented. Lectures on the progress and management of normal pregnancy are presented and management of the various presentations and mechanisms of labor is stressed. This is followed by studies of the pathology of pregnancy, diagnostic methods and treatment. Family planning, contraception,
infertility, perinatal infections and gynecologic oncology and pharmacology associated with women’s health issues are also presented. Consideration of disorders and diseases of the male genitourinary system, their diagnosis and management completes the course.

DO 214G – Musculoskeletal/Skin
4 credits
This course covers the clinical areas of orthopedics, rheumatology and dermatology as well as the pathology of diseases of the bones, joints and muscles. Basic skills and academic knowledge in orthopedics are presented to aid clerkship students in the evaluation of routine orthopedic problems. Emphasis is placed on the diagnosis and treatment of common disorders of the neck, spine, shoulders, hips and extremities. The rheumatology lectures cover inflammatory diseases of joints and connective tissues. Etiology, presentation, differential diagnosis and treatment are stressed. The dermatology lectures prepare the student for diagnosis and management of routine cutaneous diseases.

DO 215G – Psychiatry
2 credits
The psychiatry course begins with the history and evolution of psychiatry and the prominent theories of the mind and the causes of emotional illness. Evaluation of the psychiatrically ill patient and principles of psychiatric diagnosis are taught. The neurobiological basis of psychiatric disease and its treatment is discussed. The relationship between brain function and psychiatric illness is a continuing discussion throughout this unit. Topics presented include neuropharmacology, mood disorders, psychosis, substance abuse disorders, and child and adolescent psychiatry.

DO 232G – Surgery, Ophthalmology, ENT
2 credits
Surgery Unit
This unit emphasizes clinical diagnosis, treatment and surgical management of surgical diseases including pre-operative and post-operative care, fluids and colloids, burns and wound care, the acute abdomen, vascular surgery, breast surgery, chest trauma, shock, and anesthesia. Other areas of emphasis are universal precautions and OSHA regulations. Clinical lectures often use case presentations to integrate surgical procedures in disease management.

Ophthalmology/EENT Unit
This unit emphasizes an understanding of the principles of medical and surgical diagnosis, treatment and management of diseases and injuries of the eyes, ears, nose and throat.

DO 233G – Life Stages: Geriatrics and Pediatrics
2 credits
This course concentrates on disease presentations of particular importance in the pediatric and geriatric populations. The pediatrics unit emphasizes the normal development and care of the pediatric patient. Topics covered include an introduction to the pediatric history and physical, developmental milestones, antenatal considerations, routine child care including vaccination schedules, hyperbilirubinemia syndromes, pediatric meningitis and sepsis, SIDS, fluid and electrolyte balance, respiratory problems, seizures, obesity and child abuse. Coverage of other neonatal and childhood diseases, disorders and trauma occurs in a variety of other courses during the first and second year. In the geriatric unit, 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 and case studies to introduce the clinical syndromes commonly seen in older persons, including hypertension, infections, pressure ulcers, immobility and movement disorders, incontinence and poly-pharmacy issues.
DO 235G – Emergency Medicine II
2 credits
The course unit introduces the second year student to the specialty of emergency medicine, which is defined as a field of practice that draws upon a unique set of knowledge, skills, and attitudes to prevent, diagnose, and manage the acute and urgent aspects of illness and injury affecting patients of all age groups with a full spectrum of undifferentiated physical and behavioral disorders. A series of lectures and case studies covers the etiology, diagnosis and treatment of the diseases and conditions that are commonly treated in the Emergency Room. The course is an integration of various disciplines including medicine, surgery, radiology, pathology, physiology, pharmacology and microbiology. The course is designed as a pre-clerkship program to transition the student into the realm of clinical medicine. It introduces students to a general overview of the different sub-sections of emergency medicine, emphasizing the immediacy and unpredictability of managing acutely ill patients in a team environment.

DO 239AG – Osteopathic Principles and Practice IV
2 credits
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.

DO 239BG – Osteopathic Principles and Practice V
2 credits
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, counter strain and FPR techniques are covered in the lab sessions.

DO 239CG – Osteopathic Principles and Practice VI
2 credits
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.

DO 240AG, 240BG, 240CG – Primary Care Skills IV, V, VI
1 credit each term
Total 3 credits
This course will introduce Osteopathic medical students to advance level of patient interview techniques and demonstration of physical examination. The course will continue to delineate the structure and components of a medical history with emphasis on competency in interpersonal skills, patient doctor relation/communication, development of assessment and plan in an Objective Structured Clinical Examination (OSCE) method. This course covers advanced physical examination skills, minor surgical skills and problem solving. Ophthalmologic and ENT examinations in the outpatient setting with advanced clinical workshops and case presentations. Small group laboratory instruction in general surgical skills includes sessions on surgical scrub and sterile technique, gloving and gowning, suturing, phlebotomy, IV and catheterization. The department utilizes skill workshops, lectures; small groups case discussions, standardized patient and the simulation model. Standardized patient in Objective Structured Clinical Examination (OSCE) evaluation is included at the end of each term.
DO 311G – Medical Law
1 credits
This course covers legal obligations and ethical responsibilities of physicians, both professionally and personally; medico-legal issues such as judicial process, fraud and abuse, malpractice, torts, patient rights and privacy issues, and issues related to HIPPA and compliance. Satisfactory completion of the HIPPA module is required to begin clinical clerkships.

Non-Credit Advanced Cardiac Life Support – Third Year Medical
American Heart Association Advanced Cardiac Life Support (ACLS) course; offered during ACS clerkship. Students are awarded the AHA ACLS course card, valid for two years, upon successful completion. This is required for graduation.

Elective Clerkships
Enhancement of Osteopathic Competencies and Entrustable Professional Activities for Entering Residency.
17 credits
This month long clerkship is designed to further the development of specific Osteopathic Competencies and Entrustable Professional Activities critical to entering residency. Students will build upon and assess their clinical knowledge and hone and assess their skills in taking a history, performing a physical exam, developing a differential and definitive diagnosis and management plan. The clerkship is offered in April or May for third year Osteopathic medical students and in August or September for fourth year Osteopathic medical students.

Advanced Surgical Anatomy
17 credits
This month-long clerkship is designed for 4th year medical students who desire to pursue a surgical specialty for their residency. The clerkship involves both advanced study of cadaveric dissection as well as acquiring proficiency in skills such as ultrasound-guided placement of central lines, IV lines and catheters, thoracocentesis, pericardiocentesis, peritoneocentesis, culdocentesis, arthrocentesis, lumbar puncture, epidural and spinal anesthesia, general principles of fracture immobilization and selected regional limb blocks. Students who enroll, will assist in laboratory teaching for first year medical students in Structural Principles of Osteopathic Medicine (SPOM). Students eligible to enroll in this rotation will have a prerequisite minimum grade of 88% in the SPOM course and excellent communication skills.

Post-Doctoral Medical Education
The education of a physician is not complete upon the attainment of a medical degree; it is a continual process. PCOM offers post-doctoral courses and residency programs to further the education of recent graduates of colleges of osteopathic medicine and to maintain the knowledge and skills of practicing osteopathic physicians.

Admission to Postgraduate Training
Enrollment in the internship and residency programs at PCOM is highly competitive in order for the most qualified applicants to receive the highest-quality training. All programs participate in the Electronic Residency Application Service (ERAS) and the AOA Intern/Resident Registration Program (the “Match”).

The minimum requirements for admission to the Traditional Rotating Internship Program are: Graduation from a college of osteopathic medicine approved by the American Osteopathic Association.

A record of scholastic achievement indicative of the ability to benefit fully from a year of AOA-
approved internship training.

The minimum requirements for admission to a residency in one of the various specialties are:
Graduation from a college of osteopathic medicine approved by the American Osteopathic Association.

Completion of an AOA-approved PGY-1 year.
A record of scholastic and clinical achievement indicative of the ability to benefit fully from the residency training program.
All application requests for internship should be made through ERAS and residency applications should be addressed to:
Office of Graduate Medical Education
Philadelphia College of Osteopathic Medicine
4190 City Avenue
Philadelphia, PA 19131
215-871-6690 or gme@pcom.edu
215-871-6695 (fax)

Internships and Residencies
PCOM is continuously expanding internship and residency opportunities to serve the postgraduate educational needs of graduates of PCOM and other osteopathic medical colleges. Through affiliations with Roxborough Memorial Hospital, Chestnut Hill Hospital and many others, approximately 130 PCOM interns and residents are currently in GME training at PCOM.

PCOM also sponsors AOA-approved internship and residency programs at numerous PCOM MEDNet (OPTI) affiliated hospitals throughout Pennsylvania, New Jersey, New York and Delaware, and PCOM also continues to establish programs in Georgia and Alabama, which include:
Abington Memorial Hospital*
Albert Einstein Medical Center*
Aria Health*
AtlantiCare*
Bryn Mawr Hospital*
*PCOM Sponsored Programs
Cahaba Medical*
Christiana Care Health Services*
Colquitt Regional Medical Center*
Crozer-Chester Medical Center*
Deborah Heart and Lung Center*
Delaware County Memorial Hospital/Crozer Keystone Health System*
Geisinger Health System*
Good Samaritan Hospital*
Gwinnett Medical Center*
Heart of Lancaster Regional Medical Center*
Heritage Valley Beaver*
Houston Health Care*
Hunterdon Medical Center*
Lankenau Hospital*
Latrobe Area Hospital and Health Network*
Lehigh Valley Health Network*
Lower Bucks Hospital*
Memorial Hospital, York*
Mercy Catholic Medical Center*
Suburban Community Hospital*
PCOM Consortium*
Pennsylvania Hospital*
Pinnacle Health at Community General Osteopathic Hospital*
Redmond Regional Medical Center*
The Reading Hospital and Medical Center*
Southeast Alabama Medical Center* St. Joseph Medical Center (Reading)*
St. Luke’s University Health Network* 
Tenet Hahnemann University Hospital*
Trinity Medical Center* UHS
Wilson Medical Center* UPMC Altoona Hospital*
UPMC McKeesport Hospital*
UPMC Mercy Hospital*
UPMC Shadyside Hospital*
UPMC St. Margaret Hospital*
Warren Hospital*
Williamsport Hospital and Medical Center*
Wright Center for GME*

The residency programs of PCOM are held to a high standard of clinical excellence, with a commitment to teaching and active encouragement of resident research. An opportunity for completion of a clinical master of science degree as part of the residency program is also available. The College currently offers approved residency training in a wide array of clinical specialties including neuromusculoskeletal medicine, as listed below.

*PCOM Sponsored Programs Internship – Approved Positions: 7

Peter Bidey, DO, Internship Director
Family Medicine – Approved Positions: 16 David Kuo, DO, Program Director
General Surgery – Approved Positions: 35 Arthur Sesso, DO, Program Director
Geriatrics – Approved Positions: 6 Nicol Joseph, DO, Program Director
Hospice and Palliative Medicine – Approved Positions: 3
Katherine Galluzzi, DO, Program Director
Internal Medicine – Approved Positions: 30 Michael Venditto, DO, Program Director
Neuromusculoskeletal Medicine (NMM+1) – Approved Positions: 4
Lauren Noto-Bell, DO, Program Director
Neuromusculoskeletal Medicine (NMM/OMT) – Approved Positions: 3
Lauren Noto-Bell, DO, Program Director
Neurosurgery – Approved Positions: 12 Steven Yocom, DO, Program Director
Ophthalmology – Approved Positions: 7
Kenneth Heist, DO, Program Director
Orthopedic Surgery – Approved Positions: 30
John McPhilemy, DO, Program Director
Otorhinolaryngology – Approved Positions: 15
John McGrath, DO, Program Director
Plastic and Reconstructive Surgery – Approved Positions: 8 Benjamin Lam, DO, Program Director
Reproductive Endocrinology – Approved Positions: 3 Jung K. Choe, MD, Program Director
Vascular Surgery – Approved Positions: 3 Gregory Domer, MD, Program Director

Clinical Master of Science Program
PCOM conducts programs of study in clinical specialties leading to the clinical master of science degree (MSc). This postdoctoral award is available to any candidate pursuing a full-time residency
program at one of the affiliated hospitals of PCOM.

Application for admission to the program leading to a clinical master of science degree shall be submitted to the vice dean for clinical education at least one academic year prior to the academic year in which the candidate expects to receive his or her degree.

The minimum requirements for admission of residents and interns to the clinical master of science program include all of the following entry criteria:

Graduation from a college of osteopathic medicine approved by the American Osteopathic Association or a college of allopathic medicine approved by the Liaison Committee on Medical Education.

Completion of PGY-1 Training approved by either the American Osteopathic Association or the Accreditation Council for Graduate Medical Education.

Full-time enrollment in a residency program at a PCOM-affiliated hospital. For interns and residents, there is no tuition fee.

Attending physicians who are staff members at a PCOM-affiliated hospital are also permitted to apply for admission; the tuition fee is $500 per year of enrollment in the program.

The procedures to be followed for completion of requirements for the master of science degree include:

A research project proposal (RPP) describing the proposed research shall be submitted to the director, clinical master of science program. Research is defined as an original prospective systematic inquiry into a biomedical subject to discover or revise facts, theories or applications, or to improve medical care. The RPP shall have the approval of the chair of the resident’s department and then will be submitted in writing to the vice dean for clinical education. Osteopathic attending physicians will submit their RPP in writing directly to the vice dean for clinical education. After review, the candidate will be notified in writing of approval of the RPP.

After receiving such approval, the candidate will then submit the RPP to the appropriate committees (e.g., IRB, IACUC, Biohazards) of the institution where the research is to be conducted, and forward all letters of approval to the vice dean for clinical education.

Upon approval by all appropriate committees, the senior associate dean for clinical education, in consultation with the resident, shall establish a Thesis Committee. The Thesis Committee shall supervise the progress of the project and writing of the thesis.

The committee shall be composed of at least three members, including the advisor. It is strongly suggested that one committee member be selected from the College’s basic science faculty. The committee membership must be approved by the office of the vice dean for clinical education.

The candidate may request advice from any faculty member or others who may be of assistance, but it shall be the responsibility of the candidate to perform all of the necessary requirements for completion of the project, including statistical analysis and writing of the thesis. The candidate shall meet at least twice with the Thesis Committee to report on the progress prior to the final defense. Upon completion of the program, the candidate shall present his or her findings to a general audience of the faculty, as well as to the Thesis Committee in a private session.
The deadline for the presentation shall be March 15 of the year in which the degree is expected. The Thesis Committee shall convey its recommendation to the vice dean for clinical education.

The vice dean for clinical education shall submit his or her recommendation to the dean, who will petition the president and the board of trustees. The clinical master of science degree shall be awarded at Commencement ceremonies where the doctor of osteopathic medicine degree is conferred. The thesis must be bound and presented to the dean before graduation for deposition in the library.

Questions regarding the Clinical Master of Science program should be directed to:
Fred Goldstein, PhD, FCP
Director, Clinical Master of Science Program
Philadelphia College of Osteopathic Medicine 4170 City Avenue
Philadelphia, PA 19131
215-871-6859

DO Graduate Statistics
PCOM reports annually statistics related to Part III NBOME board exam results and the number of students who applied to and obtained placement in a graduate medical education program accredited by the American Osteopathic Association or the Accreditation Council for Graduate Medical Education or the military. These statistics may be found on the PCOM web site at:
http://www.pcom.edu/program-statistics/doctor-of-osteopathic-medicine.html

Continuing Medical Education
In order to maintain and expand the knowledge and skills of practicing osteopathic physicians and other health professionals, PCOM offers continuing medical education (CME) programs throughout the academic year. The College follows the guidelines of the AOA Committee on Continuing Medical Education and related criteria. Most of the programs are designed to qualify for AOA Category 1A CME credits.

The College offers programs in a wide variety of clinical subjects, osteopathic therapeutics, medical office management and other topics of importance to the practicing physician. The program includes short weekend seminars, extended programs and special intensive workshops.

All CME programs are organized under the auspices of the Departments for Professional Development & Online Learning (PDOL) and Continuing Medical Education (CME) and are intended for physicians and other health professionals. Program announcements can be found at
http://www.pcom.edu/academics/continuing-education/ or ContEd.PCOM.edu.
For the CME course calendar published annually, program information and fee/tuition schedules, inquiries should be addressed to:
Linda Miller
Continuing Medical Education
Philadelphia College of Osteopathic Medicine-Philadelphia
4170 City Avenue
Philadelphia, PA 19131
215-871-6348
LindaM@pcom.edu
Or
Esther Hewlett-Crewes
Department of CME
Philadelphia College of Osteopathic Medicine-Georgia
625 Old Peachtree Road NW
Suwanee, GA 30024
678-225-7504
estherhe@pcom.edu

The updated CME calendar is also available on PCOM’s Website at www.pcom.edu. Click on “Continuing Medical Education