

2013–2014
CATALOG



PHILADELPHIA
COLLEGE OF
OSTEOPATHIC
MEDICINE

PHILADELPHIA CAMPUS

4170 City Avenue • Philadelphia, PA 19131

Office of the Provost

215-871-6770 • FAX 215-871-6781

Office of Admissions

800-999-6998 • 215-871-6700 • FAX 215-871-6719

GEORGIA CAMPUS

625 Old Peachtree Road NW • Suwanee, GA 30024

Office of the Chief Campus Officer

678-225-7500 • FAX 678-225-7526

Office of Admissions

866-282-4544 • 678-225-7531 • FAX 678-225-7509

The information contained within reflects the status of the College as of August 2013. 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 educational objectives and cultural competencies of the campuses are identical. This catalog appears online at www.pcom.edu. The College also publishes student handbooks containing more detailed information about its policies, procedures and organizations.

PHILADELPHIA COLLEGE OF OSTEOPATHIC MEDICINE
2013–2014 CATALOG

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PHILADELPHIA COLLEGE OF OSTEOPATHIC MEDICINE 2013–2018 CALENDAR

Academic year calendars are provided as guides and subject to change.

Academic terms apply only to the coursework or non-clinical component of degree programs. Third and fourth year DO clinical rotation schedules, second year Physician Assistant clinical preceptorships and fourth year Pharmacy experiential learning schedules are provided by the respective academic department or school.

CALENDAR 2013–2014

Summer 2013

June 8	Saturday	Summer term begins
July 4	Thursday	Independence Day holiday
August 16	Friday	Summer term ends

Fall 2013

August 19	Monday	Fall term begins
September 2	Monday	Labor Day holiday
November 15	Friday	Fall term ends
November 16–24	Sat–Sun	Term Break

Winter 2013

November 25	Monday	Winter term begins
November 28–29	Thurs–Fri	Thanksgiving holiday
December 2	Monday	Winter classes resume
December 23–January 1	Mon–Wed	Winter holiday
January 2	Thursday	Winter classes resume
January 20	Monday	Martin Luther King holiday
February 28	Friday	Winter term ends
March 1–9	Sat–Sun	Term Break

Spring 2014

March 10	Monday	Spring term begins
May 26	Monday	Memorial Day holiday
June 6	Friday	Spring term ends

CALENDAR 2014–2015

Summer 2014

June 7	Saturday	Summer term begins
July 4	Friday	Independence Day holiday
August 15	Friday	Summer term ends

Fall 2014

August 18	Monday	Fall term begins
September 1	Monday	Labor Day holiday
November 14	Friday	Fall term ends
November 15–23	Sat–Sun	Term Break

Winter 2014

November 24	Monday	Winter term begins
November 27–28	Thurs–Fri	Thanksgiving holiday
December 1	Monday	Classes resume
December 24–January 4	Wed–Sun	Winter holiday
January 5	Monday	Winter classes resume
January 19	Monday	Martin Luther King holiday
February 27	Friday	Winter term ends
February 28–March 8	Sat–Sun	Term Break

Spring 2015

March 9	Monday	Spring classes begin
May 25	Monday	Memorial Day holiday
June 5	Friday	Spring term ends

CALENDAR 2015–2016

Summer 2015

June 6	Saturday	Summer term begins
July 3	Friday	Independence Day holiday
August 14	Friday	Summer term ends

Fall 2015

August 17	Monday	Fall term begins
September 7	Monday	Labor Day holiday
November 13	Friday	Fall term ends
November 14–22	Sat–Sun	Term Break

PHILADELPHIA COLLEGE OF OSTEOPATHIC MEDICINE 2013–2018 CALENDAR

CALENDAR 2015–2016 CONTINUED

Winter 2015

November 23	Monday	Winter term begins
November 26–27	Thurs–Fri	Thanksgiving holiday
November 30	Monday	Classes resume
December 24–January 3	Thurs–Sun	Winter holiday
January 4	Monday	Winter classes resume
January 18	Monday	Martin Luther King holiday
February 26	Friday	Winter term ends
February 27–March 6	Sat–Sun	Term Break

Spring 2016

March 7	Monday	Spring term begins
May 30	Monday	Memorial Day holiday
June 3	Friday	Spring term ends

CALENDAR 2016–2017

June 4	Saturday	Summer term begins
July 4	Monday	Independence Day holiday
August 12	Friday	Summer term ends

Fall 2016

August 15	Monday	Fall term begins
September 5	Monday	Labor Day holiday
November 11	Friday	Fall term ends
November 12–20	Sat–Sun	Term Break

Winter 2016

November 21	Monday	Winter term begins
November 24–25	Thurs–Fri	Thanksgiving holiday
November 28	Monday	Classes resume
December 24–January 1	Sat–Sun	Winter holiday
January 2	Monday	Winter classes resume
January 16	Monday	Martin Luther King holiday
February 24	Friday	Winter term ends
February 25–March 5	Sat–Sun	Term Break

Spring 2017

March 6	Monday	Spring term begins
May 29	Monday	Memorial Day holiday
June 2	Friday	Spring term ends

CALENDAR 2017–2018

Summer 2017

June 5	Monday	Summer term begins
July 4	Tuesday	Independence Day holiday
August 11	Friday	Summer term ends

Fall 2017

August 14	Monday	Fall term begins
September 4	Monday	Labor Day holiday
November 10	Friday	Fall term ends
November 11–19	Sat–Sun	Term Break

Winter 2017

November 20	Monday	Winter term begins
November 23–24	Thurs–Fri	Thanksgiving holiday
November 27	Monday	Classes resume
December 23–January 1	Sat–Mon	Winter holiday
January 2	Tuesday	Winter classes resume
January 15	Monday	Martin Luther King holiday
February 23	Friday	Winter term ends
February 24–March 4	Sat–Sun	Term Break

Spring 2018

March 5	Monday	Spring term begins
May 28	Monday	Memorial Day holiday
June 1	Friday	Spring term ends

Summer 2018

June 4	Monday	Summer term begins
July 4	Wednesday	Independence Day holiday
August 10	Friday	Summer term ends

PHILADELPHIA COLLEGE OF OSTEOPATHIC MEDICINE

MISSION AND GOALS

Philadelphia College of Osteopathic Medicine (PCOM) is dedicated to the education of students in medicine, health and behavioral sciences. The College fosters the growth of the osteopathic profession by training physicians through programs of study guided by osteopathic medical tradition, concept and practice. 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 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 fields.
- 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 sources requiring skills in the use of information technology.

GEORGIA BRANCH CAMPUS FOCUS

The primary focus of Georgia Campus – PCOM is to recruit and educate students from Georgia and the surrounding states. The Georgia Campus seeks to retain graduate osteopathic physicians, pharmacists, biomedical scientists and other health care professionals in the southeast, to serve the health needs of the region and advance the professions of osteopathic medicine and pharmacy.

THE COLLEGE

When osteopathic schools were forming throughout the country in the 1890s, two students at the Northern Institute of Osteopathy in Minneapolis, Mason W. Pressly and Oscar John Snyder, targeted Philadelphia as a future home for an

osteopathic medical college. Although the City of Brotherly Love had a rich history of medicine, it had but one “osteopathist” by the time Pressly and Snyder graduated in 1898 and 1899, respectively. PCOM’s founders 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. The two young osteopathic physicians followed through with their vision, incorporating the Philadelphia College and Infirmary of Osteopathy on January 24, 1899. The first PCIO degree was awarded to a transfer student; the first PCIO class, composed of two students, graduated in February 1900 from the fledgling College then located at 21 South 12th Street.

The College prospered and moved through a number of sites in its first century, including 1715 North Broad Street, 832 Pine Street, 19th and Spring Garden, 48th and Spruce, and finally, City Avenue. During this growth period, the medical curriculum intensified, osteopathic research was initiated, and clinic and hospital services grew rapidly as the medical school’s student body and faculty expanded dramatically.

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. We at PCOM 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. 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 superior diagnosticians, are represented throughout the United States and in all branches of military service.

After nearly a century of training physicians, PCOM opened its first graduate degree program, the Master of Science in Biomedical Sciences, in 1993. The first five graduates in June 1995 marked the beginning of yet another period of growth for the College – the development of a graduate school. Today, more than 800 graduate students are enrolled in PCOM’s master’s and doctoral degree programs. PCOM’s graduate students pursue studies at the master’s level in biomedical sciences, counseling and clinical health psychology, school psychology, organizational development, forensic medicine and physician assistant studies. Doctoral-level study is offered in clinical psychology and school psychology with certificate programs for professionals seeking respecialization in clinical psychology or certification as school psychologists.

In August 2005, the first entering osteopathic medical class began their studies at Georgia Campus – Philadelphia College of Osteopathic Medicine (GA-PCOM), the College’s branch campus located in Suwanee, Georgia, a suburb of Atlanta. GA-PCOM’s mission is to help fill the need for more physicians and other health professionals in Georgia and the surrounding states, areas that have been affected by population increases and subsequent shortages. The Master of Science in Biomedical Sciences program was inaugurated at the Georgia Campus in the

2006-2007 academic year, a School of Pharmacy opened in Fall 2010 and the Master of Science in Organizational Development and Leadership was initiated in 2011.

Nearly 70 percent of main campus students are Pennsylvanians, and 75 percent of Georgia Campus students are from the southeastern states. More than 200 colleges and 21 states are represented in the student body. Supported by the best modern technology, PCOM emphasizes a practitioner-scholar approach and community orientation in all of its degree programs to prepare students for the new challenges facing the behavioral and the medical sciences in the 21st century.

DEGREES AND CERTIFICATES AWARDED

Doctor of Osteopathic Medicine (DO)
– Philadelphia and Georgia Campuses

Doctor of Pharmacy (PharmD)
– Georgia Campus

Doctor of Psychology (PsyD) – Clinical Psychology
– Philadelphia Campus

Doctor of Psychology (PsyD) – School Psychology
– Philadelphia Campus

Master of Science in Counseling and Clinical Health Psychology (MS)
– Philadelphia Campus

Master of Science in School Psychology (MS)
– Philadelphia Campus

Educational Specialist in School Psychology (EdS)
– Philadelphia Campus

Master of Science in Organizational Development and Leadership (MS)
– Philadelphia and Georgia Campuses

Certificate of Advanced Graduate Studies in Psychology
– Philadelphia Campus

Post-Doctoral Certificates in Clinical Health Psychology and Clinical
Neuropsychology
– Philadelphia Campus

Master of Science in Biomedical Sciences (MS)
– Philadelphia and Georgia Campuses

Master of Science in Health Sciences – Physician Assistant Studies (MS)
– Philadelphia Campus

Master of Science in Forensic Medicine (MS)
– Philadelphia Campus

Clinical Master of Science (MSc)
– Philadelphia Campus

Respecialization in School Psychology
– Philadelphia Campus

Respecialization in Clinical Psychology
– Philadelphia Campus

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 PCOM standards of scholarship, conduct and compliance with regulations, or for such other reasons deemed appropriate by the College. If the Provost or the President determines that the presence of a student would be disruptive to the College or represents a possible threat to the safety of faculty, students, staff, patients, clients or others, the Provost or the President may immediately withdraw the student in question from all activities, placing the student on leave of absence pending investigation, required documentation and/or referral for committee action.

Each candidate for a degree or certificate of graduate study must be free of indebtedness to the College. Neither a diploma nor an academic transcript will be given until all financial obligations to PCOM have been met.

Accreditation

PCOM is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools, 3624 Market Street, Philadelphia, PA 19104; 215-662-5606. The Commission on Higher Education is recognized by the U.S. Secretary of Education and the Commission on Recognition of Postsecondary Accreditation. In 2005, the Commission approved the extension of the scope of institutional accreditation to PCOM's Georgia branch campus.

The College 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. GA-PCOM is authorized by the Nonpublic Postsecondary Education Commission of Georgia as a branch campus of PCOM, under the Nonpublic Postsecondary Educational Institutions Act of 1990.

The doctor of osteopathic medicine programs at PCOM are accredited by the Commission on Osteopathic College Accreditation of the American Osteopathic Association.

PCOM's physician assistant program is accredited by the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA).

The doctoral program in clinical psychology is accredited by the Committee for Accreditation of the American Psychological Association (APA), 202-336-5979; www.apa.org/ed/accreditation.

The doctoral, educational specialist and MS programs in school psychology are approved by the National Association of School Psychologists (NASP). The

certification program in school psychology is approved by the Department of Education, Commonwealth of Pennsylvania. Certification in Behavior Analysis available to students in the MS in School Psychology program is approved by the Behavior Analyst Certification Board (BACB). PCOM's PsyD in school psychology is also approved by the Association of State and Provincial Psychology Boards (ASPPB) for its listing of programs meeting designation criteria.

PCOM's School of Pharmacy's Doctor of Pharmacy program has been granted Candidate status by the Accreditation Council for Pharmacy Education, 135 South LaSalle Street, Chicago, IL 60503, 312/644-3575; FAX 312/664-4652, web site www.acpe-accredit.org.

With respect to clarification of the meaning of Candidate accreditation status, graduates of a program so designed would, in the opinion of ACPE, have the same rights and privileges of those graduates from a fully accredited program. The Candidate accreditation status denotes a developmental program that is expected to mature in accord with stated plans within a defined time period. It should be underscored, however, that decisions concerning eligibility for licensure by examination or reciprocity reside with the respective state boards of pharmacy in accordance with their state statutes and administrative rules. Should Candidate accreditation status be awarded to a program, ACPE would, however, make its position known and make recommendations consistent with that position. The Doctor of Pharmacy program of the PCOM School of Pharmacy was awarded continued Candidate accreditation status during the June 19-23, 2013 meeting of the ACPE Board of Directors based upon an on-site evaluation conducted April 18-19, 2013, and discussion with College and School officials. If the program continues to develop as planned, full accreditation of the Doctor of Pharmacy program will be considered by the Board following the graduation of students from the program.

Documents of accreditation are on file in the President's Office, with copies in the Office of the Provost, and may be seen upon request.

Memberships

PCOM is a member of the American Council on Education, the American Association for Higher Education, the Council for the Advancement and Support of Education, the Association of Academic Health Centers, the American Association of Colleges of Osteopathic Medicine, the American Association of Colleges of Pharmacy, the National Council of Schools and Programs of Professional Psychology, the Physician Assistant Educational Association, and the Association of Governing Boards of Universities and Colleges.

Student Handbooks and Academic Program Handbooks Containing Vital Student Information

College policies and other student information are available in the student handbooks, which are available online through Nucleus. The General Student

Handbook, which applies to all academic programs, 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.

Each program of study also publishes an academic handbook that describes curriculum, graduation requirements, examination and grading policy, academic standards, remediation procedures, clinical education requirements and other academic and student support information specific to the respective degree program. The academic handbooks are available on Nucleus, as well as in each academic department office.

State Departments of Education Complaint Information

PCOM is authorized by the Pennsylvania Department of Education and the Georgia Nonpublic Postsecondary Education Commission. These state education agencies have a formal process for complaints regarding noncompliance with state regulations. In accordance with the Higher Education Opportunity Act, the following contact information is provided for both agencies:

Commonwealth of Pennsylvania

Bureau of Postsecondary and Adult Education
Pennsylvania Department of Education
333 Market Street, 12th Floor
Harrisburg, PA 17126-0333
Fax: 717-772-3622

State of Georgia

Nonpublic Postsecondary Education Commission
2082 East Exchange Place
Suite 220
Tucker, GA 30084-5305
770-414-3300
770-414-3309 (FAX)

BOARD OF TRUSTEES

Officers

- Chairman of the Board (Hon.) Paul W. McGloin, LLD
- Vice Chairman John P. Kearney
- President; Chief Executive Officer Matthew Schure, PhD
- Provost, Senior Vice President for Kenneth J. Veit, DO '76, MBA
Academic Affairs, and Dean
- Vice President for Finance and Peter Doulis, CPA
Chief Financial Officer
- Vice President for Graduate Programs Robert G. Cuzzolino, EdD
and Planning
- Executive Assistant to the President Lavinia Lafferty
and Secretary
- Assistant to the President and Joan McGettigan
Assistant Secretary

Members of the Board

- | | |
|------------------------------------|-------------------------------|
| Bernard J. Bernacki, DO '81 | Joseph J. Kuchinski, DO '86** |
| James H. Black, DO '62, LLD (Hon.) | Vincent Lobo, DO '65 |
| J. Steven Blake, DO '89 | Herbert Lotman, LLD (Hon.) |
| Darla M. Bortz | Paul W. McGloin, LLD (Hon.) |
| John B. Bulger, DO '95 | A. Scott McNeal, DO '88 |
| The Honorable Terry Coleman | Andrea D. Pedano, DO '90 |
| Joseph A. Dieterle, DO '70 | Matthew Schure, PhD |
| Camille DiLullo, PhD* | Wayne T. Sikes |
| Matthew O. Elkes | Denise Smyler, Esquire |
| Thomas J. Gravina | Kenneth J. Veit, DO '76, MBA |
| Jerel A. Hopkins, Esquire | Murray Zedeck, DO '62 |
| John P. Kearney | |

*Faculty Representative

**Alumni Representative

ADMINISTRATION

Matthew Schure, PhD	President and Chief Executive Officer
Kenneth J. Veit, DO, MBA	Provost, Senior Vice President for Academic Affairs and Dean
Peter Doulis, CPA	Vice President for Finance and Chief Financial Officer
Robert G. Cuzzolino, EdD	Vice President for Graduate Programs and Planning
Lisa M. McBride, PhD	Chief Diversity Officer
H. William Craver III, DO	Dean and Chief Academic Officer, Osteopathic Medical Program, Georgia Campus
Mark P. Okamoto, PharmD	Dean and Chief Academic Officer, School of Pharmacy, Georgia Campus
Deborah A. Benvenger, MBA	Chief Admissions Officer
Laura G. Bell	Chief Risk Management Officer
R. Bryan Ginn	Chief Campus Officer, Georgia Campus
Allan McLeod, DO, JD, MBA	Chief Compliance Officer
Edward J. Potts, MA	Chief Human Resources Officer
Wendy W. Romano	Chief Marketing and Communications Officer
Pamela J. Ruoff, MS	Interim Chief Development Officer
Kenneth Slavik, PhD	Chief Scientific Officer
James A. Williams, MS	Chief Technology Operations Officer
Frank H. Windle	Chief Facilities Officer

Tina Woodruff, EdD	Chief Student Affairs Officer
Richard A. Pascucci, DO	Vice Dean
Joseph Kaczmarczyk, DO, MPH	Assistant Dean, Osteopathic Undergraduate Education
David Kuo, DO	Assistant Dean, Osteopathic Clinical Education
Michael Lee, PhD	Assistant Dean, Professional and Student Affairs, School of Pharmacy, Georgia Campus
John Bulger, DO	Regional Assistant Dean, Geisinger Health System
Tage Kvist, PhD	Chair, Division of Biomedical Sciences
Bonnie A. Buxton, PhD	Chair, Division of Basic Sciences, Osteopathic Medical Program, Georgia Campus
Paula Gregory, DO	Chair, Undergraduate Clinical Education, Georgia Campus
Timothy A. Poole, PharmD	Chair, Department of Pharmacy Practice, School of Pharmacy, Georgia Campus
Avadhesh C. Sharma, PharmD, PhD	Chair, Department of Pharmaceutical Sciences, School of Pharmacy, Georgia Campus
Etheldra E. Templeton, MLS	Executive Director and Chair, Library and Educational Information Systems
John J. Carlin, MBA	Director of Financial Operations
Deborah A. Castellano, MS	Registrar
Jane Z. Dumsha, PhD	Director of Research and Sponsored Programs

Richard A. Kralle Director of Security and Public
Safety

Patience Mason Director of Student Services,
Georgia Campus

C. Andrew Mueller, MBA Director of Financial Reporting
and Planning

Alisa Toney Alumni Relations and
Development Officer, Georgia
Campus

James J. Wood Director of Animal Facility

ADMISSIONS POLICIES AND PROCEDURES

Doctor of Osteopathic Medicine (DO)

Admission to PCOM 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, pre-health advisor letter of recommendation and a personal interview with the committee.

PCOM seeks well-rounded, achievement-oriented persons whose character, maturity and sense of dedication point to a productive life as an osteopathic physician. PCOM is an institution that has historically sought diversity in its student population and actively recruits under-represented minority students and non-traditional students, including veterans, who often offer exceptional potential for becoming outstanding physicians.

Requirements for Admission

Prior to matriculation at either campus site, each applicant must meet the following 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 multiple times each year. Prospective students are urged to take the test as early as possible and certainly not later than December 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 Office of Admissions. PCOM participates in the centralized online 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-Online, at www.aacom.org. The AACOMAS application should be complete and indicate

the campus to which the prospective osteopathic medical student is applying. The application must be 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 PCOM.

2. When the processed application is received in the PCOM Admissions Office from AACOMAS, applicants will receive a PCOM supplemental application via electronic notification to their e-mail address as provided on the AACOMAS application. This must be completed, signed and returned, along with a fee of \$50.
3. A letter of recommendation/packet from the pre-health or academic advisor/committee (undergraduate, post-baccalaureate or graduate programs). This is preferred by the DO Faculty Committee on Admissions
OR
Three faculty letters of recommendation: TWO of those three letters must be from SCIENCE professors (undergraduate, post-baccalaureate or graduate programs).
4. Another letter of recommendation, preferably from an osteopathic physician, is strongly suggested but not required.
5. All applications and transcripts to AACOMAS must be submitted no later than February 1 of the year of desired matriculation. PCOM supplemental applications and all supporting credentials must be received in the Admissions Office by March 1. Early application and fulfillment of all credential requirements is strongly recommended, since a rolling admissions process is followed with review of applications beginning in July.

Interviews

Each campus has a PCOM Faculty Committee on Admissions that will review all completed applications, select those applicants to be interviewed and inform them in writing, via e-mail, 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 begin in September for the Philadelphia Campus and in October for the Georgia Campus and continue through March. Most interview sessions are conducted in the morning with some scheduled in the afternoon. During the course of the morning or afternoon, applicants may have an opportunity to meet with a student ambassador, sit in on classes and tour the campus. PCOM conducts a panel interview that generally 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 May 14 will have 14 days.
- Those accepted on or after May 15 may be asked for an immediate deposit.

An additional deposit of \$1,500 is required by April 30 from all confirmed students. This fee is non-refundable and, along with the initial \$250 deposit, will be credited to the student's tuition account.

PCOM does not have an Early Decision Program.

To ensure that students accepted to PCOM will be permitted to perform clerkships during their third and fourth clinical years, and thus ensure them the opportunity to successfully complete their DO degree requirements, PCOM now requires all first year students to complete a criminal background check prior to matriculation. All students must have their criminal background checks processed through PreCheck. The Admissions Office must have this information on file prior to orientation; students will not be allowed to start classes without this information.

Transfer Students and Advanced Standing

PCOM does not routinely accept transfer students; 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 or university from which the student wishes to transfer and must be directed to the dean of the PCOM campus to which he or she is applying. 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 PCOM's curriculum requirements. A minimum of two years must be completed at PCOM for a student to be eligible to receive the DO degree.

For all other students entering the DO program, PCOM does not grant advanced standing or credit for prior learning or for courses completed at other institutions.

Technical Standards for Matriculation

All PCOM applicants and enrolled students must meet the technical standards set forth below. Accepted candidates are asked to review and acknowledge PCOM's technical standards for admission and matriculation.

The holder of a DO degree must have the knowledge and skills to function in a broad variety of clinical situations and to render a wide spectrum of patient care. In order to carry out the activities described below, candidates for the DO degree must be able to consistently, quickly and accurately integrate all information received, and they must have the ability to learn, integrate, analyze, and synthesize data in the classroom and clinical settings. All students must demonstrate the competencies required by faculty and must have the capabilities to complete their course of study in a reasonably independent manner. The standards are:

Observation and Sensory Skills: Candidates and students must have sufficient vision to be able to observe demonstrations, experiments, and laboratory exercises in the basic sciences. They must be able to observe a patient accurately at a distance and close at hand for proper evaluation and treatment integration.

Communication Skills: Candidates and students should be able to speak, hear and observe patients in order to elicit information, examine patients, describe changes in mood, activity and posture, and perceive non-verbal communications. They must be able to communicate effectively and sensitively with patients. Communication includes not only speech but also reading and writing. They must also be able to communicate effectively and efficiently in oral and written form with all members of the health care team.

Motor Skills: Candidates and students should have sufficient motor function and strength and mobility to execute movements required to provide general care and emergency treatment to patients. Examples of emergency treatment required of physicians are cardiopulmonary resuscitation, administration of intravenous medication, the application of pressure to stop bleeding, the opening of obstructed airways, the suturing of simple wounds, and the performance of simple obstetrical maneuvers. Such actions require coordination of both gross and fine muscular movements, equilibrium and functional use of the senses of touch and vision. Additionally, to perform osteopathic manipulation, upright posture with sufficient lower extremity and body strength is required.

Conceptual, Integrative, and Quantitative Skills: These skills include measurement, calculation, reasoning, analysis and synthesis. Problem solving, the critical skill demanded of physicians, requires all of these intellectual abilities. In addition, candidates and students should be able to comprehend three dimensional relationships and to understand the spatial relationships of structures.

Behavioral and Social Skills: Candidates and students must possess the emotional health required for full utilization of their intellectual abilities, the

exercise of good judgment, the prompt completion of all responsibilities attendant to the diagnosis and care of patients, and the development of mature, sensitive and effective relationships with patients. Candidates and students must be able to tolerate physically taxing workloads and to adapt to changing environments, to display flexibility and to learn to function in the face of uncertainties inherent in the clinical problems of many patients. Compassion, integrity, concern for others, interpersonal skills, interest and motivation are all personal qualities that will be assessed during the admissions and the educational processes.

Technical Standards for Osteopathic Manipulative Medicine and Physical Diagnosis

A core component of osteopathic medical education is using touch for diagnosis and therapeutic purposes. To acquire competencies in physical diagnosis and osteopathic manipulative medical diagnosis and treatment, all students are required to touch others and to be touched.

The College realizes that emergencies may occur after matriculation, and will address these concerns as the need arises.

Professional Expectations

Students are expected to adhere to a standard of behavior and conduct consistent with the high standards of the healing and scientific profession. All students are expected to:

1. Respect the right of their fellow students to pursue their studies in a professional environment conducive to study.
2. Maintain professional interpersonal relationships by demonstrating civility and respect for each other.
3. Uphold the highest standard of academic honesty and integrity.
4. Show respect for the diversity that exists among students, faculty and patients in regard to disability, social background, age, gender, religious beliefs, race, sexual orientation, and particular disease process.
5. Fulfill their responsibilities to their peers and patients in group work, including clinical clerkships and outside training assignments.
6. Adhere to all of the policies of the College, including those prohibiting discrimination or harassment.

PCOM maintains a curriculum that stresses the importance of the body as a unit, and the applicability of touch as an integral part of diagnosis and therapy for all patients of both genders. As part of this training, students will participate in physical examination and osteopathic manipulative treatment by fellow students.

This physical examination is critical to learning the skills required of practicing osteopathic physicians; therefore, it is mandatory that all matriculating students understand and accept these responsibilities. These responsibilities include:

1. Adhere to appropriate dress as determined by the faculty, e.g., gym shorts, tee shirt, sports bra, as necessary to participate in the physical examination experience.
2. Allow other students to see and touch them so that all become proficient in physical diagnosis and manipulative treatment.
3. Assume the role of the patient to develop an understanding of the patient experience.
4. Demonstrate professional demeanor at all times. Students also understand that they are required to meet all of the standards and expectations for classroom testing and assessment.

English Proficiency Requirement

Every applicant whose native language is not English, or whose undergraduate instruction was not in English, must provide an English proficiency test score. Any applicant whose native language is not English must demonstrate objective competency in English by satisfactory performance on the Test of English as a Foreign Language (TOEFL). A score is considered too old, and will not be accepted, if it is more than two years old from the start of the applicant's admissions term. Country of citizenship does not exempt applicants from this requirement. Language of instruction at the college or university level, and how recent it has been, are the determining factors in meeting this requirement. The minimum required score for the IBT (Internet Based Testing) is 79 and a minimum score of 26 is required for the speaking component. General writing assistance is available for theses and dissertations; however, as an institution offering only graduate and professional programs, PCOM does not offer remedial ESL coursework.

Applicants are exempt if:

1. English is the exclusive language of instruction at the undergraduate level; or
2. The student has earned a degree from a regionally accredited U.S. college or university not more than five years prior to the anticipated semester of enrollment; or
3. The student has completed at least two full-time semesters of graded coursework, exclusive of ESL courses, in a U.S. college or university, or at an institution outside the U.S. where English is the exclusive language of instruction, not more than five years prior to the anticipated semester of enrollment.

International Applicants

An international applicant is an applicant who is not a United States citizen or permanent resident (green card holder) and requires a student visa (F-1) to study in the United States. Once an international applicant is accepted and confirmed in a program, he/she must submit an affidavit of Financial Responsibility and all original bank and financial documentation to the Registrar. The international applicant must document that he/she has sufficient funds to cover tuition, room and board (in U.S. dollars) for the entire length of his/her program.

If the applicant has been admitted to either the D.O. or PA program, he/she is required to deposit the necessary funds into a U.S. escrow bank account. If using a sponsor, funding must be in a U.S. escrow bank account under the applicant's name. These funds must be sufficient to cover costs of the entire program before an I-20 is issued. The U.S. bank account funds must be physically located inside the United States.

Upon receipt of all required information in the Registrar's Office, it will be presented to the Office of Finance for verification and is subject to the approval of that office prior to the issuance of the I-20 by the Registrar.

It is the sole responsibility of the confirmed applicant to determine if the degree received from PCOM and any licenses obtained in the United States will enable the applicant to practice a particular profession in his or her home country (or in any other country in which he/she desires to practice). PCOM does not guarantee that any particular country (other than the United States) will allow the practice of the profession for which a PCOM degree is received and United States licensing is obtained.

Doctor of Pharmacy (PharmD)

Admission to PCOM School of Pharmacy is competitive and selective. PCOM seeks well-rounded, achievement-oriented individuals whose maturity and dedication will lead them to a successful career as a pharmacist. Acceptance by the Admissions Committee is based on the applicant's fulfillment of prerequisite coursework, grade point average (GPA), Pharmacy College Admission Test (PCAT) scores, letters of recommendation and a personal interview.

Requirements for Admission

Satisfactory completion of the required prerequisite coursework from an accredited college or university is necessary. A baccalaureate degree, graduate degree or other professional degree is not required for admission to the School of Pharmacy; however, students possessing a previous degree will be given additional consideration for admission. Prior to matriculation, competitive applicants must have completed the prerequisite coursework and obtained a cumulative grade point average of 2.50 or higher on a 4.0 scale for all undergraduate coursework completed. All science and math prerequisites must

have been completed within the past 10 years with a letter grade of C or higher. There is no minimum score for the PCAT; however, composite scores less than 40% or individual subtest scores less than 25% are less likely to be competitive.

Prerequisite courses are as follow:

General Biology I and II with live lab credits*

(Cellular Biology, Molecular Biology or Zoology with live lab are also acceptable)

General Chemistry I and II with live lab 8 credits

Organic Chemistry I and II with live lab 8 credits

*Credits are listed as semester credits. To determine equivalent quarter credits, multiply semester credits by 1.5 (2 semester credits = 3 quarter credits).

Physics with live lab 4 credits

Calculus 3 credits

Statistics 3 credits

English 6 credits

(6 credits Composition or 3 credits Composition and 3 credits Literature)

Economics 3 credits

Speech 3 credits

Social/ Behavioral Science 3 credits

(e.g., History/Psychology/Sociology/Ethics)

Humanities 3 credits

(e.g., Art, Foreign Language, Music, Religion)

Electives 8 credits

Application Steps and Schedule

All inquiries about admission to the Pharm.D. program should be directed to PCOM's Office of Admissions, 4170 City Avenue, Philadelphia, PA 19131, 215-871-6700 or 800-999-6998. PCOM School of Pharmacy participates in the centralized Pharmacy College Application Service (PharmCAS) for applicants applying to colleges and schools of pharmacy. Application to PCOM School of Pharmacy consists of a completed PharmCAS Application and a PCOM School of Pharmacy Supplemental Application.

Beginning in June, prospective pharmacy students may submit their application through PharmCAS at www.pharmacas.org. The PharmCAS application will include all undergraduate and graduate coursework, official transcripts, three letters of recommendation and PCAT score(s). PharmCAS applications must be completed no later than March 1 of the year of desired matriculation; however, applicants are encouraged to apply well ahead of this date.

Upon receipt of the PharmCAS Application by the Office of Admissions, a PCOM School of Pharmacy Supplemental Application will be sent via e-mail and must be completed, signed, and mailed, along with the \$50 fee, directly to the PCOM Office of Admissions address printed on the application. The deadline for the PCOM School of Pharmacy Supplemental Application is April 1 of the year of

desired matriculation.

When the PharmCAS Application, including transcripts, letters of recommendation, and PCAT score(s), as well as the PCOM School of Pharmacy Supplemental Application (including fees) is received in the Office of Admissions, the application will be considered complete. Early application and fulfillment of all requirements are strongly recommended, because a rolling admissions process is followed with review of completed applications beginning in early Fall.

Interviews

All applications are processed in Philadelphia, PA; however, interviews are conducted at the PCOM School of Pharmacy in Suwanee, Georgia and are scheduled by e-mail using the e-mail address indicated on the student's admissions application. Please check e-mail frequently and be sure to notify the Office of Admissions of any change. In rare cases, off-campus interviews may also be offered.

Interviews begin in October and continue until the class has been selected. Students are required to present a valid government issued ID upon arrival. During the course of the interview sessions, applicants will have an opportunity to meet with a representative from the Financial Aid Office and tour the campus. PCOM conducts a panel interview that lasts approximately one half hour with faculty members from the School of Pharmacy.

Admissions Decisions

Interviewed candidates are usually notified within one month from the date of interview. Accepted applicants are asked to send a non-refundable \$500 tuition prepayment that will be credited to the student's tuition account. The School of Pharmacy does not have an Early Decision Program.

PCOM requires all first year students to successfully complete both a criminal background check and drug screen prior to matriculation. The Office of the Dean must have this information on file prior to orientation; students will not be allowed to start classes without this information. Confirmed students will be notified as to how and when to begin the process.

Transfer Students

PCOM School of Pharmacy does not routinely accept transfer students; however, a transfer application may be considered under extenuating circumstances and depending on availability. Consideration will be given only to a student who is in good standing at an ACPE-accredited college or school of pharmacy who is eligible for readmission to the previously attended college or school. Students who have been on probation, suspended or involved in any adverse action as a result of conduct violations or academic dishonesty are not eligible for transfer.

To initiate a transfer, students should send a letter detailing the reason for the

transfer request to the PCOM School of Pharmacy, Associate Dean for Academics and Assessment along with an official transcript of all coursework in the College/School of Pharmacy and a letter from the Dean of the College/School of Pharmacy stating that the student is currently in good standing and has never been on probation, suspended or had any adverse action taken as a result of conduct violations or academic dishonesty. A formal interview with the Admissions Committee will be required and the committee will decide whether to accept the transfer student and grant, if appropriate, credit for courses successfully completed at the previous college/school that meet PCOM's curriculum requirements. A minimum of two years must be completed at PCOM School of Pharmacy for a student to be eligible to receive the PharmD degree.

A Technical Standards form must be completed by the admitted applicant to notify the College that he/she is not capable of satisfying the technical standards based on an ADA-recognized disability (which may be physical, cognitive, sensory, or psychological in nature). The College will respond to any such notice with a statement of the reasonable disability accommodations, if any, that it can offer to assist the prospective student in completing the educational program. Official matriculation into the degree program cannot be confirmed unless and until the College responds to the notice with the reasonable accommodations it can offer and the student accepts those conditions of enrollment.

If other factors such as personal preferences, cultural traditions or religious requirements would preclude the applicant from meeting the technical standards, the applicant may not request disability accommodations on this form, as these factors do not relate to an ADA-recognized disability. However, if such factors apply, the applicant is strongly advised to contact the Office of Admissions to discuss the issues and request accommodation prior to confirming his/her acceptance. While such requests will be reviewed and considered, there is no assurance that an accommodation will be offered. Any requests for nondisability related accommodation made after confirmation of acceptance or enrollment in the program will not be considered.

Preamble

All PCOM School of Pharmacy applicants and continuing students, collectively referred to as "Candidates," including those individuals with disabilities, must have the specific qualifications, referred to as "Technical Standards" necessary to complete their course of study in a reasonably independent manner and to promote and protect the health and safety of the patients for whom the School's students and graduates will eventually care. The holder of a PharmD degree must have the knowledge, skills, attitudes and values to function in a variety of pharmacy practice settings. In order to ultimately perform the activities of a pharmacist, Candidates for the PharmD degree must be able to consistently, quickly and accurately assimilate a large body of medical information received in a variety of formats including written, oral and sensory, in order to prepare pharmaceutical plans for their patients. These plans may involve ongoing assessment and counseling as well as the preparation of prescription and

nonprescription medications or dietary supplements. These activities involve not only intellectual ability, but also observational, communication, motor, and behavioral skills.

PCOM is committed to providing equal access and reasonable accommodations to students with disabilities. Any requests for special accommodations must be requested and approved by the Assistant Dean for Student Affairs prior to or at the very beginning of a course, and preferably in advance of matriculation in a program of study. Forms and guidelines for documentation are available from Student Affairs on both campuses. The request must stipulate accommodations to be considered for the entire course of study at the College, and must be approved **in advance** of receiving the accommodation. Students requiring accommodations are advised to contact Student Affairs on either campus as soon as possible to begin the formal request process.

Technical Standards for Matriculation

Communication Skills

A candidate must be able to read, write, speak and comprehend the English language with sufficient mastery to accomplish the following:

- Complete the didactic, clinical and laboratory curricular requirements in a timely, competent, professional and accurate manner
- Effective and efficient communication, in oral, written and computerized forms, with all members of the health care team
- Effective, compassionate and sensitive communication with patients.
 - *The focus of patient communication is to elicit information, examine, describe changes in mood, activity and posture, and perceive nonverbal communication.*
 - *Communication includes not only speech but also reading, writing and computer literacy.*

Observation and Sensory Skills

Observation necessitates the functional use of the sense of vision and somatic sensation and is enhanced by the functional use of all of the other senses. Candidates and students must have sufficient visual acuity to be able to:

- Observe presentations, demonstrations, experiments, and laboratory exercises in the pharmaceutical and clinical sciences
- Observe a patient accurately at a distance and close at hand
- Interpret drug information in the form of printed and handwritten prescriptions, drug labels, package inserts, texts and electronic media

Motor Skills

A candidate should have sufficient fine and gross motor skills, equilibrium, strength, mobility, and functional use of the senses of touch and vision to accurately execute movements required in the practice of pharmacy. This would

include, but is not limited to:

- Preparation of prescriptions through compounding, reconstitution, counting, pouring and weighing of liquids, tablets and powders
- Preparation of sterile solutions for ophthalmic or intravenous use
- Receiving, self-administering, and administering to others an IM/SQ injection
- Providing general care and emergency treatment (e.g. first aid or cardiopulmonary resuscitation)
- Eliciting patient information through palpation, auscultation, percussion and other diagnostic maneuvers

Intellectual, Conceptual, Integrative, and Quantitative Skills

Problem solving, the critical skill demanded of pharmacists, requires that the candidate must be able to:

- Measure, calculate, reason, analyze, record, and synthesize large amounts of complex information in a timely manner
- Comprehend three-dimensional relationships and understand spatial relationships
- Remain fully alert and attentive at all times in clinical settings

Behavioral and Social Skills

- Candidates must possess the emotional health required for full utilization of their intellectual abilities, the exercise of good judgment, and the prompt completion of all responsibilities attendant to the interaction with patients
- Candidates must possess the ability to develop mature, sensitive, and effective relationships with patients
- Candidates must be able to tolerate physically taxing workloads and to function effectively under stress
- Candidates must be able to adapt to changing environments, to display flexibility and learn to function in the face of uncertainties inherent in the clinical problems of many patients
- Candidates must possess compassion, integrity, concern for others, effective interpersonal skills, willingness and ability to function as an effective team player

Georgia Pharmacy Intern License

Students must obtain and maintain a valid, current Pharmacy Intern License issued by the Georgia State Board of Pharmacy. This license must be obtained prior to the beginning of the Winter term of the first professional year. Licensing by the Georgia State Board of Pharmacy is not guaranteed by PCOM or PCOM School of Pharmacy.

English Proficiency Requirement

Every applicant whose native language is not English, or whose undergraduate instruction was not in English, must provide an English proficiency test score. Any applicant whose native language is not English must demonstrate objective

competency in English by satisfactory performance on the Test of English as a Foreign Language (TOEFL). A score is considered too old, and will not be accepted, if it is more than two years old from the start of the applicant's admissions term. Country of citizenship does not exempt applicants from this requirement. Language of instruction at the college or university level, and how recent it has been, are the determining factors in meeting this requirement. The minimum required score for the IBT (Internet Based Testing) is 79 and a minimum score of 26 is required for the speaking component. General writing assistance is available for theses and dissertations; however, as an institution offering only graduate and professional programs, PCOM does not offer remedial ESL coursework.

Applicants are exempt if:

1. English is the exclusive language of instruction at the undergraduate level; or
2. The student has earned a degree from a regionally accredited U.S. college or university not more than five years prior to the anticipated semester of enrollment; or
3. The student has completed at least two full-time semesters of graded coursework, exclusive of ESL courses, in a U.S. college or university, or at an institution outside the U.S. where English is the exclusive language of instruction, not more than five years prior to the anticipated semester of enrollment.

International Applicants

PCOM is authorized to host F-1 visa students only. At the time of confirmation of acceptance, an international student is required to complete a Certificate of Financial Responsibility form and provide financial documentation. The financial documentation must indicate that the confirmed applicant has sufficient funding for tuition, fees and living expenses for the entire duration of his or her program or a maximum of five years.

It is the sole responsibility of the confirmed applicant to determine if the degree received from PCOM and any licenses obtained from the United States will be acceptable to practice this field in his or her country. PCOM does not guarantee that every international country will allow the practice of the profession for which PCOM's degrees are received and licensing obtained.

GRADUATE PROGRAMS

Department of Psychology

The Department of Psychology Faculty Committee on Admissions utilizes a rolling admissions policy. Therefore, applications will be considered throughout the year as received until the desired enrollment has been achieved. However, those applications received prior to March 1 will be given priority. Applications can be submitted online by visiting the Apply Now link at www.pcom.edu. The Faculty Committee on Admissions screens the applications, invites some applicants for an interview, evaluates the applicants and selects the new students. Following the completion of the admissions process, each applicant is notified of the Admission Committee's decision in writing, including any conditions that must be satisfied prior to or following enrollment.

Classes begin for each program as follows:

Doctor of Psychology in Clinical Psychology

– Fall term only

Master of Science in Counseling and Clinical Health Psychology

– Fall term only

Post-Doctoral Certificates in Clinical Health Psychology and Clinical Neuropsychology

– Fall term only

Doctor of Psychology in School Psychology

– Summer term only

Educational Specialist Degree in School Psychology

– Fall term only

Master of Science in School Psychology

– Summer term only

Master of Science in Organizational Development and Leadership

– Fall and Spring terms only

Certificate of Advanced Graduate Studies (Psychology)

– Fall, Winter, Spring and Summer terms

Post-Doctoral Certificate Programs in Clinical Health Psychology and Clinical Neuropsychology

Applicants to the program must have successfully completed a doctorate in clinical psychology from a regionally accredited college or university. Students completing their degree at PCOM may apply and may be eligible to have

applicable elective credits (in clinical health or clinical neuropsychology) count toward the certificate.

The Faculty Committee on Admissions evaluates applicants on a number of factors. These include: past academic performance, letters of recommendation and the corresponding PCOM recommendation forms, the content and writing style of autobiographical essays, prior work history and volunteer experiences, research activities and publications, presentations at workshops or conferences in psychology or a related field, membership in professional organizations, and personal and professional presentation in the interview. Intellectual ability, academic potential, emotional stability, maturity, integrity, motivation and high ethical standards are necessary for successful program completion and acceptance into the professional community.

The Department of Psychology Faculty Committee on Admissions uses the following information in making decisions concerning admission to the Post-Doctoral program:

1. Application including an autobiographical statement and \$50 application fee
2. Official transcripts of all undergraduate and graduate work
3. Two letters of recommendation with corresponding PCOM recommendation forms

Doctor of Psychology in Clinical Psychology (PsyD)

An applicant to the doctor of psychology in clinical psychology program must have successfully completed a master's degree in psychology, social work, psychiatric/mental health nursing, counseling, school psychology, family therapy or pastoral counseling from a regionally accredited college or university, with a 3.3 grade point average or better prior to matriculation. Master's degree programs in other specialty areas will be considered on a case-by-case basis.

An applicant's undergraduate transcripts are used to evaluate the exposure the candidate has had to formal coursework in psychology. An undergraduate GPA of 3.0 or better is required.

In order to ensure that program courses are taught at the highest possible level, applicants must have also completed the following courses prior to admission:

- Statistics/Research
- Abnormal Psychology or Psychopathology
- Theories of Personality
- Developmental Psychology

The Department of Psychology Faculty Committee on Admissions uses the following information in making decisions concerning admission to the Clinical PsyD program:

1. Application including an autobiographical statement and \$50 application fee
2. Official transcripts of all undergraduate and graduate work
3. Three letters of recommendation with corresponding PCOM recommendation forms
4. Graded writing sample or professional report or evaluation

All materials must be forwarded to PCOM's Office of Admissions.

Respecialization candidates who have already completed a doctoral degree in psychology may apply for admission using the same criteria as listed above. The timeline to complete the degree program will be determined upon a full application review.

Doctor of Psychology in School Psychology (PsyD)

An applicant to the doctor of psychology in school psychology program must have completed a master's degree in school psychology or a related field at a regionally accredited college or university, with a grade point average of 3.00 or better prior to matriculation.

Applicants must have completed, prior to admission, all courses required for state certification in school psychology. In addition, it is expected that all candidates will have had the equivalent of at least one 3-credit course in each of the core foundation areas for a degree in psychology as follows: ethics, research, statistics, psychometric theory, biological basis of behavior, cognitive-affective bases of behavior, social bases of behavior and individual differences. Transcripts will be carefully reviewed by the Admissions Committee and a plan for remediation of any incomplete prerequisite requirements will be developed as a conditional acceptance into the program.

The Department of Psychology Faculty Committee on Admissions uses the following information in making decisions concerning admission to the School PsyD program:

1. Application, including autobiographical statement and \$50 application fee
2. Official transcripts of all undergraduate and graduate work
3. Three letters of recommendation with corresponding PCOM recommendation forms
4. Scores from the PRAXIS II School Psychology Specialty Exam (0401)
5. Sample redacted psychological report
6. Copy of certification as a School Psychologist
7. Copy of NCSP (Nationally Certified School Psychologist) certification if applicable.

All materials must be forwarded to PCOM's Office of Admissions.

Respecialization candidates who have already completed a doctoral degree in psychology may apply for admission using the same criteria as listed above. The timeline to complete the degree program will be determined upon a full application review.

Educational Specialist Degree in School Psychology (EdS)

An applicant to the educational specialist degree in school psychology program must have successfully completed a master's degree from a regionally accredited college or university in psychology, counseling, education or a related field with a B average or better prior to matriculation.

The Department of Psychology Faculty Committee on Admissions uses the following information in making decisions concerning admission to the EdS program:

1. Application, including autobiographical statement and \$50 application fee
2. Official transcripts of all undergraduate and graduate work
3. Three letters of recommendation with corresponding PCOM recommendation forms
4. Official scores from GRE Psychology Test #81

All materials must be forwarded to PCOM's Office of Admissions.

Master of Science in School Psychology (MS)

It is expected that students enter the school psychology program with adequate academic preparation to undertake graduate studies, and a knowledge base that is equivalent to an undergraduate major in psychology. Students entering the program must have:

- 6 credits of English
- 6 credits of Math
- 15 credits of psychology or relevant electives (such as techniques of teaching)

At the discretion of the Admissions Committee, students may be required to take additional prerequisite courses that would enhance their preparation for the graduate program.

The Department of Psychology Faculty Committee on Admissions uses the following information in making decisions concerning admission to the MS program in School Psychology:

1. Application, including autobiographical statement and \$50 application fee
2. Official transcripts of all undergraduate and graduate work
3. Three letters of recommendation with corresponding PCOM recommendation forms
4. Official scores from GRE or Miller's Analogies Test (PCOM institutional GRE code – 2662). This requirement may be waived for applicants with a cumulative GPA of 3.3 or higher.

All materials must be forwarded to PCOM's Office of Admissions.

Master of Science in Counseling and Clinical Health Psychology (MS)

An applicant must have successfully completed a bachelor's degree in psychology, counseling, social work, education or nursing from a regionally accredited college or university with a B average or better prior to matriculation. Bachelor's degrees in other specialty areas will be considered on a case-by-case basis.

In order to ensure that program courses are taught at the highest possible level, applicants who have not completed a bachelor's degree in psychology must have completed, prior to admission, the following courses:

- Introduction to Psychology
- Statistics/Research
- Abnormal Psychology/Psychopathology

The Department of Psychology Faculty Committee on Admissions uses the following information in making decisions concerning admission to the MS program in Counseling and Clinical Health Psychology:

1. Application, including autobiographical statement and \$50 application fee
2. Official transcripts of all undergraduate and graduate work
3. Three letters of recommendation with corresponding PCOM recommendation forms
4. Official scores from GRE or Miller's Analogies Test (PCOM institutional GRE code – 2662)
5. Writing sample (preferably graded)

All materials must be forwarded to PCOM's Office of Admissions.

Certificate of Advanced Graduate Studies Program in Psychology (CAGS)

An applicant to the certificate of advanced graduate studies program in psychology must have successfully completed a master's degree in psychology, social work, creative arts therapy, counseling, school psychology, marriage/family therapy or pastoral counseling from a regionally accredited college or university with a B average or better prior to matriculation. Master's degrees in other specialty areas will be considered on a case-by-case basis.

The Department of Psychology Faculty Committee on Admissions uses the following information in making decisions concerning admission to the CAGS program:

1. Application, including autobiographical statement and \$50 application fee
2. Official transcripts of all undergraduate and graduate work
3. Two letters of recommendation with corresponding PCOM recommendation forms
4. Writing sample (preferably graded)

All materials must be forwarded to PCOM's Office of Admissions.

Master of Science in Organizational Development and Leadership (MS)

An applicant to the master of science in organizational development and leadership program, (available on both Philadelphia and Georgia Campuses) must have successfully completed a bachelor's degree from a regionally accredited college or university prior to matriculation.

The Department of Psychology Faculty Committee on Admissions uses the following information in making decisions concerning admission to the MS program in Organizational Development and Leadership:

1. Application, including an autobiographical statement and \$50 application fee
2. Official transcripts of all undergraduate and graduate work
3. One letter of recommendation with corresponding recommendation form
4. Curriculum vita or resume

All materials must be forwarded to PCOM's Office of Admissions.

Department of Physician Assistant Studies

Master of Science in Health Sciences (MS)

PCOM's physician assistant studies program is designed to prepare the student for comprehensive practice in a variety of clinical settings following completion of the second year of the program. The goals and objectives of the program are guided by the criteria set forth by the Standards and Guidelines for an Accredited Education Program for the Physician Assistant. The program has received full accreditation from the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA), and graduates are eligible to sit for the National Commission on Certification of Physician Assistants (NCCPA) examination for national certification and regional, local and national licensure.

Requirements

Admission to the master of science program for physician assistant studies is very competitive. While the following requirements represent the minimum criteria for consideration for admission, successful applicants will generally exceed the minimum criteria.

At the time of application, candidates must have the following prerequisite courses completed or be able to provide a plan in writing that demonstrates the completion of the prerequisites prior to enrollment in the program. (This can be achieved by completing the "Planned or In Progress Coursework" section of the CASPA application and the supplemental application.)

COURSES REQUIRED	CREDIT HOURS	NOTES
General Biology I	4	Lab required
General Biology II	4	Lab required

COURSES REQUIRED	CREDIT HOURS	NOTES
Other Biology Coursework	3	Examples: Microbiology, Genetics, Cell Biology, etc.
Anatomy and Physiology	8	Can be taken as separate courses or combined as Anatomy and Physiology I and II. Lab required
General Chemistry I	4	Lab required
General Chemistry II	4	Lab required
Other Chemistry Coursework	3	Examples: Organic Chemistry, Biochemistry
Health related Science Course or Physics	3	Examples: Physics, Nutrition, Immunology, Virology, Microbiology, Genetics, Cell Biology, etc.
Social Sciences	9	Examples: Psychology, Sociology, Anthropology, etc.
Math	6	Statistics is considered an acceptable course to meet one 3 credit course requirement.

An applicant to PCOM's PA Studies program must have:

- Completed all the above prerequisite coursework with a grade of at least either a C or 2.0 on a 4.0 scale.
- Completed all science and math coursework within the last 10 years.
- Obtained a minimum cumulative grade point average of 3.0 or higher on a 4.0 scale (as calculated by CASPA) for all undergraduate coursework completed.
- Documented through CASPA 200 hours of direct patient contact experience in volunteerism or employment in the health care industry.
- Completed a baccalaureate degree preferably in a science or health-related field from a regionally accredited college or university in the United States, Canada or the United Kingdom prior to matriculation.

Applicants with graduate degrees and/or five years of health care experience and/or other unique circumstances or qualifications may be considered on an individual basis for waiver of selected published requirements. However, all candidates must have earned a bachelor's degree prior to enrollment, excluding dual degree candidates.

Waiving of any published criteria can only be assessed during the formal

application review.

Applications are not accepted from individuals not eligible to be licensed as a physician assistant under the laws of the Commonwealth of Pennsylvania.

Application Process

The physician assistant studies program at PCOM participates in the Central Application Service for Physician Assistants (CASPA), a web-based application service (www.caspaonline.org). All applications must be submitted, completed and verified by CASPA no later than December 1, 2013, along with CASPA's required processing fee. CASPA accepts 2013-2014 applications after April 17, 2013.

Upon receipt of the released CASPA application by the Office of Admissions, a required supplemental application will be sent to each candidate via e-mail. The final deadline to submit the completed supplemental application and required \$50 fee is January 3, 2014. However, the PA program utilizes a rolling admissions policy; therefore, early applicants have the greatest chance of successful admission.

Applicants must send official transcripts from all colleges and universities attended directly to CASPA. (Upon matriculation, however, official transcripts must be forwarded directly to PCOM for applicant record completion.)

Applicants must also submit three letters of recommendation to CASPA directly from the recommenders. The letters will be reproduced and forwarded to PCOM. Other letters may be sent to PCOM's Office of Admissions. Regardless, one letter **must** be from a physician, physician assistant or nurse practitioner in order for the applicant to be considered for admission.

Standardized test scores are not required for admission.

When all credentials are on file with CASPA, they will be verified, processed and sent to PCOM. Supplemental applications will then be added to the processed CASPA file and the complete application file will be evaluated for admission. The PA Studies Faculty Committee on Admissions screens the applications, invites some applicants for an interview, evaluates the applicants and selects the new students. Interviews will be offered to those who qualify. Typically, interviews are conducted weekly from September through February.

Following completion of the admissions process, applicants will be notified of the Admissions Committee's decision in writing, including any conditions that must be satisfied prior to or following enrollment.

For questions regarding the CASPA application, assistance is available by e-mailing caspainfo@caspaonline.org or by calling 617-612-2080.

Policy on Advanced Standing, Transfer of Credit and Experiential Learning

The physician assistant program does not offer advanced placement based upon transfer of credits for academic work completed at other institutions of higher learning or upon credit for experiential learning. Applications are not accepted from graduates of medical schools.

International Applicants

An international applicant is an applicant who is not a United States citizen or permanent resident (green card holder) and requires a student visa (F-1) to study in the United States. Once an international applicant is accepted and confirmed in a program, he/she must submit an affidavit of Financial Responsibility and all original bank and financial documentation to the Registrar. The international applicant must document that he/she has sufficient funds to cover tuition, room and board (in U.S. dollars) for the entire length of his/her program.

If the applicant has been admitted to either the D.O. or PA program, he/she is required to deposit the necessary funds into a U.S. escrow bank account. If using a sponsor, funding must be in a U.S. escrow bank account under the applicant's name. These funds must be sufficient to cover costs of the entire program before an I-20 is issued. The U.S. bank account funds must be physically located inside the United States.

Upon receipt of all required information in the Registrar's Office, it will be presented to the Office of Finance for verification and is subject to the approval of that office prior to the issuance of the I-20 by the Registrar.

It is the sole responsibility of the confirmed applicant to determine if the degree received from PCOM and any licenses obtained in the United States will enable the applicant to practice a particular profession in his or her home country (or in any other country in which he/she desires to practice). PCOM does not guarantee that any particular country (other than the United States) will allow the practice of the profession for which a PCOM degree is received and United States licensing is obtained.

Graduate Programs in Forensic Medicine

The forensic medicine programs utilize a rolling admissions policy. Therefore, applications will be considered throughout the year as received until the desired enrollment has been achieved. Applications can be submitted online by visiting the Apply Now link at www.pcom.edu. The Faculty Committee on Admissions screens the applications, invites some applicants for an interview, evaluates the applicants and selects the new students. Following completion of the admissions process, applicants will be notified of the Admissions Committee's decision in writing, including any conditions that must be satisfied prior to or following enrollment.

All applicants to the Graduate Programs in Forensic Medicine must have successfully completed a bachelor's degree from a regionally accredited college or university with a cumulative grade point average of 3.0 or higher on a 4.0 scale prior to matriculation.

Classes begin for each program as follows:

Pathway – Summer term only

Master of Science in Forensic Medicine – Fall term only

Pathway Program

The Pathway program is designed for those who are interested in forensic medicine and who possess a bachelor's degree in a forensic-related field (i.e. criminal justice, psychology, sociology or anthropology) but lack coursework in the core sciences (biology, chemistry, anatomy and physiology). This program was devised to allow those without a strong science background to receive the necessary information to be successful in the Master of Science in Forensic Medicine. The Pathway program is a 14-week preparatory course in General Biology and Human Anatomy and Physiology, which lasts from June through August. Once the course is completed and successfully passed, the student will enter the Master of Science in Forensic Medicine degree program starting the following Fall term.

Please note that no degree is awarded upon completion of the Pathway program.

The Faculty Committee on Admissions for Graduate Programs in Forensic Medicine uses the following information in making decisions concerning admission to the Pathway program:

1. Application, including autobiographical statement and \$50 application fee
2. Official transcripts of all undergraduate and graduate work
3. One letter of recommendation
4. Current professional, state or federal license, certificates or registration documents, if applicable

All materials must be forwarded to PCOM's Office of Admissions.

Master of Science in Forensic Medicine (MS)

The degree program is a 40-credit program leading to a Master of Science in Forensic Medicine. It provides a solid foundation in the theory, concepts and principles of forensic medicine, the medico-legal and technical aspects of death scene investigations and clinical pathology skills. The emerging demands, roles and responsibilities of medico-legal investigators and clinical forensic specialists are also addressed. Please note that a strong health care and/or law enforcement background is recommended to apply directly to the MS degree program.

The Faculty Committee on Admissions for Graduate Programs in Forensic Medicine uses the following information in making decisions concerning admission to the Master's program:

1. Application, including autobiographical statement and \$50 application fee
2. Official transcripts of all undergraduate and graduate work
3. One letter of recommendation
4. Current professional, state or federal license, certificates or registration documents, if applicable
5. Proof of successful completion of the following minimum coursework with a grade of C or better:
 - 4 credits of General Biology (with lab)
 - 4 credits of General Chemistry (with lab)
 - 4 credits of Anatomy and Physiology (with lab)

Candidates who have not completed the aforementioned coursework must apply for admission through the Pathway program.

All materials must be forwarded to PCOM's Office of Admissions.

Graduate Programs in Biomedical Sciences

Master of Science in Biomedical Sciences

The graduate program in biomedical sciences utilizes a rolling admissions policy. Therefore, applications will be considered throughout the year as received until the desired enrollment has been achieved. Each campus (Philadelphia and Georgia) has a separate application for the biomedical sciences program. Applications can be submitted online by visiting the Apply Now link at www.pcom.edu. The Faculty Committee on Admissions screens the applications, evaluates the applicants and selects the new students. Following the completion of the admissions process, each applicant is notified of the Admission Committee's decision in writing, including any conditions that must be satisfied prior to or following enrollment. Classes begin in the Fall term.

All applicants to the Graduate Programs in Biomedical Sciences must have successfully completed a bachelor's degree from a regionally accredited college or university prior to matriculation. They must also have completed all undergraduate pre-professional science requirements (eight credit hours each of biology, inorganic chemistry, organic chemistry and physics). Biochemistry is strongly recommended. Successful candidates must also show evidence of commitment to a career in the health professions and potential for admission to a professional school.

The Biomedical Sciences Faculty Admissions Committee uses the following information in making decisions concerning admission to the MS program:

1. Application, including an autobiographical statement and \$50 application fee
2. Official transcripts of all undergraduate and graduate work
3. Official score report from one of the following standardized tests: MCAT, DAT, OAT, GRE or PCAT
4. One letter of recommendation from the pre-professional advisor/committee or a science faculty member of the applicant's undergraduate institution

All materials must be forwarded to PCOM's Office of Admissions.

All biomedical science graduate program students are accepted as degree candidates and may declare a degree concentration at any time after matriculation.

The admissions process of the degree program in biomedical sciences (MS) is not related in any way to any other degree program.

To request additional information about any of the Philadelphia Campus graduate programs, please contact:

Office of Admissions
Philadelphia College of Osteopathic Medicine
4170 City Avenue
Philadelphia, PA 19131
800-999-6998 or 215-871-6700
215-871-6719 (fax)
admissions@pcom.edu

To request additional information about any of the Georgia Campus graduate programs, please contact:

Office of Admissions
Georgia Campus – Philadelphia College of Osteopathic Medicine
625 Old Peachtree Road NW
Suwanee, GA 30024
800-282-4544 or 678-225-7531
678-225-7509 (fax)
GAAdmissions@pcom.edu

International Applicants

An international applicant is an applicant who is not a United States citizen or permanent resident (green card holder) and requires a student visa (F-1) to study in the United States. Once an international applicant is accepted and confirmed in a program, he/she must submit an affidavit of Financial Responsibility and all original bank and financial documentation to the Registrar. The international

applicant must document that he/she has sufficient funds to cover tuition, room and board (in U.S. dollars) for the entire length of his/her program.

If the applicant has been admitted to either the D.O. or PA program, he/she is required to deposit the necessary funds into a U.S. escrow bank account. If using a sponsor, funding must be in a U.S. escrow bank account under the applicant's name. These funds must be sufficient to cover costs of the entire program before an I-20 is issued. The U.S. bank account funds must be physically located inside the United States.

Upon receipt of all required information in the Registrar's Office, it will be presented to the Office of Finance for verification and is subject to the approval of that office prior to the issuance of the I-20 by the Registrar.

It is the sole responsibility of the confirmed applicant to determine if the degree received from PCOM and any licenses obtained in the United States will enable the applicant to practice a particular profession in his or her home country (or in any other country in which he/she desires to practice). PCOM does not guarantee that any particular country (other than the United States) will allow the practice of the profession for which a PCOM degree is received and United States licensing is obtained.

International Coursework

If an applicant has completed any coursework or a degree(s) from institutions outside of the United States, he/she must request an official course-by-course evaluation from World Education Services (www.wes.org) to be forwarded to the following address for review along with the application for admission:

Office of Admissions
Philadelphia College of Osteopathic Medicine
4170 City Avenue
Philadelphia, PA 19131

English Proficiency Requirement

Every applicant whose native language is not English, or whose undergraduate instruction was not in English, must provide an English proficiency test score. Any applicant whose native language is not English must demonstrate objective competency in English by satisfactory performance on the Test of English as a Foreign Language (TOEFL). A score is considered too old, and will not be accepted, if it is more than two years old from the start of the applicant's admissions term. Country of citizenship does not exempt applicants from this requirement. Language of instruction at the college or university level, and how recent it has been, are the determining factors in meeting this requirement. The minimum required score for the IBT (Internet Based Testing) is 79 and a minimum score of 26 is required for the speaking component. General writing assistance is available for theses and dissertations; however, as an institution offering only graduate and professional programs, PCOM does not offer remedial

ESL coursework.

Applicants are exempt if:

1. English is the exclusive language of instruction at the undergraduate level; or
2. They have earned a degree from a regionally accredited U.S. college or university not more than five years prior to the anticipated semester of enrollment; or
3. They have completed at least two full-time semesters of graded coursework, exclusive of ESL courses, in a U.S. college or university, or at an institution outside the U.S. where English is the exclusive language of instruction, not more than five years prior to the anticipated semester of enrollment.

STUDENT LIFE

In addition to the dedication to their professional development, PCOM students are actively engaged members of the life of the campus. Developing leadership skills and human understanding are integral to becoming a well-rounded and compassionate professional. PCOM has a very active student government program, which includes more than 50 professional student organizations. Students gain leadership experience within their class as well as by participating in community outreach programs, athletics and the arts.

Student Government Association

The Student Government Association (SGA) is composed of Program Council officers, who are elected representatives from each class and graduate/professional degree program and the SGA Senate. The Philadelphia Campus Senate and the Georgia Campus Senate collaborate on issues of importance to the entire PCOM student body.

In addition to the SGA, students are 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.

Professional and Social Societies

Professional interests at PCOM are expressed through a variety of clubs and organizations, including the Student Osteopathic Medical Association and the Science in Medicine Club, as well as chapters of the American Academy of Osteopathy, the American College of Family Practitioners, the American Osteopathic Academy of Sports Medicine and the Sigma Xi National Research Society. Physician Assistant, Biomedical Sciences and Psychology students also have sponsored groups within their areas of professional interest and publish their own newsletters.

Multicultural Affairs

PCOM is committed to maintaining an environment that promotes the well being of all students, and to providing opportunities to celebrate the commonalities and differences among cultures. Full-time PCOM student affairs staff members serve as advisors to the various organizations and clubs on multicultural issues. There are a variety of student organizations on both campuses with culture-focused missions. These include the Student National Medical Association (SNMA), CAPS (Culturally Aware Psychology Students), the Asian-Pacific-American Medical Student Association and the Student Initiative for Cultural Competency.

PCOM's commitment to multicultural sensitivity goes beyond the classroom and the campus. The many initiatives undertaken annually include conferences for minority undergraduate students, hosting of regional meetings of professional societies, and an awards banquet honoring the contributions of minority physicians, hosted by the SNMA.

Career Services

The Office of Student Affairs coordinates career planning support for all PCOM students. Services for DO students include specialty advisement and guidance on the residency application process. Students in the School of Pharmacy and PCOM's graduate programs participate in career planning seminars and have access to a variety of career planning resources provided through Nucleus, PCOM's intranet system.

Athletic Programs

PCOM provides facilities for students to maintain their physical fitness, as well as their involvement in social and competitive athletics. The activity centers on both campuses feature well-equipped fitness centers, weight training rooms, stationary bikes, aerobics studios and game rooms.

Health Insurance

All PCOM students are required to have health insurance coverage. Students are eligible to enroll in PCOM's group health insurance plan. Insurance coverage for the student's spouse and 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 in July). If a student or family member loses outside coverage due to a "life event" over which he or she has no control, he or she may be added to the PCOM plan within 30 days of the event. Dental HMO coverage is available for students on a voluntary basis. Open enrollment for the Dental HMO occurs during July, with no option to enroll or cancel at any later time until the next open enrollment month. Policies renew every year the student is still matriculated, unless canceled prior to the anniversary date. If a student chooses to elect his or her own plan, proof of coverage by a comparable insurance company must be submitted.

The PCOM Student Wellness Center maintains student health records, including the forms for the mandatory physical. Students are advised that routine and preventive health care would be best addressed by having a local personal primary care physician. If a student elects to utilize a PCOM medical practice, fees for consultations, lab work or diagnostic testing are submitted to the student's health insurance for consideration for payment. Charges that exceed the payment made by the insurance, or denied payment, are left to the discretion of the individual provider for collection.

Student Housing

The College does not provide student housing on or off campus at either of its campuses. However, the Office of Student Affairs serves as an informal resource by providing a channel on the student Web site (Nucleus) that enables students to post for roommates and available housing. Links to popular housing Web sites and area newspapers are also posted on the Nucleus housing channel.

Apartment complexes in the Philadelphia and Atlanta areas update their rental fees each spring, and lists are mailed to accepted students. Apartment complexes

are also listed on the PCOM Web site (under “Student Affairs,” then “Housing”). The College does not involve itself in student lease arrangements or student-landlord disputes and does not screen housing listings for accuracy. It is specified in listings that landlords are expected to comply with the Federal Fair Housing Act.

Policy of Fairness and Equal Opportunity

PCOM subscribes to the principles and the laws of the Commonwealth of Pennsylvania, 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.

PCOM prohibits discrimination on the basis of age, race, color, gender identity, national origin, ancestry, sexual orientation, religion, creed, disability, marital status or any other legally protected 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 Chief Diversity Officer who is the designated coordinator of PCOM's nondiscrimination 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. At the state level, one can contact the Pennsylvania Human Relations Commission, Harrisburg, Pennsylvania, or the Georgia Commission on Equal Opportunity, Atlanta, Georgia.

Americans with Disabilities Act

PCOM is committed to meeting the needs for reasonable accommodation for physical and/or learning disabilities that are in alignment with the Americans with Disabilities Act (ADA) guidelines. Students are required to provide supporting documentation. In determining what constitutes a reasonable accommodation, the College will consider the requirements of the requested accommodation and the impact on the educational program.

PCOM will evaluate each accommodation request on an individual basis. Once accepted for admission, and prior to matriculation, students must note on their Technical Standards Form that they do not meet the technical requirements for the program. In response, the Office of Student Affairs will contact the student and provide all necessary information related to requesting and receiving accommodations. The documentation must clearly identify the disability and provide specific information on the manifestations of the disability and any accommodations needed to remediate those manifestations. Documentation must strictly adhere to the Guidelines for Requesting a Disability Accommodation. To request further information on accommodations, please contact the Office of Student Affairs.

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 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 they believe to be inaccurate or misleading.

Directory Information

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, Dean’s list, degrees and awards received and names of undergraduate and/or graduate schools attended, internships and residencies.

Right to Withhold Disclosure

Under the provisions of the Family Educational Rights and Privacy Act, currently enrolled students may withhold disclosure of directory information. To prevent disclosure, the Registrar’s Office must receive written notification from a student indicating the information to be withheld. Should a student decide to inform the institution not to release certain information, any future requests for such information from non-institutional persons or organizations will be refused. Decisions about withholding any information should be made very carefully.

PCOM will honor each request to withhold any of the categories of information indicated by a student. However we cannot assume responsibility to contact a student for subsequent permission to release them should requests be received.

PCOM assumes that failure to request the withholding of directory information indicates approval for disclosure.

Right to Consent to the Disclosure of Personally Identifiable Information

All personally identifiable information related to a particular student other than directory information is considered confidential information and may not be released without the written consent of the student. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions:

1. School officials with legitimate educational interest (including but not limited to administrative, supervisory, academic, research or support staff)
2. Other schools to which a student is transferring

3. Specified officials for audit or evaluation purposes
4. Appropriate parties in connection with financial aid to a student
5. Organizations conducting certain studies for or on behalf of the school
6. Accrediting organizations
7. To comply with a judicial order or lawfully issued subpoena PCOM Registrar will make reasonable attempt to notify the student
8. Appropriate officials in cases of health and safety emergencies
9. State and local authorities, within a juvenile justice system, pursuant to specific State law.

National Board of Medical Examiners (NBOME)

A school official is determined to have a legitimate educational interest if the information requested is required for that official to:

1. Perform appropriate tasks that are specified in his/her position/description or contract/agreement
2. Perform a task related to the student's education
3. Perform a task related to the discipline of a student
4. 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.

Right to Inspection and Review of Records

When the student matriculates, the Office of Admissions will forward the following materials to the Registrar's Office.

Information retained in the file is as follows:

- Current application
- AACOMAS profile (DO students)
- CASPA profile (PA students)
- PharmCAS profile (PharmD students)
- Transcripts
- Standardized test scores (e.g., MCAT, GRE, MAT)

- Letters of acceptance and prepayment
- Completed Technical Standards form
- Previous applications and decision-related correspondence
- Criminal background check

All other materials in the applicant file are purged in accordance with the Family Educational Rights and Privacy Act of 1974, as amended.

A current or previously enrolled student has the right to inspect and review his or her education records maintained by the school. This right does not extend to applicants, those denied admission, or those admitted who do not enroll. A ten day written notice must be submitted to the Registrar's Office. The Registrar's Office will make arrangements for access and notify the student of the time and place where the records may be inspected.

Other data accrued during the student's tenure at the College including, but not limited to, transcripts, NBOME Board scores, academic status letters (e.g., probation, warning, dismissal), course related forms (e.g., withdrawal), name change, and change of status documentation will be placed in the student's file.

Transcripts or grade reports from other institutions, criminal background check, copies of scores from national tests (MCAT, NBOME Board scores, Praxis, etc.) and/or any other third party material will not be released by PCOM. Students must contact the institution that issued these documents to obtain copies.

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.

Complaints Regarding Non-Compliance with Accreditation Standards

PCOM is committed to meeting and exceeding the standards for accreditation for the College and all degree programs, including the standards for colleges of osteopathic medicine as described by the American Osteopathic Association Commission on Osteopathic College Accreditation, the standards for schools of pharmacy as described by the Accreditation Council for Pharmacy Education, the standards of the American Psychological Association for psychology programs and the accreditation standards of the Accreditation Review Commission for Education for the Physician Assistant. Copies of the respective standards are available upon request from the Office of the Provost. The

Academic Program Handbook of each program contains contact information and/or the procedure of each accrediting body for filing of complaints regarding compliance with accreditation standards, where applicable. Contact information for the Middle States Commission on Higher Education may be found under Accreditation in this catalog.

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 provost requires psychological assessment or toxicological (urine) testing of any student suspected of substance abuse. Details of the legal sanctions under applicable federal, state and local alcohol and drug laws, and the Pennsylvania and Georgia vehicle codes and Pharmacy Acts are provided in the PCOM General Student Handbook.

Professional Codes of Ethics

The codes of ethics of various professional associations have been adopted, as appropriate, as guidelines for PCOM professional degree and graduate students. The American Osteopathic Association, the American Academy of Physician Assistants and the American Psychological Association have formulated their codes of ethics to guide members in their professional lives, and the standards are designed to address the health professional's ethical and professional responsibilities to patients, society, others involved in health care and self. In addition, some academic programs have developed their own codes of ethics and student conduct. The codes of ethics are reproduced in the student handbooks and/or orientation materials of the respective academic programs at both Philadelphia and Georgia campuses.

ACADEMIC INFORMATION AND POLICIES

PCOM has three academic terms that consist of 13 weeks in each term, followed by a summer session. All courses are defined on the basis of credit hours for which one credit hour is equal to 14 hours of classroom or classroom equivalent instruction, exclusive of final examinations.

Grading Policy

Course coordinators determine the means by which the final grade will be computed, which may include exam scores, written assignments, laboratory exercises, practical examinations, class participation and other means of evaluation. Courses are graded in accordance with the following system:

Doctor of Osteopathic Medicine

Doctor of Osteopathic Medicine program grading structure is on a numeric scale from 0-100 for the first two years with 70 being a passing grade. There are a few courses in the first and second year that are Pass/Fail courses. In the clinical years the grading structure is Honors Pass, High Pass, and Pass.

Doctor of Pharmacy Program

Doctor of Pharmacy program grade point average is based on a 4.0 scale. Doctor of Pharmacy grading structure is as follows:

<u>Grade</u>	<u>Quality Points</u>	<u>Percentage</u>
A	4.0	90 – 100
B	3.0	80 – less than 90
C	2.0	70 – less than 80
D	1.0	65 – less than 70
F	0.0	less than 65
P		Pass (does not affect the GPA)

The Pass–Fail grading policy is only applicable to those courses that are graded on the pass or fail basis. It does not apply to those courses that are graded on the letter grading scale.

For letter grade determination, the final percentage earned in the class will be rounded to the nearest whole number. Cumulative GPA will be based upon the grades earned during the first, second and third professional years only.

Graduate and PsyD Programs

Graduate and PsyD programs grade point average is based on a 4.0 scale. Graduate and doctoral programs grading structure is as follows:

<u>Grade</u>	<u>Quality Points</u>	<u>Percentage</u>	
A	4.00	95 – 100	Superior level of competency

<u>Grade</u>	<u>Quality Points</u>	<u>Percentage</u>	
A-	3.67	90 – 94	
B+	3.33	85 – 89	
B	3.00	80 – 84	Satisfactory level of competency
B-	2.67	77 – 79	
C+	2.33	74 – 76	Marginal level of competency
C	2.00	70 – 73	Marginal level of competency
F	0.00	0 – 69	Failure to demonstrate a marginal level of competency; F does not count towards the total number required for the program.
IP			Incomplete pending is a grade granted only in Psychology Research courses when the instructor and program director deem additional time needed to complete the course. IP must be completed within the next term in the time period designated by the instructor and program director.
HP			Superior level of competency in practicum seminar
P			Satisfactory or marginal level of competency in practicum seminar
S			Satisfactory level of progress in dissertation seminar or biomedical research
U			Unsatisfactory level of progress in dissertation seminar or biomedical research

Grades Common to all Programs:

I Incomplete: An incomplete grade must be requested by the student in writing, in advance of the end of the course. If the instructor approves the request, a written agreement is made regarding the work required and the due date. The new grade must be sent to the Registrar within six weeks of the last class. Failure to complete the assignment within six weeks will result in the Incomplete being changed to a grade of F.

The only exception is in Psychology where it is required that Independent Study courses and Assessment I or II must be completed by the end of late registration in order to be eligible for enrollment in the next term's course sequence.

W Withdrawal before midpoint of the term of a course;

once the midpoint of a term has been reached, a student is not eligible to withdraw unless there are extenuating circumstances and the student is granted permission

WP	Withdrawal after the midpoint of a course while passing
WF	Withdrawal after the midpoint of a course while failing or unauthorized withdrawal
AU	Audited (no course credit)

Grade Point Average

The grade point average is calculated by dividing the total credits attempted (excluding grades of HP, S, P, WP, WF, I, AU, W) into the sum of the products of points and credits for all courses taken. Only courses taken at PCOM are included in this calculation.

Grade Reports

Grades are available to all students at the end of each term via the Banner Web services in Nucleus. PCOM does not distribute paper mailers.

Dropping of Courses

The deadline to drop a course is the last day of the first week of the term. Students who drop a course by this deadline will receive a 100% tuition refund.

Students enrolled in the Doctor of Osteopathic Medicine, the Doctor of Pharmacy and the Physician Assistant programs are not permitted to drop one course, but are required to drop all coursework in that term. Because of the sequential nature of these programs, students requesting to be dropped from one term may be required to take a leave of absence until the following year. In these programs, consultation and approval from the program dean or program director is required.

Withdrawal from Courses after Drop-Add Period

A student in the Doctor of Osteopathic Medicine, the Doctor of Pharmacy and the Physician Assistant programs may not withdraw from a one course, but are required to withdraw from all coursework in that term. Because of the sequential nature of these programs, students requesting to be withdrawn from a term may be required to take a leave of absence until the following year. Consultation and approval from the program dean or program director is required.

While students in other graduate programs may be permitted to withdraw from a course, it should be done with the consultation of their program director or dean. Withdrawals may change the sequence of courses to be taken.

Students approved to take a withdrawal from a course up to the midpoint of a course will earn a grade notation of Withdraw (W). After the midpoint of the course, students will not be eligible to withdraw from a course unless there are extenuating circumstances and they are given permission from their program director or dean. The latter option will be reserved for extreme circumstances only. Course withdrawals approved after the midpoint of the course will carry a grade notation of WP if withdrawing when passing, or a grade notation of WF if withdrawing when failing.

Students may not continue in the program with more than one WF grade notation. Withdrawal grades or credits are not calculated in the grade point average.

Auditing Courses

A course audit does not provide the student with any course credit nor can it be used toward degree requirements. A course audit is noted on the transcript with a grade of AU and does not calculate into the GPA. When auditing a course the student is required to actively participate in labs, group assignments and take examinations.

For a student to audit a course, permission must be received from the dean or the program director at the beginning of the term and submitted to the Registrar's office. Audited coursework will not be eligible for federal financial aid.

Veteran Information

Contact with the Veterans Administration and negotiation of problems related to veterans benefits are handled in the Registrar's Office. Application for benefits at PCOM is generally initiated by filing a "Change of Place of Training" form upon leaving their prior institution, or upon separation from the Armed Forces.

International Students Information

International students' paperwork is processed through the Registrar's Office. PCOM has been approved to process F-1 visas. Prior to the start of their first term, international students must submit a certificate of Financial Responsibility and all required financial documents to the Registrar's Office. International students must be enrolled full time each term and continue to make academic progress.

Transfer Credit

Doctor of Osteopathic Medicine

The Doctor of Osteopathic Medicine program does not routinely accept transfer students; however, transfer application may be considered under extenuating circumstances and depending on placement 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. If accepted, a transfer student will be given credit for courses successfully passed at the previous college that meet PCOM's curriculum requirements. A minimum of two years must be completed at PCOM for a student to be eligible to receive the DO degree.

Doctor of Pharmacy

PCOM School of Pharmacy does not routinely accept transfer students; 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 ACPE-accredited college or school of pharmacy who is eligible for re-admission to the previously attended college or school. The initial request for transfer must originate from the dean of the college or school of pharmacy from which the student wishes to transfer and must be directed to the dean of the PCOM School of Pharmacy – Georgia Campus. Application materials must be submitted and a formal interview with the Admissions Committee will be required. If accepted, a transfer student will be given credit for courses successfully passed at the previous college that meet PCOM's curriculum requirements. A minimum of two years must be completed at PCOM for a student to be eligible to receive the PharmD degree.

Graduate Programs

Graduate programs may permit transfer credits provided the student meets PCOM's curriculum requirements and upon approval of the academic department. A graduate student will be given permission to transfer to PCOM no more than six graduate level credits for coursework successfully completed at a previous college.

Doctoral Programs

Doctoral-level students are not permitted to transfer any prior coursework to PCOM.

Attendance Policy

Students are strongly recommended to attend all classes to maximize their educational experience by participating in and following their discussions first-hand. Individual course directors may set attendance standards for their course, including the designation of mandatory lectures, and may implement in-class quizzes or record attendance. Thus, attendance may be a factor in determining the final grade in a course, at the discretion of the course director.

One-hundred percent attendance is required in clinical clerkships, remedial assignments, laboratory sessions, small-group sessions, clinical correlations and standardized patient exercises, and all introductory and advanced pharmacy practical experiences.

Serious excuses for missed attendance must be documented and reported to the Chief Student Affairs officer in Philadelphia or the Director of the Center for Student Affairs in Georgia for first and second year DO students or to clinical education for third and fourth year DO students, who in turn will advise the course or clerkship director for his or her consideration. Students in other degree programs should report and document their absence to the head of their program. Final determination to accept an excuse remains with the course or clerkship director.

Extended absences for illness, family emergencies, etc., must always be documented by the Chief Student Affairs officer in Philadelphia and the Director of the Center for Student Affairs in Georgia, clinical education, or the office of the specific academic program.

Academic Progress Evaluation

Student scholastic achievement is reviewed on an ongoing basis by each program's Student Progress Evaluation Committee (SPEC). The SPEC Committees make recommendations on student academic standing to the Student Academic Progress and Policy Committee (SAPPC).

Doctor of Osteopathic Medicine

In the Doctor of Osteopathic Medicine program the extent of a student's academic deficiency considers the accumulation of academic standing units. Assignment of academic standing units to courses not successfully completed is based on course credits using the following formula:

- Courses worth less than one credit hour to 3 credit hours = .25 Academic Units
- Courses worth more than 3 credit hours to 8 credit hours = .50 Academic Units
- Courses worth more than 8 credit hours = 1.00 Academic Units

Student's performance is reviewed at the end of each term. Students with unsatisfactory academic achievement will be counseled regarding their performance.

A student with a failure in one academic standing unit will be recommended by the Student Academic Progress and Policy Committee to the Dean for promotion from one class to the next when the student has removed the deficiency.

Students with course failures in an academic standing course may not be eligible for validation examination and is not eligible for advancement to the next year of study.

A student with one or more academic standing units of course failures may be dismissed from the academic program of the College or required to repeat a year of study, at the discretion of the Student Academic Progress and Policy Committee. A review of a student's complete academic performance may be considered in determination of dismissal.

A student who receives more than one failure in a clerkship may be liable for dismissal.

Doctor of Pharmacy

In the Doctor of Pharmacy program, a student must receive a minimum cumulative grade point average of 2.0 to graduate. The minimum grade required to pass pharmacy coursework is a D. The School of Pharmacy Academic Performance and Standards Committee reviews all student academic progression. When a student violates the progression guidelines, the Academic

Performance and Standards Committee evaluates the case and submits a recommendation letter to the Student Policy and Progress Committee. This Committee reviews the case and reports its decision to the School of Pharmacy Dean, who generates the appropriate decision letter.

The committee determines the extent of academic deficiency by considering specific academic guidelines. Numerous parameters exist that help to maintain proper alignment of academic expectations while describing consequences of failure to achieve these requirements. The progression guidelines also define academic probation, dismissal criteria and steps that must be undertaken to graduate from the pharmacy program.

A student in the Doctor of Pharmacy program who has failed a course must remediate the class during the following summer. The grade earned through remediation will be averaged with the original F for calculation of the final GPA. Only one course may be remediated. Students may not progress to the next academic year until remediated coursework is successfully completed. For purposes of this policy, an F in a pass-fail course is treated as an F with regard to overall academic progression and thus must be repeated.

Dismissal

1. Five grades less than C for all coursework including experiential education during the pharmacy program or
2. Three grades of F for all coursework including experiential education during the student's academic career or
3. Failing the same course twice including all remediated coursework or
4. If a student's semester or cumulative GPA remains below 2.0 at the end of the probationary semester or
5. If a student earns two grades of F (including WF) during a single professional year, he/she will be reviewed by the Academic Performance and Standards Committee for an assessment of options that include re-taking the entire year or dismissal from the pharmacy program.

Academic Probation

Students are placed on academic probation under two circumstances: (1) their semester or cumulative GPA is less than 2.0 at the end of any semester, or (2) they receive a course grade of F or WF in any professional year. The duration of the probationary period and requirements for removal from probation differ between the two circumstances.

Academic Probation When the Semester or Cumulative GPA Is Less than 2.0

If a student is placed on academic probation as a result of his or her semester or cumulative GPA dropping below 2.0, then the probationary period is the

following semester. At the end of the probationary period, the student must have a semester and cumulative GPA of 2.0 or better.

Failure to do so will result in the student being reviewed by the School of Pharmacy Academic Performance and Standards Committee for consideration of the following options, including but not limited to (1) recommendation for dismissal from the program, (2) repeat of the current professional year.

The minimum GPA required to graduate from PCOM is 2.0; therefore, if the cumulative GPA is less than 2.0 at the end of the third professional year the student will not be allowed to progress into the fourth professional year. The student will be reviewed by the School of Pharmacy Academic Performance and Standards Committee for consideration of the following options, including but not limited to (1) recommendation for dismissal from the program, (2) repeat of the third professional year. If the Committee allows a repeat of the third academic year and the cumulative GPA remains below 2.0, the student will be dismissed from the program.

Academic Probation with a Course Grade of F or WF

A student who receives a single course grade of F or WF with a cumulative GPA less than 2.0 is placed on probation until the course is successfully remediated. Failure to successfully remediate the course results in dismissal from the program.

Failed Experiential Rotations must be repeated at a date and time as determined at the discretion of the Director of Experiential Education. If a student receives two course grades of F or WF within any professional year, then the student is referred to the School of Pharmacy Academic Performance and Standards Committee for consideration of the following options, including but not limited to (1) recommendation for dismissal from the program, (2) repeat the professional year or (3) remediation.

If a student is allowed by the School of Pharmacy Academic Performance and Standards Committee to repeat the professional year (as determined by the curriculum) then the probationary period is his or her repeat year. The student is removed from probation after successful completion of the probationary year. Any student on probation for two or more of the previously stated reasons will automatically be referred to the School of Pharmacy Academic Performance and Standards Committee for review for consideration of the following options, including but not limited to (1) recommendation for dismissal, (2) repeat of the professional year.

Successful removal from academic probation is achieved when the semester and cumulative GPA is greater than 2.0 at the end of the probationary semester. The student also is removed from academic probation during a repeated year when his/her semester and cumulative GPA is greater than 2.0.

Graduate Programs

In the graduate programs, a grade of F (failure) or WF (withdrawal while failing) in any graduate course will make the student liable for dismissal from the program. A minimum cumulative grade point average of 3.0 is required for continuation to unconditional degree candidacy status, and conferral of the master of science degree.

Doctoral Programs

In the doctoral programs, a grade of F (failure), WF (withdrawal while failing), or 3 grades of C or U (unsatisfactory) will make the student liable for dismissal from the program. Doctoral students must achieve a B average (3.0) or higher to take comprehensive exams and to graduate from the program. PsyD students may earn no more than two grades below a B- or more than one F in any course, required or elective.

In addition, students must record a B- or better in all required courses. There are several courses that require the student to achieve a grade of B. In those situations the student will be required to retake the course. This information regarding which course(s) require(s) a grade of B is annotated under the course description in the Program and Course Description section of the catalog.

Each degree program also has specific requirements regarding comprehensive examinations, licensure exam passage, practicum, internship and thesis and dissertation completion. These policies are explained in detail in the student handbook for the respective program.

Categories of Academic Standing

The categories of academic standing are as follows:

Good Standing: Status of a student who has met course requirements in a satisfactory manner and has demonstrated professional behavior.

Warning: A departmental written warning may be issued to any student who has incurred a course, clerkship or preceptorship failure(s) subject to a validation or remediation. Issuance of a letter of academic warning does not necessarily result in loss of good academic standing but is intended to alert the student that academic deficiencies have been recorded and must be remediated to meet promotion requirements.

Probation: Status of a student who has demonstrated a marginal level of performance to the degree that any additional course deficiencies will make the student liable for dismissal according to College policy.

Dismissal: Action, after review of the academic deficiency or deficiencies of a student by the Student Academic Progress and Policy Committee, whereby a student may be dismissed from the academic program of the College.

Academic Appeal

A student who is dismissed for academic deficiency may appeal the decision. Such a request or appeal must be made to the Office of Academic Affairs within fifteen business days after the student has been notified of the decision to dismiss. Students may not bring before the Academic Appeal Committee requests other than an appeal of a permanent dismissal action. Any student appealing a dismissal will be entitled to a hearing before the Academic Appeal Committee. The scope of the review shall not include a review of the components of a specific grade or grades.

At the hearing, the student may present evidence on his or her behalf, and/or choose to be represented by an advisor or an attorney. The student must also provide a list of any witnesses he or she plans to call on his or her behalf and/or the use of an attorney or other advisor at least ten days prior to the hearing. The student shall be given written notification of the final decision.

A student will be permitted only one appeal.

Change of Enrollment Status

Leave of Absence: A leave of absence is defined as a pre-approved leave from the institution that suspends a student's course of academic and/or clinical study or off-site training for a definite period of time, not to exceed 12 months.

When considering a leave of absence a student should consult with the Chief Student Affairs Officer at the Philadelphia Campus or the Director of the Center for Student Affairs at the Georgia Campus, and where applicable the student's Program Director to consider how a leave would affect his or her overall progress in the academic program of the College. Additional consultation with the Financial Aid office is suggested for those students with financial aid to determine any financial ramifications.

A leave of absence may be granted for one of the following reasons: (1) a medical or family emergency; (2) a financial emergency; (3) pursuit of an academic endeavor other than the regular classroom work or training assignment, either on campus or at another recognized teaching facility; (4) active military service.

To receive consideration for a leave of absence, a student must submit to the appropriate Dean or Vice President of Graduate Programs a written request explaining the time requested and the basis for the leave of absence. Upon final consultation with the appropriate Dean or Vice President of Graduate Programs regarding the circumstances a decision will be rendered. All applications for leave of absence are considered on their individual merits and approved only for extraordinary reasons.

Final approval of leaves of absences is given by the Dean in the Doctor of Osteopathic Medicine and Pharmacy programs and the Vice President of

Graduate Programs for all graduate programs.

When an approved leave or formal withdrawal is granted before the midpoint of a course, the course(s) in progress at that time will be recorded on the transcript with the grade W; if an approved leave is granted after the midpoint of a course, the grade recorded on the transcript will reflect the grade status at that part of the term (WP if passing; WF if failing). Students who permanently withdraw from the academic program of the College without following the withdrawal procedure will receive the grade F for courses in progress. In the case of courses repeated in their entirety, the new grade earned will be recorded in the term the repeated course is completed. This new grade will be calculated in the grade point average, however, this will not remove the previous W, WP, or F for that course from the transcript.

There are circumstances wherein the leave of absence is initiated by PCOM. These are financial leave of absence and academic leave of absence.

A financial leave of absence is initiated by the Bursar's Office when a student does not meet his/her financial obligations to PCOM in a term. The Bursar's Office will advise the Registrar's Office to remove the student from subsequent term enrollments. The student is notified by the Registrar's Office when this action has occurred. The student will not be permitted to return until his/her financial obligations are met. If a financial leave is implemented, the student still must adhere to completion of his/her program in the timeframe designated.

An academic leave of absence is initiated by the Registrar's office in one of two ways:

1. Student has been advised of dismissal and is granted the privilege of returning the following year.
2. In certain graduate programs there may be situations wherein a student is unable to register due to the fact there are no courses offered in that term to register, but the student is still actively pursuing the degree. In this rare situation, the Registrar can approve a one term only leave.

Implications of a Leave of Absence

A student on leave of absence is not considered enrolled during the term of the leave and does not qualify for loan deferment, special monetary loans, grants or other special considerations that presuppose the status of a regular student. Therefore, students are advised to consult with the Financial Aid Office regarding their loan payback and other financial matters throughout their decision process.

Health insurance may be continued if premiums are paid on time. Special arrangements must be made with Financial Operations for regular payment of premiums, which is generally monthly during a leave.

Return from Leave

Before the conclusion of the leave of absence, the student must notify the Provost and

the Registrar in writing of his or her intent to register and resume his or her degree program. If a leave of absence is due to personal illness, the student's attending physician or other health care provider as specified by the Provost must supply a letter attesting to the student's ability to continue in the academic or clinical program, or other training activity. The student's course of study will then be resumed at the point in the curriculum deemed most appropriate by the Provost.

Prior to the return all financial obligations must be satisfied with the Bursar as stipulated in the Tuition and Fees section of this catalog before petitioning for re-admission. Notwithstanding time off for leave(s), all requirements for graduation from PCOM must be completed within seven years from the first date of matriculation in the medical and doctoral programs, or within three years for the master's programs.

A student on a leave of absence who fails to return within the time period specified in the approved leave of absence will be dropped as a student from the College. Any student who is dropped must reapply for admission.

Transferring from PCOM

If a student in the DO program or in any other degree program desires to transfer to any other institution, the initial contact should be made with the program director or the Dean in order to obtain a letter of good standing, if required.

Transcripts may be requested from the Registrar and will be released only if the financial account is in good order.

College Disciplinary Policy and Procedure

It is not possible to enumerate all forms of behavior both within and outside the College premises and property that would raise serious questions concerning an individual student's continuing in study at the College and/or in such student's ability to practice as a professional after graduation, and which would constitute a violation of professional behavior. The following, however, are some examples of behavior that would be unacceptable: violation of any law of the land; dishonesty, such as cheating, or knowingly furnishing false information to the College; breaches of confidentiality in the course of patient care; drug or alcohol abuse; forgery, alteration or misuse of College or training site documents, records or identification; abuse, malicious misuse, damage or destruction of College or training site property; assault or battery, threat of force or violence or any other action or omission that would jeopardize the health or welfare of any member of the College or personnel at a training site, including, without limitation, members of the faculty, administrative or professional staff, students, employees, patients or visitors; abusive or disrespectful conduct toward members of the faculty, administration or professional staff, employees, students, patients or visitors to PCOM; theft of or damage to any property temporarily or permanently located on the College or training premises; obstruction or disruption of teaching, research, patient care or any other College or training activities; unauthorized entry into, occupation of or obstruction of any building or part

thereof on the College premises; violation of any other duly established rules and regulations of the College, affiliated hospitals or any affiliated institution. As used in the above examples, the College premises and College property shall include the premises and property of any affiliated institutions or training sites where PCOM students pursue activities for academic credit. Also included is conduct related to participation in any activities under the auspices of the College or its student organizations.

Forms of Discipline

Breaches of appropriate professional behavior and violations of College policy will be subject to discipline. Discipline includes, but is not limited to, warning, probation, suspension and dismissal.

Warning: A written admonition to a student for inappropriate behavior that is found to have constituted a relatively minor offense. It may be issued by an administrator or by any member of the faculty of the College. Warnings are reported to the Provost, Dean and the Assistant Dean for Student Affairs for informational purposes.

Probation: A student may be placed on disciplinary probation for not longer than one academic year. The provisions of this probation will be decided by the Committee on Professional Conduct. Such provisions may include a requirement that the student obtain medical and/or psychiatric consultation and treatment or other terms designed to remedy the behavior being reviewed and to prevent its recurrence.

Suspension: Represents temporary separation from the College. The duration of a suspension shall be determined by the Faculty Committee on Discipline, but shall not exceed one academic year. The Committee may also place conditions on the student's return to the College. Such conditions may include the student's need to obtain medical and/or psychiatric consultation and treatment, or other appropriate conditions.

Dismissal: Represents permanent separation from the College. Dismissal may be invoked by the Student Professional Conduct Committee and may be imposed with or without the right to reapply for admission to the College at a later date.

Where medical or psychiatric consultation and treatment are recommended or required, the confidentiality of the physician/patient relationship shall be preserved and no report shall be made by the consulting physician to the Student Professional Conduct Committee without the consent of the affected student. However, the Committee on Professional Conduct may condition a student's ability to continue as a PCOM student upon a satisfactory evaluation by a physician, psychiatrist, or psychologist appointed by the committee.

The process and proceedings are described in the general student handbook.

TUITION AND FEES

The Board of Trustees established the following tuition for the 2013-2014 academic year. Tuition is payable 20 business days before the start of each term. Tuition and a comprehensive fee are subject to change at any time at the discretion of the Board of Trustees. The comprehensive fee is neither returnable nor transferable. Each DO, Pharmacy and PA student is charged an annual comprehensive fee of \$725. Each graduate student is charged a per term comprehensive fee as follows: Summer \$182, Winter \$181, Spring \$181, Fall \$181.

Doctor of Osteopathic Medicine (DO)

Tuition for the 2013-2014 academic year is \$43,620. Students are charged the comprehensive fee as described above.

Accepted applicants are asked to send a \$250 non-refundable tuition prepayment according to the schedule listed in the Admissions Policies and Procedures section of this catalog. An additional deposit of \$1,500 is required on April 15 from all confirmed students. This fee is non-refundable and, along with the initial \$250 deposit, will be credited to the student's tuition account.

Doctor of Pharmacy (PharmD)

Tuition for the 2013-2014 academic year is \$33,180. Students are charged the comprehensive fee as described above.

Upon notification of acceptance as a student, an advance payment of \$500 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.

Doctoral Program in Clinical Psychology and School Psychology (PsyD)

Tuition for the 2013-2014 academic year is \$1,052 per credit. Students are charged the comprehensive fee as described above.

Upon notification of acceptance as a student, an advance payment of \$500 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.

Master's Degree Program in Counseling and Clinical Health Psychology (MS), School Psychology and CAGS

Tuition for the 2013-2014 academic year is \$763 per credit for all master's of psychology students. Students are charged the comprehensive fee as described above.

Upon notification of acceptance as a student, an advance payment of \$500 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.

Educational Specialist Degree – Psychology (EdS)

Tuition for the 2013-2014 academic year is \$825 per credit. Students are charged the comprehensive fee as described above.

Upon notification of acceptance as a student, an advance payment of \$500 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.

Master's Degree Program in Organizational Development and Leadership (MS)

Tuition for the 2013-2014 academic year is \$755 per credit. Students are charged the comprehensive fee as described above.

Upon notification of acceptance as a student, an advance payment of \$150 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.

Graduate Program in Biomedical Sciences (MS)

Tuition for the 2013-2014 academic year is \$802 per credit. Students are charged the comprehensive fee as described above.

Upon notification of acceptance as a student, an advance payment of \$500 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.

Master's Degree Program in Health Sciences (Physician Assistant) (MS)

Tuition for the 2013-2014 academic year is \$32,120. Students are charged the comprehensive fee as described above.

Upon notification of acceptance as a student, an advance payment of \$500 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.

Master's Degree Program in Forensic Medicine (MS) and Pathway Program

Tuition for the 2013-2014 academic year is \$789 per credit for all forensic medicine students. Students are charged the comprehensive fee as described above.

Upon notification of acceptance as a student, an advance payment of \$150 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.

Late Payment

It is the policy of the College that the payment of tuition and comprehensive fee 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 fee 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 \$100 per month will be assessed on the outstanding balance until such time as all obligations are met. A check that 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 or end of degree program 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.

FINANCIAL AID

The Office of Financial Aid strives to assist students with financial aid options and promote financial literacy while maintaining compliance with all federal, state, and institutional policies.

Determining Financial Need

With the exception of Federal Stafford unsubsidized loans and Federal Graduate PLUS loans, federal financial aid is awarded on the basis of financial need. When the student's Free Application for Federal Student Aid (FAFSA) is processed, a formula is applied to the information that the student provided to calculate the student's Expected Family Contribution (EFC). EFC is the amount that the federal government has determined that the student can contribute towards the cost of their education. The formula is established by law and is used to measure the student's financial strength based on their income and assets.

The student's EFC is used in the following equation to determine the student's financial need:

$$\text{Financial Need} = \text{Cost of Attendance} - \text{Expected Family Contribution}$$

Cost of Attendance

A student's Cost of Attendance, or financial aid budget, is the sum of the following:

- Tuition
- Comprehensive School Fee
- Class dues (not applicable to all programs)
- Books and supplies
- Instruments and equipment (not applicable to all programs)
- Medical exam costs (not applicable to all programs)
- Health insurance
- Room/rent
- Utilities
- Food/groceries
- Transportation
- Personal

The Application Process

FAFSA

To apply for financial assistance at PCOM for each academic year, students must first complete the Free Application for Federal Student Aid (FAFSA). This online form is the backbone of the financial aid process and is needed to be awarded federal student loans, federal work study, and certain PCOM and external scholarships.

Eligibility

In order to be considered for the majority of PCOM's financial aid resources and federal student loans, the student must complete the FAFSA. The basic eligibility criteria for completing the FAFSA are:

1. The student must be a U.S. citizen or eligible noncitizen.
2. The student must be enrolled or accepted for enrollment as a regular student in an eligible degree or certificate program.
3. The student must be enrolled as at least a half-time student (usually at least 3 credits).
4. The student must maintain satisfactory academic progress.

PCOM Scholarship Application

Students must complete the PCOM Scholarship Application as part of their Nucleus Financial Aid Checklist in order to be considered for all PCOM endowed scholarship funds that have unique criteria. PCOM endowed scholarships are selected by the PCOM Scholarship Committee. Also, by completing the PCOM Scholarship Application the PCOM Financial Aid Office will specifically notify students of certain external agency scholarships that they may apply for.

Financial Aid Checklist

Students will find their PCOM Financial Aid Checklist within Nucleus. Students must use the Financial Aid Checklist to complete outstanding requirements, accept financial aid awards, and view their exact Cost of Attendance. Students will be given access to Nucleus from the PCOM Student Affairs Office after they submit their first tuition prepayment.

Resources – Federal Student Loans

Federal Direct Stafford Unsubsidized Loan

The annual amount awarded varies by a student's program and year. The aggregate lifetime borrowing limit varies by program. There is no credit check required for applying for this loan. This loan has a fixed interest rate set by the federal government. Please note that interest accrues while the student is enrolled in school and during other periods of nonpayment. The student may choose to make interest payments or allow interest to accrue while attending school. Also, interest is capitalized upon repayment meaning that the interest accrued is added to the principal amount of the loan.

Federal Direct Graduate PLUS Loan

The annual amount awarded can be up to a student's Cost of Attendance minus other financial aid (loans, scholarships, and federal work study) awarded. The Graduate PLUS loan has no aggregate lifetime borrowing limit. A credit check is required during the application process of this loan on www.studentloans.gov. If the student does not pass the initial credit check, they can appeal the decision or

use a credit worthy cosigner. This loan has a fixed interest rate set by the federal government and interest accrues while the student is enrolled in school and during other periods of nonpayment. The student may pay interest or allow it to accrue while attending school. Please note that interest is capitalized upon repayment meaning that the interest accrued is added to the principal amount of the loan.

Federal Perkins Loan

This is a federally guaranteed, low-interest loan administered by PCOM. It is awarded by the PCOM Financial Aid Office to students with exceptional financial need. There is no credit check required for applying for this loan.

The annual amount awarded can be up to \$5,000 depending on a student's program and year. The Perkins loan aggregate lifetime borrowing limit for graduate students is \$60,000. This loan has a low fixed interest rate set by the federal government. Please note that interest does not accrue while the student is enrolled in school. Students will repay these loan funds directly back to the institution by making payments to ECSI, a loan servicing company.

Resources – Non-Federal Private Student Loans

Students are free to research and apply for alternative, non-federal graduate and medical student loans from private banks and credit unions. Private student loan interest rates, interest accrual, annual amounts, aggregate amounts, and various other loan policies vary between each private lender. It is important for students to discuss all loan details and conditions with the lender.

The annual amount can be awarded up to student's Cost of Attendance minus other financial aid (loans, scholarships, and federal work study) awarded. The aggregate lifetime borrowing limit varies by lender. Most lenders offer fixed and variable interest rates. A credit check is required for applying for private student loans and having a cosigner can dramatically improve the interest rate.

Resources – PCOM Alumni Association Loan

The PCOM Alumni Association Loan is a low-interest loan awarded to second year and higher students by the PCOM Financial Aid Office on behalf of the PCOM Alumni Association. Students must be in good academic standing and demonstrate financial need.

The annual amount awarded can be up to \$3,000 and the aggregate lifetime borrowing limit is \$6,000. This loan has a low fixed interest rate set by PCOM. There is no credit check required and repayment of this loan is to PCOM. Students will repay these loan funds directly back to the institution by making payments to ECSI, a loan servicing company. Also, repayment of this loan can be deferred during internship and residency.

Resources – Health Resources and Services Administration (HRSA) Loans

Loan for Disadvantaged Students (LDS)

The LDS is sponsored by the U.S. Department of Health and Human Services (HHS) and is administered by the PCOM Financial Aid Office. This loan is available to fourth year Doctor of Osteopathic Medicine (DO) students who demonstrate exceptional financial need in that the income of their parent(s) is less than or equal to 200% of the HHS Poverty Guideline. In the event that there are not enough eligible fourth year medical students, then awards are made to third year students who meet the same criteria.

The annual amount can be awarded up to student's Cost of Attendance minus other financial aid (loans, scholarships, and federal work study) awarded. The amounts awarded to students will vary by funding available. This loan has a fixed interest rate set by the federal government and interest does not accrue while the student is enrolled in school and during other periods of nonpayment. There is no credit check required for applying for this loan. The repayment of this loan is to PCOM. Students will repay these loan funds directly back to the institution by making payments to ECSI, a loan servicing company.

Primary Care Loan (PCL)

The PCL is sponsored by the HHS and is administered by the PCOM Financial Aid Office. The PCL will be awarded to fourth year DO students who have successfully completed both the COMLEX 1 and COMLEX 2 board exams. The student also must have matched in a primary care residency program. Eligible students will be identified in mid-March after residency match has occurred. Students are required to meet with a financial aid counselor who will fully explain the advantages and possible disadvantages to this loan. A letter will be signed by the student to ensure they understand the disadvantages.

The amount of PCL awarded will be based on the amount of federal or private student loans that the student borrowed in their third and fourth year of school.

The PCL is a need-based loan and students must submit parental income information on the FAFSA and meet the definition of demonstrating exceptional financial need.

The PCL has a low fixed interest rate determined by the federal government and interest does not accrue while student is enrolled in school and during other periods of nonpayment. There is no credit check required for applying for this loan. Students will repay these loan funds directly back to the institution by making payments to ECSI, a loan servicing company.

Resources – Scholarships

PCOM Academic Merit Scholarships

The PCOM Office of Admissions offers merit scholarships to newly admitted students. If the student is awarded an admissions merit scholarship, the student will be notified directly by the PCOM Office of Admissions. Students are not

required to file a FAFSA to be considered for these merit scholarships and there is no application.

PCOM Financial Need Scholarships

These scholarships are awarded by the PCOM Financial Aid Office to students based on financial need, aggregate student loans borrowed, and funding available. The annual award amount can be up to \$4,500 per student.

Students must complete the FAFSA if they wish to be considered for PCOM's financial need scholarships. Students are **REQUIRED** to post their parent information on the FAFSA if they are age 26 and younger as of December 31 prior to the year they enroll. If the student is age 27 and older as of January 1 of the year they enroll, parent information is NOT required on the FAFSA to be considered for PCOM's financial need scholarships.

PCOM Endowed Scholarships

The PCOM Scholarship Committee administers scholarships that are based on academic excellence or other criteria specified by the donor. Students who meet the requirements determined by the scholarship donor are reviewed by the committee. In most cases no additional application is required.

Students must complete the PCOM Scholarship Application as part of the Nucleus Financial Aid Checklist in order to be considered for all PCOM endowed scholarship funds that have unique criteria. Please view the Financial Aid Office's [Financial Aid Handbook: Processes and Resources for Financing Your Education \(2013-2014\)](#) on PCOM's website for a list of endowed scholarships.

External Scholarships

Numerous private, city, and state agencies sponsor scholarship and loan programs for graduate and medical students. The PCOM Financial Aid Office is periodically notified of external agency scholarships.

By completing the PCOM Scholarship Application as part of the Nucleus Financial Aid Checklist, the PCOM Financial Aid Office will specifically notify students of those external agency scholarships that they may apply for. Please view the Financial Aid Office's [Financial Aid Handbook: Processes and Resources for Financing Your Education \(2013-2014\)](#) on PCOM's website for a list of certain external scholarships.

PCOM Yellow Ribbon Grants

PCOM participates in the Veteran's Administration (VA) Yellow Ribbon program. Students who are eligible to receive VA benefits under the Post-9/11 GI bill may be considered to receive additional funds from PCOM under this program. Eligible students should submit their certification of eligibility to the PCOM Office of the Registrar.

As there are a limited number of Yellow Ribbon scholarships, the awarding will

be based on when the certification of eligibility is received. A maximum of 10 awards will be made to graduate students, and a maximum of 10 awards will be made to medical students. Tuition and fees paid under the Post-9/11 is capped at \$17,500 or the appropriately reduced amount based on the student's eligibility percentage for the academic year.

For further information regarding Post-9/11 or other chapters, contact the PCOM Registrar Office.

National Health Service Corps

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

Health Professions Scholarship Programs

The United States Army, Navy, and Air Force offer prospective military physicians, physician assistants, clinical psychologists, and pharmacists a paid medical education in exchange for service as a commissioned medical department officer. U.S. citizens are eligible based on academic performance, recommendations, and physical requirements. The Health Professions Scholarship Program (HPSP) provides funding for tuition and fees, books and instruments, and a monthly stipend. In return for the scholarship, recipients are obligated to give one year of service for each year of support (minimum two years of service). Recipients will be required to spend 45 days on active duty each year while in school (usually on weekends).

Satisfactory Academic Progress (SAP)

The United States Department of Education requires every postsecondary institution receiving Title IV federal funds to have an academic progress policy that is used to determine eligibility for and continued receipt of federal funds. Although this policy must apply to all students whether or not they are receiving financial aid, the receipt of financial aid is a privilege that creates both rights and obligations for the student. The Satisfactory Academic Progress (SAP) policy has three components:

1. The student must maintain a certain grade point average or a comparative qualitative measurement against a norm.
2. The student must complete a certain percentage of all coursework attempted.
3. The student has a maximum timeframe to complete the program.

Title IV federal funds affected by this policy at PCOM include Federal College Work-Study program, Federal Perkins Loans, Federal PLUS Loans, and Federal Stafford Loans. Although not required, all institutional funds are also governed by the SAP policy.

A review of SAP will be conducted at the end of every spring term regardless of when a student enrolls. Failure to meet any component of SAP at the end of the spring term will result in cancellation of all federal financial aid as well as institutional funds. Students failing academic progress requirements will receive notification of their unsatisfactory progress and instructions regarding the process to have financial aid continued. Official notification will be issued at the end of spring term. A requirement for reinstatement of financial aid is for an Academic Action Plan to be developed with the student's Academic Program advisor or Student Progress Evaluation Committee. Official notification will be issued at the end of spring term. A student who has been approved for financial aid continuation will be under a financial aid probation status.

A certificate or master's level student is limited to two academic plans and a doctoral student is limited to three in their degree program. If a student changes degree programs, their SAP status will speak to the new program only.

Students who are dismissed or withdrawn from the school are not deemed to be making SAP and are not eligible to receive financial aid. The policy on SAP will be disseminated to all newly matriculated students. All students will be notified yearly of the SAP policy which will be published yearly in the Student Handbook.

Graduate students must achieve a minimum cumulative GPA of 3.0.
Pharmacy students must achieve a minimum cumulative GPA of 2.0.

Doctor of Osteopathic students must:

- Achieve a passing grade on all coursework, validations, exams, clinical clerkships.
- Passed COMLEX I by the end of year 3.
- Passed COMLEX II (both parts) by the end of year 4.

Students must complete the appropriate percent of all courses attempted to maintain a good academic standing. The completion percentage is calculated by dividing total hours earned by total hours attempted.

It is also important to understand how specific grades and/or course types count toward the completion ratio. The following grades count as attempted but not completed courses:

- Incomplete
- No Grade Reported
- Withdraw
- Failure
- Unsatisfactory

All students at PCOM are required to maintain a 67% completion of coursework.

Transfer credits will count towards a student's attempted and completed credit hours.

If a student has not passed the Step 2 Clinical Knowledge or Step 2 Clinical Skills courses by the expected graduation date (but has completed all other graduation requirements), they will not be enrolled as full time and will not be eligible for financial aid.

For financial aid eligibility, students will be given 150% of the time it would take a student to complete the program as detailed in the school's course catalog. Any term in which a student is enrolled counts towards their 150% regardless of whether or not the student receives federal financial aid. For example, a DO student would have 6 years to complete their degree not including any leave of absences the student might take.

Refund Policy

When a student's loan or scholarship funding is received by the PCOM Bursar Office, any balance due to PCOM will be deducted from the amount of the funds. Any financial aid funding leftover after paying the student's balance will then go to the student as a "refund check" via postal mail. All refunds are issued by the PCOM Bursar Office.

Direct Deposit

Direct deposits of student refund checks are available by completing an authorization form at the PCOM Bursar Office. After refund money is processed by the PCOM Bursar Office, it usually takes 1-5 business days for a student's bank to process the refund money and place it in the student's bank account.

Pending Loan Advance (PLA) Requests

A student is eligible for a PLA up to 15 days prior to the disbursement of the student's financial aid for the upcoming term or the start date of their first course in a term provided they have a term enrollment status of at least half time. The student needs to have completed all requirements to accept their financial aid. All counselors can complete the PLA form with a student, but final approval is required by an Associate Director or Director of Financial Aid.

The amount of eligibility will be based on the student submitting the Pending Loan Advance Form. The counselor will speak with the student in person or over the phone to inform the student about any possible future deficit of funds for the upcoming quarter and, if necessary, recommend that the student make spending adjustments to eliminate the deficit.

The student will be asked why they need a PLA on the Pending Loan Advance Form. If the stated reason is an expense that could not otherwise be included in the student's cost of attendance or approvable as a budget appeal, the counselor will deny the request.

The maximum amount available for a loan advance to a particular student will be limited to the lesser of the following:

- \$2,000 for both graduate and professional students.
- Amount requested.
- Amount approved by counselor after a review of budget and aid for upcoming term.

The student is limited to one PLA per academic year. If a student has an emergency situation that is unavoidable, the student can meet with the Director to discuss a possible second PLA for the academic year. If approved, the Director will make it very clear that no additional PLA will be approved for the remaining academic school year.

Tuition Refund Policy

If a student withdraws from classes within seven weeks from the start of the term, a pro-rata refund or tuition credit may be authorized. In the case of full withdrawals, the effective date of withdrawal is the date on which the student filed with the dean a written notification of withdrawal or a request for a leave of absence. For courses not conducted on a weekly schedule, summer sessions, and for clinical clerkships/preceptorships in the medical and physician assistant programs, the refund is prorated according to the percent of the clerkship, preceptorship or course completed as indicated in parentheses below:

<u>Withdrawal Date</u>	<u>Term Charge</u>	<u>% of Credit</u>
During first week of class (up to 5% of instructional time)	0% term charge	100% credit
During second week of class (more than 5% but no more than 10% of instructional time)	10% term charge	90% credit
During third and fourth week of class (more than 10% but no more than 25% of instructional time)	25% term charge	75% credit
During fifth through seventh week of class (more than 25% but no more than 50% of instructional time)	50% term charge	50% credit
Withdrawal after seventh week of class (more than 50% of instructional time)	100% term charge	0% credit

No fee or portion of a fee is refundable. 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.

All federal financial aid funds are credited or returned in compliance with the Federal Return Policy Schedule.

A student's total Cost of Attendance is based on certain enrollment. When a student drops courses, The PCOM Financial Aid Office will likely reduce the student's total Cost of Attendance. Often this results in no additional allocation of refund money to the student.

For additional information contact the PCOM Bursar Office.

Return of Title IV Funds When Withdrawing From All Courses

The PCOM Financial Aid Office is responsible for recalculating federal financial aid eligibility for students who discontinue enrollment during the term. Upon notification from the PCOM Registrar Office that a student has withdrawn from or dropped all classes, was dismissed, or is approved for a leave of absence, the PCOM Financial Aid Office is required to calculate the percentage of the term completed if the student received or was eligible for Title IV federal student aid (Stafford, PLUS, and Perkins loans).

If the withdrawal date indicates that the student left the institution prior to completing at least 60% of the enrollment period, the PCOM Financial Aid Office must recalculate the eligibility for Title IV funds based on the following formula required by the federal government:

1. Percentage of payment period is the number of days completed to the withdrawal date.
2. The percentage of earned aid is the percentage of the payment period completed, divided by the total number of days in the payment period or term. Breaks of five or more days are not counted as days that are part of the term.

Funds paid by federal student aid programs are returned to the appropriate program based on the percentage of unearned aid as required by the federal government: The aid to be returned is the result of the total amount of aid that could be disbursed minus the percentage of aid earned, multiplied by the total amount of aid that could have been disbursed for the payment period or term. If a student earned less aid than the amount disbursed, the institution is required to return the unearned portion of funds to the federal program(s). As a result, the student may owe a debit balance to the institution.

The institution must return the amount of Title IV funds for which it is responsible within thirty days of the date of the determination of the student's withdrawal date. Funds are repaid in the following order in accordance with

federal regulation:

1. Federal Direct Stafford Unsubsidized Loans
2. Federal Direct Graduate PLUS Loans
3. Federal Perkins Loans

If a student earned more aid than was disbursed to the student account, the institution would request a post-withdrawal disbursement which must be paid within 120 days of the student's withdrawal.

Federal Work-Study Program

PCOM participates in the Federal Work-Study Program (FWS). 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. Applications and information about the work study program are posted on Nucleus for both students and supervisors. The information includes a listing of approved jobs at the College, ranging from positions in the library and office work to research positions and occasionally assisting in medical offices. Job assignments depend on student experience and availability, and the needs of the supervisors. An FWS award letter must be signed to acknowledge the award and accept the job.

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

Students should contact the Office of Student Affairs with any questions related to the work study program.

EDUCATIONAL FACILITIES AND RESOURCES

PCOM maintains its main campus in Philadelphia and a branch campus in the Atlanta, Georgia area. The professional resources of a city rich in medical history, achievements and scientific advances are only 15 minutes from the main PCOM campus on City Avenue. This is the seventh site of a college that graduated its first class of two physicians in 1900. The GA-PCOM campus occupies 19 acres in Suwanee, Gwinnett County, Georgia. State-of-the-art renovations to the 149,885-square-foot building were completed in August 2005.

Student Computer Services

The PCOM network can be accessed via student-owned notebook computers from a variety of study areas across the campuses using a direct connection or wireless access. Wireless access to the PCOM network is available in the cafeteria, library, all computer labs, most classrooms and study areas in both Evans Hall and Rowland Hall and throughout the Georgia Campus. All students are assigned a PCOM network account, portal account and e-mail address. PCOM's portal is named Nucleus and is PCOM's dynamic communication center. Nucleus is personalized for each user and provides personal announcements as well as a calendar function and online groups. The PCOM e-mail address is supported by Gmail and enables students to send and receive electronic mail related to all PCOM activity. PCOM E-mail has its own set of Gmail credentials (username and password) that are separate from the PCOM network credentials that are used to access network and Nucleus resources. e-mail can be accessed while off-campus by using the Nucleus portal or by direct access through <https://pcommail.pcom.edu>. Students opting to use single sign-on through the Nucleus portal to their e-mail must have the same password for both their Nucleus and e-mail accounts.

In addition to common application programs such as Microsoft Office Suite, the software collection includes SPSS, computer-based tutorials in basic science and clinical subjects, including patient case simulations and question banks for content review. Students may also access the Internet via the workstations in the computer labs and Information Commons. MEDLINE searches and searches of the shared library system of the Pennsylvania medical schools can be conducted from PC workstations in the computer labs, libraries and via wireless access on both campuses. The PCOM Digital Library provides access to a wealth of licensed Internet resources, including over 10,000 full-text e-journals, electronic textbooks, bibliographic databases, streaming videos, clinical simulations, diagnostic decision support programs, and evidence-based clinical information systems, as well as subject access to selected Web resources. Print subscriptions to a number of core journal titles constitute a reading room collection for the Information Commons. The PCOM library electronically provides articles from any print-only titles in its collection to GA-PCOM users.

At the Philadelphia Campus, an open-access student computer lab is located adjacent to the Evans Hall student lounge area with more than 46 workstations

and several printers. There are an additional 23 workstations and a printer in the library database room on the second floor of the library. Rowland Hall has a computer lab with an instructor's station and 16 workstations located in room 425. Students can access all computer labs with their PCOM ID card. All computers are attached to a Gigabit network. Wireless access to PCOM's network is available in both Evans Hall and Rowland Hall. Wireless printing is available on the first and second floors of Evans Hall. Georgia Campus provides computer access in the Information Commons.

PHILADELPHIA CAMPUS FACILITIES

The City Avenue site provides a true college campus atmosphere for students, unique among urban medical colleges. All facilities are specially equipped for students with disabilities.

Evans Hall

Medical and graduate students receive hundreds of instructional hours in the two amphitheatres in Evans Hall that accommodate 250 and 235 students. The building was dedicated in 1973 in honor of H. Walter Evans, DO, a distinguished professor of obstetrics and gynecology. Both lecture halls have superb audiovisual capabilities, including video and computer presentation equipment, and the teaching system can link to Internet resources. Several classrooms are equipped for full two-way videoconference broadcasts.

The seven levels of Evans Hall also house the College library, Office of the Provost, Student Affairs, Admissions and Clinical Education. Faculty offices throughout the building are combined with laboratories where faculty, graduates and students pursue instruction and research. The Anatomy Laboratory, which accommodates 250 students simultaneously in the cadaver dissection lab, is recognized as one of the most advanced teaching laboratories in the nation. The architecture of Evans Hall incorporates the teaching of large classes with the enrichment of student-teacher relationships through the use of small classrooms. Evans Hall is equipped with varied and sophisticated instructional media, exhibit areas and electronic communications equipment. The ground level has a television studio and control booths for the production of instructional video programs. Video monitors are built into the lecture amphitheatres, laboratories and many other teaching areas in the building. The original Evans Hall architecture was enhanced with a three-story addition in 1996. It provides student lounges, study rooms, cafeteria, classrooms, faculty offices, a student computer lab and an osteopathic manipulative medicine teaching center.

Levin Administration Building

This elegant stone mansion stands at the center of the 16-acre Moss estate purchased by the College in 1957. It underwent full restoration in 1997. It now houses the Office of the President, the Office of Alumni Relations and Development and the Office of Marketing and Communications. The Levin Administration Building is named in recognition of the Levin family tradition of pursuing and

maintaining the osteopathic heritage, and in honor of Abraham Levin, DO '35, Jacob M. Levin, DO '36, Samuel I. Levin, DO '35, and Joel L. Levin, DO '69.

Rowland Hall

Purchased by the College in 1981, Rowland Hall has a reception area, a Barnes & Noble College Bookstore, and PCOM Printing Services located on the ground floor. Physician offices, including a newly constructed family medicine suite, administrative offices and academic areas are located throughout this five-level building. Many PCOM students receive clinical instruction in Rowland Hall's outpatient offices. A state-of-the-art computer lab with an instructor's station and 15 workstations to support the teaching modalities is located on the fourth floor.

Named in honor of Thomas M. Rowland Jr., a former PCOM president who devoted 34 years of leadership to the College, the building is home to the Psychology Department, Department of Physician Assistant Studies and the Robert Berger, DO, Clinical Learning and Assessment Center. Also housed in Rowland Hall are the following College support services departments:

- Bursar's Office
- Compliance Office
- Diversity Office
- Financial Administration
- Financial Aid
- Graduate Medical Education
- Human Resources
- MIS and Telecommunications
- Plant Operations
- Purchasing
- Registrar's Office
- Risk Management
- Safety and Security

Activities Center

Both campuses provide students with access to fitness equipment as well as to a variety of exercise classes. Access to the fitness centers is free for all current students and employees. There is a fee for all significant others and guests.

Healthcare Centers

The rural and urban Healthcare Centers sponsored by PCOM offer unique learning opportunities for fourth year osteopathic medical students. At the centers, students learn under direct supervision of attending physicians and become intimately involved in the care of patients. The centers provide cross cultural experiences in underserved, poor, working-class and racially diverse communities. The Healthcare Center experience also enables students to learn the sociology and economics of the health care system by dealing with diverse populations covered by private insurance, HMOs and government medical assistance. The centers are:

Family Medicine at PCOM
Harry Morris, DO, Director

PCOM Healthcare Center – Lancaster Avenue Division
Marta Motel, DO, Director

PCOM Healthcare Center – Cambria Division
Barbara Williams-Page, DO, Director

PCOM Healthcare Center – Roxborough Division
Larry Finkelstein, DO, Director

PCOM Sullivan County Medical Center
Ernest Gelb, DO, Co-Director
David Wood, DO, Co-Director

In addition to learning at the College-sponsored Healthcare Centers, PCOM students receive clinical instruction at nine affiliated urban sites and twelve affiliated rural community health care centers.

Affiliated Hospitals

PCOM utilizes an extensive network of affiliated hospitals to ensure a high standard of education in the clinical education of PCOM's students. Clinical education programs at PCOM affiliates are guided by common educational goals. The director of clinical education monitors educational activities at the affiliated hospitals. Major teaching affiliates include:

Abington Memorial Hospital
Altoona Hospital
Aria Health
Atlantic Regional Medical Center
BayHealth Medical Center
Bedford Memorial Hospital
Beebe Medical Center
Blue Mountain Health System
Chestnut Hill Hospital
Christiana Health Center
Clarion Hospital
Community Medical Center
Conemaugh Memorial Hospital
Crozer Chester Hospital
Crozer-Keystone Health System
Deborah Heart and Lung Hospital
Delaware Health Services
Doylestown Hospital
Easton Hospital
Einstein Northern Division

Fairfield Medical Center
Franklin Square Hospital Center
Friends Hospital
Geisinger Medical Center
Heart of Lancaster Hospital
Heritage Valley Health Care
Hunterdon Medical Center
Jersey Shore University Medical Center
Kent General Hospital
Lankenau Hospital
Latrobe Hospital
Lewistown Hospital
Meadville Medical Center
Medical Center of Beaver
Mercy Catholic Medical Center
Mercy Suburban Hospital
Montgomery County Emergency Services
Pennsylvania Hospital
Pinnacle Health System
Reading Hospital
Roxborough Memorial Hospital
St. Francis Hospital
St. Joseph's Hospital
St. Joseph Medical Center
St. Luke Hospital – Allentown
St. Luke Hospital – Bethlehem
St. Luke Hospital – Quakertown
Soldiers and Sailors Hospital
South Jersey Healthcare
Trinitas Hospital
UHS – Wilson Medical Center
UMDNJ – School of Osteopathic Medicine
Union Memorial Hospital
UPMC – Hamot
UPMC – Horizon System
UPMC – Mercy Hospital
UPMC – Shadyside Hospital
Warren Hospital
Williamsport Hospital
Wyoming Valley Health System

Philadelphia Campus Library

The OJ Snyder Memorial Library provides information resources to support the educational, research and clinical activities of the College. The library utilizes information technologies to expand the scope of local collections to include electronic resources, and to extend access to users at remote locations. The electronic environment of the PCOM Digital Library includes bibliographic

databases and indexes, textbooks, full-text research and clinical journals, catalogs of local, regional and national biomedical collections, and the ever-expanding web of biomedical sites.

The mission of the library is to provide users with access to the widest possible range of information resources and to assist users in acquiring the skills necessary to use these resources effectively.

The library is located on the first and second floors of Evans Hall. It houses a small print collections, a reading room, conference/group study rooms, database center and study space. The database center on the second floor houses over 20 computers and networked printers.

Collections

The PCOM Digital Library provides access to a robust collection of electronic resources: 12,000 full-text journals, 20,000 e-books, 100 databases, and over 40 subject guides created by Liaison Librarians.

PCOM has invested in powerful finding tools to facilitate access to electronic resources. OneSearch+ is a powerful search engine that simultaneously searches multiple databases and full-text collections. Journal Locator is a database of all electronic titles that provides holdings information and direct links to individual titles within collections. LinkSource is an external link resolver that is imbedded within PCOM's licensed databases and links across collections to full-text journal articles.

The Digital Commons@PCOM was launched in 2011. This institutional repository provides open access to student dissertations, theses and papers, College historical collections and publications, and information on campus events.

Services

The library staff provides instruction, reference, collection development and interlibrary loan services. Liaison Librarians collaborate with faculty to create curriculum-focused subject guides and facilitate and maximize the use of collection resources. 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 e-mail at library@pcom.edu.

Consortia Memberships

PCOM is a member of the Tri-State College Libraries Cooperative. TCLC consists of more than 40 academic and special libraries located in Pennsylvania, New Jersey and Delaware. PCOM faculty and students are permitted borrowing privileges at TCLC libraries by presenting a letter of introduction authorized by a PCOM librarian. Please consult the Digital Library information page for a listing of members.

PCOM participates in the Pennsylvania Academic Library Consortium Inc. (PALCI) Web gateway, E-ZBorrow, which allows simultaneous searching of academic library catalogs in Pennsylvania. PCOM library users can directly initiate requests for most items found in PALCI using the LIB# on the PCOM ID card. The library also participates in the National Network of Libraries of Medicine.

GEORGIA CAMPUS FACILITIES

Georgia Campus – PCOM is a campus designed with student learning, cutting-edge instructional technology and social interaction in the forefront. GA-PCOM occupies 20 acres in the northern Atlanta suburb of Suwanee, which has been featured on *Kiplinger* and *Money* magazines' best cities lists.

The campus facility is uniquely and conveniently housed in a modern 150,000-square-foot building. Its design includes two architectural main focal points that take 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 pharmacy research and teaching laboratories, a large anatomy laboratory, a clinical learning laboratory, research and multi-use basic science laboratories, three pharmacy practice labs and a large osteopathic manipulative medicine practice suite.

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 area, student lounge, game room 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.

GA-PCOM's facility offers state-of-the-art technology to enhance learning experiences for students. The campus emphasizes substantial use of computer technology that includes a wireless network, digital video and distance learning capability, digital medical and pharmaceutical libraries, and many databases for research and review.

Georgia Campus Information Commons

The GA-PCOM Information Commons integrates library and student computer lab functions. The Information Commons houses sufficient computers to support extensive use of the electronic resources available through the PCOM Digital Library. The Information Commons is staffed by a reference and education librarian, electronic resources librarian, computer specialist, and library assistants working with the main campus library and the MIS Department.

The PCOM Digital Library provides access to a wealth of licensed Internet resources, including over 12,000 full-text journals, 20,000 e-books, 100 databases, and over 40 subject guides created by Liaison Librarians. Liaison Librarians collaborate with faculty to ensure that information literacy skills and

appropriate electronic resources are integrated into the teaching program.

The Information Commons houses print reserve and circulating collections. All Philadelphia Campus and GA-PCOM holdings are accessible through the 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 reading room collection for the Information Commons. The main campus library electronically provides articles from any print-only titles in its collection to GA-PCOM users. All electronic resources in the Digital Library are available to GA-PCOM faculty, staff and students.

DO Program Affiliated Hospitals

55th Medical Group
60th Medical Group/David Grant Medical Center
Advantage Behavioral Health Systems
Aiken Regional
Albany Area Primary Health Care Inc.
Anderson Medical Center
Archbold Memorial Hospital
Arrowhead Regional Medical Center
Atlanta Medical Center
Baptist Health
Barrow Regional Medical Center
BJC Medical
Blackriver Health Services
Blanchfield Army Community Hospital
Bleckley Memorial
BlueRidge Healthcare
Bolivar Hospital
Boswell Memorial Hospital
Brooks County Hospital
Brookwood Medical Center
Cabarrus FM Residency Program
CareSouth Carolina
Carilion Clinic
Carl R. Darnall Army Medical Center
Chattanooga Hamilton County Health Department
Chatuge Regional
Chestatee Regional Hospital
Chester Regional Hospital
Clearview Regional Medical Center
CMC Northeast
Colonel Florence A. Blanchfield Army
Colquitt Regional Medical Center
Columbus Regional Medical Center
Conway Medical Center

Coosa Valley Medical Center
Copper Basin Medical Center
Crisp Regional Health Services
Crozer Keystone Health System
Cumberland Medical Center
Cuyahoga Falls General Hospital
DeKalb County Board of Health
DeKalb Medical Center
Doctors Hospital of Augusta
Doctors Hospital of Columbus
Doctor's Hospital of Sarasota
Dorminy Medical Center
Duke University
Dwight D. Eisenhower Army Center
Early Memorial Hospital
East Alabama Medical Center
East Georgia Regional Medical Center
Eastside Medical Center
Evans Surgical Center
Fannin Regional Hospital
Flint River Community Hospital
Florida Hospital East Orlando
Floyd Medical Center
Garden City Hospital
Georgia Mountain Health Services
Gordon Hospital
Grady General Hospital
Gwinnett Medical Center
Habersham County Medical Center
Harbin Clinic
Hardin Memorial Hospital
Hart County Hospital
Henry County Medical Center
Hilton Health Regional
Houston Medical Center/Perry Hospital
Houston Orthopaedics and Sports Medicine
Hughston Hospital
Hutcheson Medical Center
Integrus Health, Inc.
Jackson Hospital
Jackson Madison County General Hospital
Jefferson Hospital
Kershaw County Medical Center
Kindred Hospitals
Kirksville-NE Regional Medical Center
Lewis Gayle Regional Health System
Long Beach Medical Center

LSU Rural FM Residency Program
Madigan Army Medical Center
Margaret R. Pardee
Martin Army Hospital
Mckinney Community Health Center
Meadows Regional Medical Center
Med Link Georgia
Medical Center, Inc.
Medical Center of Georgia
Medical Center of Manchester
Migrant Farm Workers, LLC
Minnie G. Boswell Memorial Hospital
Mitchell County Hospital
Montgomery Regional Hospital
Morristown Hamblen Hospital
Murray Medical Center
Naval Hospital Jacksonville
Naval Hospital Portsmouth
Newton Medical
North Georgia Medical Center
Northeast Georgia Medical Center
Northeast Georgia Physicians Group
Northeast Georgia Primary Care
Northeast Regional Medical Center
Northlake Surgical Center
Northside Hospital Atlanta
Northside Hospital Cherokee
Northside Hospital Forsyth
Novant Health Affiliates
Oconee Health System, Inc.
OK Center for Orthopedic and Multi-Specialty Surgery
Palmetto Health Council
Parkridge Medical Center
PBCGME/Columbia Hospital
Peach Regional Inc.
Peachford Behavioral Systems
Pender Memorial Hospital
Phoebe Putney Memorial Hospital
Physicians for Women, PC
Physicians Medical Center Carraway
Piedmont Healthcare
Plantation General Hospital
Primary Care of Southwest Georgia
Providence Health and Services
Putman General Hospital
Randolf Hospital
Redmond Regional Medical Center
Resurgens, P.C.

Rockdale Medical Center
Rowan Medical Practices
Rowan Regional Medical Center
Sacred Heart Health System
Scott Memorial Hospital
Self Regional Medical Center
Serenity Behavioral Health System
Southeast Alabama Medical Center
Southeast Georgia Health System
Southeast Lung Care
Southern Regional AHEC/FM Residency
Southern Regional Health System
South Georgia Medical Center
South Jersey Healthcare
Southwest GA Healthcare, Inc.
Southwestern State Hospital
St. Claire Regional Medical Center
St. Francis Hospitals
St. Francis Medical Center
St. Joseph/Candler
St. Joseph's Hospital
Stephens County Hospital
Summa Western Reserve Hospital
Summit Ridge
Summit Surgical Specialists
Sumter Regional Hospital
Surgical Care Associates
Taylor Regional Hospital
Tift Regional Medical Center
Union General Hospital, Inc.
Upson Regional Medical
Valdosta Women's Health Center
Walter Reed Army Medical Center
Washington County Regional Medical Center
Wayne Memorial Hospital
Wellmont Hawkins County Memorial Hospital
Wellmont Health System
Wellstar Cobb Health System
Wellstar Douglas Health System
Wellstar Kennestone Health System
Wellstar Paulding Health System
Wellstar Windy Hill Health System
West End Medical Centers
West Georgia Health System
William S. Hall Psychiatric Institute
Wilmington Health
Womack Army Medical Center

COURSES OF MEDICAL STUDY

Doctor of Osteopathic Medicine

Introduction to Osteopathic Medicine

As a philosophy, science and art, osteopathic medicine is a total approach to health and disease. It recognizes that the neuromusculoskeletal system is of major importance to human life. The interrelationship between this 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 neuromusculoskeletal system is key to osteopathic 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:

1. The human body is a unit in which structure and function are reciprocally interdependent.
2. The body, through a complex system, tends to be self-regulating and self-healing.
3. The adequate function of body systems depends on the unimpeded flow of blood and nerve impulses.
4. The musculoskeletal system is a major body system and its importance exceeds that of mere framework and support.
5. 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 programs, and a majority of graduates enter primary care fields. However, DOs participate in all specialty and subspecialty areas of current medical practice.

Educational Goals

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 osteopathic medical 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 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. The 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. A majority of PCOM's graduates enter 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 self-evaluation of 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 the larger context and system of health care and the ability to effectively call on system resources to provide optimal care.
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

PCOM students begin preparation for the world of clinical medicine from their first day as medical students. The curriculum combines basic science and clinical course content with integrated courses such as Cellular and Molecular Basis of Medicine, as well as integrated approaches to the pharmacology, pathology, medicine and surgery related to respiratory, genitourinary, cardiovascular, reproductive, endocrine, nervous and gastrointestinal systems.

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. PCOM also recognizes that medical practice is more than science. Coursework in ethics and patient communication helps the student relate well to patients, while content in evidence-based medicine and public health prepares the student 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, epidemiology, OB/GYN, family medicine, rehabilitation medicine, geriatrics, radiology, oncology and physical diagnosis. The principles and practice 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 patient observation, case conferences and basic clinical skills workshops. In addition, an

active standardized patient and robotic simulation program introduces students to patient care through examinations of patient actors in a simulated practice setting, augmented by clinical exercises on high-tech human patient simulator manikins.

The last two years emphasize clinical training experiences. Philadelphia Campus students are assigned to clinical clerkships throughout the Commonwealth of Pennsylvania and neighboring states. This unique training network comprises affiliated hospitals, five Healthcare Centers, numerous outpatient units and scores of physicians' offices. These clinical settings become teaching arms of the College; in effect, the Commonwealth is our campus. Students at the Georgia Campus are assigned to clinical clerkships throughout Georgia and the Southeast.

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 across the nation. All students receive additional training in osteopathic manipulative medicine during the third year.

One objective of the College is to encourage graduates to practice in communities where health care services are most needed. Therefore, each student entering PCOM must be willing to accept clinical education assignments throughout the region.

Each senior student serves at least eight weeks in an under-served community clerkship. An alternative rural elective is offered to a limited number of students, whereby the student may select an area of alternative health care delivery or a rural area of intense medical need. In the past, students have chosen studies in India, Israel, Africa, Appalachia and Indian Health Service sites.

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 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.

Pre-Doctoral Research

Opportunities exist for extracurricular research experience for all of PCOM's students. Research laboratories and equipment, as well as electron microscopic, computer and animal facilities, are available for this purpose. Students have the opportunity to work with faculty members on a variety of biomedical topics. Most 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 Chief Science Officer.

Joint Degree Programs

DO/PhD in Cellular and Molecular Biology (Philadelphia Campus)

The Joint DO/PhD Program is a collaborative initiative between the Philadelphia College of Osteopathic Medicine and the University of the Sciences in Philadelphia (USci).

The purpose of the program is to provide a joint degree offering for students who wish to pursue physician-scientist careers and is designed for students with specialized career plans. The research-intensive program provides three full years of research fellowship training in addition to the four year osteopathic medical program. The three year research component culminates in a research project and dissertation defense.

The DO/PhD Program is designed to train physician-scientists who will contribute to the fund of knowledge by conducting original, high quality scientific research with the perspective of a clinical practitioner. The program represents a critical link between bench and bedside by combining medical training with research training and will produce clinical scholar-practitioners who can make ongoing contributions to the osteopathic clinical, scientific and academic community.

Students are accepted into the program as part of their original application to osteopathic medical school; hence acceptance to the DO and PhD components occurs simultaneously, with USci approving the acceptance into the PhD Program. Non-acceptance to the Joint DO/PhD Program does not preclude a student from being accepted to the DO program only, through the normal PCOM admission process.

PCOM awards the Doctor of Osteopathic Medicine degree after successful completion of the DO Program. USci awards the Doctor of Philosophy degree upon successful completion of all requirements for the PhD in Cell and Molecular Biology, including dissertation defense and submission of a final manuscript for publication. For information regarding admission: <http://www.pcom.edu/Admissions/admissions.html>

DO/MBA Program (Philadelphia Campus)

In conjunction with Saint Joseph's University, a master of business administration degree in health and medical services may be earned by DO program students who concurrently complete a five year course of study for the DO and MBA degrees. Created in 1989 as the nation's first DO/MBA degree, the curriculum requires approximately 39-42 hours of MBA coursework during two summer sessions and four semesters of evening classes in the joint program. This program responds to the increasing need for business acumen in medical practice. It also prepares physicians for a wide range of emerging careers in medical administration. The St. Joseph's University MBA is accredited by the Association to Advance Collegiate Schools of Business (AACSB).

DO/MBA Program (Georgia Campus)

Osteopathic medical students at the Georgia Campus may earn the master of business administration in healthcare management while completing the DO curriculum through a program in partnership with Brenau University, Gainesville, Georgia. This program responds to the increasing need for business acumen in medical practice. Students concurrently complete a five year course of study for the DO degree and a two year program for the MBA during two summer sessions and four semesters of evening classes. The healthcare management curriculum involves 46 credits of graduate work offered in traditional and online courses. The Brenau University MBA program is accredited by the International Assembly for Collegiate Business Education (IACBE).

DO/MA in Healthcare Ethics Program (Philadelphia Campus)

Osteopathic medical students may obtain a master of arts (MA) in healthcare ethics from St. Joseph's University while completing the DO program at PCOM by concurrently completing a five year course of study for the DO and MA degrees. This degree combination augments the medical curriculum by enabling PCOM medical graduates to better understand and address the ethical, cultural, and philosophical issues that influence health care and professional practice. Required healthcare ethics courses are scheduled in the evening, weekend, summer session or online, to accommodate the half-time day medical curriculum of the participating students.

DO/MPH Program (Philadelphia Campus)

Students who have successfully completed their first year of study at PCOM may enter a special joint degree program in affiliation with Temple University, leading to a master of public health degree. Like the DO/MBA and DO/MA programs, the master of public health track is a five-year program. The DO/MPH program specializes in community health education and prepares physicians to serve as public health officials and to fill positions in community, government and health care agencies. The master of public health degree also prepares students for eventual specialty training and certification in occupational or environmental medicine. The Temple MPH program is accredited by the Council for Education in Public Health (CEPH).

DO/MS/PhD in Health Policy Program (Philadelphia Campus)

Conducted in association with the University of the Sciences in Philadelphia, the DO/MS/PhD program in health policy studies allows PCOM students to augment their medical education with health policy studies leading to the master of science, with an option to progress to a research-based doctoral program. The program prepares students for positions of local or national leadership in health policy making and analysis through the study of research methods, epidemiology, economics, technology, statistics, law and public health policy. Graduates are trained to research and analyze issues affecting health care delivery and health status in a range of professional settings. The DO/MS/PhD program is a dual-degree track open to qualified first year DO students. Students interested in a non-research health policy program may opt for the MPH in health policy.

On-Campus Dual Degree Programs and Undergraduate Medical Fellowships

Undergraduate Fellowship in Osteopathic Manipulative Medicine (Philadelphia and Georgia Campuses)

The undergraduate OMM Fellowship seeks to assist in the development of the student into a highly skilled clinician in all aspects of osteopathic medicine. Students may enter the undergraduate fellowship after their second year of study. The fellowship extends the clinical clerkship curriculum to three years. At least 12 months of clinical training is provided in the Department of Osteopathic Manipulative Medicine in this special program. Fellows have special academic, clinical and research responsibilities beyond those of other students. Fellows receive remission of tuition, a monthly stipend and travel allowance.

DO/MS in Forensic Medicine (Philadelphia and Georgia Campuses)

Students who have successfully completed their first year of medical study at PCOM may enter a special dual degree program provided by PCOM's Department of Pathology, Microbiology, Immunology and Forensic Medicine, leading to a master of science in forensic medicine. Students complete forensic medicine graduate work through Philadelphia campus weekend courses and online instruction during an extended sophomore medical year; the DO and MS program is five years in length. The program provides a core foundation in the theory, principles, ethics, professional practice and legal aspects of forensic medicine. Students acquire skills in the technical aspects of death scene investigation, identifying, preserving and protecting custody of forensic evidence, differentiating accidental and intentional injuries in both living and dead persons, and determining potential forensic value of written and photographic records. The program also provides skills in the interpretation of research in forensics and skills in utilizing information technology to access information in the forensic sciences.

DO/MS in Organizational Development and Leadership (Philadelphia and Georgia Campuses)

Students who have successfully completed their first year of medical study at PCOM may enter a special dual degree program provided by PCOM's Department of Psychology, leading to a master of science degree in organizational development and leadership (ODL) and Doctor of Osteopathic Medicine in five years. Students complete graduate work through on-campus evening class sessions during an extended sophomore medical year. The program is designed to incorporate psychological theory and research in teaching the basic skills and techniques of organizational leadership. The mission of the ODL program is to prepare leaders in the art and science of managing strategic change by teaching the competencies and skill sets for improving organizational performance and realizing human potential. A key training focus of the program is the development of program evaluation methods and the creation and use of performance-based outcome measures.

DO/MS in Counseling and Clinical Health Psychology (Philadelphia Campus)

Students who have successfully completed their first year of medical study at PCOM may enter a special dual degree program provided by PCOM's Department of Psychology, leading to a Master of Science degree in Counseling and Clinical Health Psychology and Doctor of Osteopathic Medicine in five years. Students complete graduate work through on-campus evening class sessions during an extended sophomore medical year. The MS in Counseling and Clinical Health is committed to the practitioner-scholar model of training, encouraging students to integrate psychological theory, techniques, and research into clinical practice. The cognitive-behavioral therapy (CBT) model is emphasized and students are provided the unique opportunity to practice CBT techniques and conceptualization with video-taped, standardized mock patients.

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 postdoctoral 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.

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 125 PCOM interns and residents are currently in GME training.

PCOM also sponsors AOA-approved internship and residency programs at numerous PCOM MEDNet (OPTI) affiliated hospitals throughout the

southeastern Pennsylvania region and continues to establish programs in Georgia and Alabama, which include:

- Abington Memorial Hospital*
- Albert Einstein Medical Center*
- Altoona Hospital Center for Medicine*
- Aria Health*
- AtlantiCare*
- Bryn Mawr Hospital*
- Christiana Care Health Services*
- Crozer-Chester Medical Center
- Deborah Heart and Lung Center*
- Delaware County Memorial Hospital/Crozer Keystone Health System
- Geisinger Health System*
- Heart of Lancaster Regional Medical Center*
- Heritage Valley Beaver*
- Houston Health Care*
- Lankenau Hospital*
- Latrobe Area Hospital and Health Network*
- Lehigh Valley Health Network*
- Memorial Hospital, York*
- Mercy Catholic Medical Center
- Mercy Suburban Hospital
- PCOM Consortium
- Pennsylvania Hospital*
- Pinnacle Health at Community General Osteopathic Hospital*
- The Reading Hospital and Medical Center*
- Trinity Medical Center*
- St. Joseph Medical Center (Reading)*
- St. Joseph's Hospital (North Philadelphia Health System)*
- St. Luke's University Health Network*
- UPMC Mercy
- UPMC Shadyside 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
David Kuo, DO, Internship Director

Otorhinolaryngology – Approved Positions: 15
Mahmoud Ghaderi, DO, Program Director

Family Practice – 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

Internal Medicine – Approved Positions: 30
Michael Venditto, DO, Program Director

Neuromusculoskeletal Medicine (NMM+1) – Approved Positions: 4
Alexander Nicholas, DO, Program Director

Neuromusculoskeletal Medicine (NMM/OMT) – Approved Positions: 3
Alexander Nicholas, DO, Program Director

Neurosurgery – Approved Positions: 12
Richard Kanoff, DO, Program Director

Ophthalmology – Approved Positions: 7
David Ringel, DO, Program Director

Orthopedic Surgery – Approved Positions: 30
Maxwell Stepanuk, DO, Program Director

Plastic and Reconstructive Surgery – Approved Positions: 8
Benjamin Lam, DO, Program Director

Vascular Surgery – Approved Positions: 3
Gregory Domer, MD, Program Director

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 Match (IRP).

The minimum requirements for admission to a Traditional Rotating Internship/Residency Program are:

1. Graduation from a college of osteopathic medicine approved by the American Osteopathic Association.
2. 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:

1. Graduation from a college of osteopathic medicine approved by the American Osteopathic Association.
2. Completion of an AOA-approved PGY-1 year.
3. A record of scholastic and clinical achievement indicative of the ability to benefit fully from the residency training program.

Application requests for an 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)

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:

1. Graduation from a college of osteopathic medicine approved by the American Osteopathic Association.
2. Completion of a PGY-1 internship approved by the American Osteopathic Association.

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

Osteopathic 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:

1. 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, 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.
2. 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.
3. 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.
4. 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.
5. 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.
6. 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.

7. The clinical master of science degree shall be awarded at Commencement ceremonies where the doctor of osteopathic medicine degree is conferred.
8. 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
Clinical Master of Science Program
Philadelphia College of Osteopathic Medicine
4170 City Avenue
Philadelphia, PA 19131
215-871-6589

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 Department of Continuing Medical Education and are intended for physicians and other health professionals. Program announcements are included in the Pennsylvania Osteopathic Medical Association Newsletter, in the back under Calendar of Events. For the CME course calendar published annually, program information, and fee/tuition schedules, inquiries should be addressed to:

Continuing Medical Education
Philadelphia College of Osteopathic Medicine
4170 City Avenue
Philadelphia, PA 19131
215-871-6348; 215-871-6781 (fax)

The updated CME calendar is also available on PCOM's Web site at www.pcom.edu. Click on "Continuing Medical Education" from the homepage.

SCHOOL OF PHARMACY

Doctor of Pharmacy

Philosophy

The PCOM School of Pharmacy – Georgia Campus curriculum emphasizes patient-centered care, a model consistent with the applied emphasis of PCOM's graduate and medical programs. The mission of the GA-PCOM PharmD program is to educate caring, proactive pharmacists according to a practice model in which the practitioner assumes responsibility for a patient's medication-related needs and is held accountable for this commitment. The program also responds to the need for pharmacists in the nation, the state of Georgia, and the southeastern region. The program educates pharmacists who prepare and provide drug products and assume responsibility for the rational use of drugs by contributing to the design, implementation, monitoring and modification of therapeutic plans that will achieve defined goals and improve therapeutic outcomes.

Educational Goals

The GA-PCOM School of Pharmacy prepares generalist, entry-level pharmacists who are able to deliver high-quality pharmaceutical care. To achieve this mission, students must develop the knowledge, skills, and attitudes that enable them to competently: (a) provide population-based and patient-specific pharmaceutical care, (b) manage and use resources of the health care system, and (c) promote health improvement, wellness, and disease prevention. While preparing pharmacy practitioners is the primary mission of the Doctor of Pharmacy program, the program also provides an avenue by which students may explore a broad range of career opportunities. The program therefore aspires to foster interest in the creation of new knowledge to enhance patient health outcomes and quality of life and also to prepare students for further education.

Curriculum

The program is configured in a curricular format in which students complete:

1. the pre-professional phase (3 or 4 years) of general education, biomedical and pre-pharmaceutical sciences instruction at undergraduate colleges
2. the last four years of pharmacy sciences and practice instruction at the GA-PCOM facility, as well as clinical experiences at clinical sites throughout Georgia and the southeast.

Each term is a 13 week period, corresponding to the calendar used by PCOM Academic Programs in both Philadelphia and Georgia. The extension of coursework over the three terms each academic year provides the opportunity for the across-the-curriculum development of skills. The curriculum is composed of courses in biomedical sciences, pharmaceutical sciences, social/behavioral/administrative sciences, and clinical sciences. A number of

elective courses are available to allow students to enhance their knowledge of pharmacy-related topics in specific areas. There are five Introductory Pharmacy Practice Experiences (IPPE) in which students are given exposure to pharmacy practices in a variety of different practice sites and begin their hands-on experiences. The final year of the program consists of the Advanced Pharmacy Practice Experiences (APPE) in which students are required to complete eight different rotations. These rotations consist of five weeks in a particular pharmacy practice site.

Required rotations include:

- Medicine
- Ambulatory Care
- Hospital Practice
- Community Practice
- Community Management

Elective rotations will include rotations such as (but not limited to):

- Cardiology
- Infectious Diseases
- Pediatrics
- Compounding Pharmacy
- Pharmaceutical Industry Management

A comprehensive examination will be given at the end of the third year that will assess knowledge and skills acquired in the first three years. Students must pass this examination to progress to the Advanced Pharmacy Practice Experiences. Students that do not pass the exam will be allowed to take a remediation exam prior to the beginning of rotations. Failure to pass the remediation examination will result in dismissal from the program.

This curriculum, including active learning skills development time, is designed to develop the knowledge, professional skills, professional attitudes and values that are required for an entry-level pharmacist.

Requirements for Graduation

Each candidate for the degree of Doctor of Pharmacy (PharmD) must be of good moral character and have completed satisfactorily all academic requirements in the program of study. All requirements for the degree must be completed within six years from the date of initial matriculation. PharmD graduates must demonstrate that they have acquired competency in six basic areas of knowledge, skills and values: pharmacy knowledge and practice skills, patient care skills, communication/interpersonal skills, professionalism, understanding and skills in the use of information and empirical evidence, and skills in systems-based practice.

Licensure

In general, in order to take the pharmacist licensure examination, boards of

pharmacy will require successful completion of the requirements for the Doctor of Pharmacy degree from an accredited institution and completion of a certain number of hours as a pharmacy intern. In Georgia, applicants for pharmacist licensure must be at least 18 years of age, have graduated from an approved school of pharmacy and completed 1,500 hours of internship under the supervision of a registered pharmacist. Schools of pharmacy in Georgia allow students to claim credit for 1,000 internship hours obtained during experiential rotations and the student is required to obtain 500 additional hours on his or her own as a licensed pharmacy intern. An applicant may register with the Georgia Board of Pharmacy as a pharmacy intern if he or she is registered in an accredited school/college of pharmacy.

All students at the PCOM School of Pharmacy – Georgia Campus are required to obtain their Georgia intern license during the first semester and the School will assist with the application process. Any student found to be ineligible to be licensed as a pharmacy intern in the state of Georgia, at any time during his or her tenure at the PCOM School of Pharmacy – Georgia Campus, will be dismissed from the program. PCOM students must maintain their intern license in order to legally participate in the experiential pharmacy rotations. The licensure requirements for pharmacists and pharmacy interns vary by state and it is recommended that applicants inquire with the board of pharmacy in the state where they intend to practice if they have any questions.

GRADUATE PROGRAMS

Clinical Psychology – Doctor of Psychology (PsyD)

PCOM's Psychology Department presents a practitioner-scholar program that prepares graduates for leadership roles in clinical psychology. The PsyD program is a multi-year American Psychological Association accredited curriculum designed for in-career professionals. The curriculum integrates the Department of Psychology's interdisciplinary core graduate courses, the competencies listed by the National Council of Schools of Professional Psychology, and the core areas of the American Psychological Association and the National Register. Successful completion of the program allows the graduate to qualify for the Examination for Professional Practice of Psychology (EPPP) for licensure as a psychologist. The PsyD program has four major components:

1. The sequence of courses, which includes a minimum of eight terms of practicum experience.
2. Passing the three-part comprehensive examination. Completion of the first two portions of the comprehensive examination makes students eligible to begin the dissertation process.
3. Completing a dissertation.
4. Completing a clinical psychology internship. Successful completion of the first three years of coursework and the comprehensive examination confers doctoral candidate status on the PsyD student, who may then proceed to internship. Upon completion of the comprehensive examination and admission to doctoral candidacy, students are awarded a master of science in clinical psychology.

School Psychology – Doctor of Psychology (PsyD)

The PsyD in the School Psychology program is intended for specialist-level certified school psychologists and requires the MA or MS and specialist level training (minimum) of 60 graduate credits as a prerequisite. One 3-credit course in each of the core foundation areas including: ethics, research, statistics, psychometric theory, biological basis of behavior, cognitive-affective bases of behavior, social bases of behavior, and individual differences as well as courses in consultation and educational assessment is required. The doctoral program requires 61 credits beyond the specialist level, with coursework in professional school psychology, consultation/intervention, development, cognitive therapy, community psychology, assessment and electives. Students must complete a doctoral level internship and dissertation. The School Psychology program offers both a therapy-focused emphasis and a school neuropsychology emphasis with classes in a traditional evening on-campus schedule. The program is approved by the National Association of School Psychology (NASP) and is accepted by the Association of State and Provincial Psychology Boards (ASPPB) as a doctoral psychology program meeting designation criteria.

School Psychology – Master of Science (MS)

The Master of Science in School Psychology program is designed to provide students with a broad theoretical and practical background in psychology, behavior analysis, child development, learning and research. The program requires 33 credits of graduate study and a comprehensive examination. Upon completion of the MS degree, students have fulfilled the required coursework to continue progress towards school psychology certification via the Educational Specialist (EdS) degree and/or have the required coursework to continue to accrue supervised experience towards Behavior Analysis Certification. Students who would like to continue working toward becoming a certified school psychologist can apply to the Educational Specialist in School Psychology Program. The coursework is approved by the Behavior Analyst Certification Board (BACB) and the MS/EdS program combined is approved by the National Association of School Psychologists (NASP).

School Psychology – Educational Specialist (EdS)

The Educational Specialist program, in combination with the MS in School Psychology or its equivalent, prepares students for a career in school psychology. The program is an applied professional psychology curriculum focusing on the interrelation of school learning and social, emotional and behavioral functioning and requires 45 graduate credits beyond the master's degree. Upon completion of program requirements and a satisfactory score on the PRAXIS I exam, graduates can attain school psychologist certification by the Commonwealth of Pennsylvania and apply for national (NCSP) certification eligibility. The program is NASP-approved. Upon approval, students may satisfy master-level prerequisites with MS School Psychology offerings.

Counseling and Clinical Health Psychology – Master of Science (MS)

Graduates of the Master of Science in Counseling and Clinical Health Psychology program are prepared to provide evaluation, counseling and therapy services to clients in a variety of clinical settings with an emphasis on using psychological interventions in the treatment of medical problems. This two-year, 48-credit program trains mental health care providers to work in primary care settings, collaborating with the primary care physician utilizing a biopsychosocial model. The MS curriculum, in conjunction with four certificate of advanced graduate studies (CAGS) courses, is designed to fulfill the course requirements for the Pennsylvania Licensed Professional Counselor Examination. Students may also elect a concentration in addictions and offender counseling. Applicants to the MS program must have a bachelor's degree from an accredited institution.

Organizational Development and Leadership – Master of Science (MS)

Designed for the working professional, the Master of Science in Organizational Development and Leadership program uses a unique combination of organization development theory and individual self-discovery to provide an essential leadership perspective. This dynamic 36-credit action learning program is designed to integrate psychological theory and action research to enhance the skills, competencies and techniques of organizational leaders as

practitioner scholars.

The program prepares adult learners to better understand organizations as dynamic systems. The integration of 'theory-in-practice' supports intentional inquiry, discovery and intervention design processes necessary to support the development and health of the organization at individual, group and organization levels. The philosophy and practice of the program is to teach adult learners to take a 'whole systems' approach to inquiry and intervention design, realizing when there is an intervention in any one part of an organization's system, there is impact on the whole system. Coordinated by the Department of Psychology, the coursework is scheduled in evenings and on weekends. The program is offered at both campuses.

Biomedical Sciences – Master of Science (MS)

The PCOM Graduate Program in Biomedical Sciences provides an opportunity for students with baccalaureate degrees to study the biomedical sciences as preparation for science careers or professional study. All students enter the program as candidates for the two year master of science degree. The first year of the program presents a broad content base in the basic biomedical sciences with a strong emphasis on human medicine and clinical applications of the material, followed by a concentration in the second year. Upon successful completion of the first year of the graduate program, students are awarded a Certificate of Graduate Study. Degree completion concentrations are offered in biomedical research (thesis), organizational leadership in the biosciences, and forensic biology. A non-thesis master of science in advanced topics in biomedicine and a two year thesis research option are also available at PCOM's Georgia Campus.

Physician Assistant Studies – Master of Science (MS in Health Sciences)

PCOM offers a full-time 26-month graduate-level program in physician assistant studies. The program provides a comprehensive didactic and laboratory year followed by a year of clinical preceptorships in a diverse variety of clinical areas. All students complete a research practicum as part of the program.

Students may also progress to the graduate program via collaborations between PCOM and three select partner institutions: the University of the Sciences (Philadelphia, PA), Brenau University (Gainesville, GA), and Thomas University (Thomasville, GA). Students following this pathway matriculate into a physician assistant pre-professional program, leading to a bachelor of science degree from the undergraduate institution. Students who meet progression standards of the undergraduate institution and the PCOM graduate program may then progress to the professional phase, leading to a Master of Science in Health Sciences from PCOM. For requirements and details on each program, please contact the respective undergraduate institution.

Forensic Medicine – Master of Science (MS)

The Master's Degree in Forensic Medicine program is intended for professionals who desire advanced knowledge, skills and credentialing in this specialized

health area. Law enforcement professionals, nurse practitioners, paramedics and other mid-level health professionals seeking a graduate degree can benefit from this program, which is scheduled in evening and weekend sessions to accommodate the working professional. The forensic medicine program focuses on the emerging demand for medico-legal investigations by medical examiner staff and provides a foundation in forensic investigations and autopsy skills.

Forensic Medicine Pathway Program

The Pathway program is designed for non-science majors who are interested in forensic medicine and who possess a bachelor's degree in a forensic-related field (e.g., criminal justice, psychology, sociology or anthropology). This program is designed to allow those without a strong science background to receive the necessary preparation for the Master of Science in Forensic Medicine program. The Pathway program is a 14-week preparatory course in general biology and human anatomy and physiology that lasts from May to August. Upon successful completion, the student will enter the Master of Science in Forensic Medicine degree program starting the following Fall term. (Please note that no degree or certificate is awarded upon completion of the Pathway program.)

Post-Doctoral Certificate in Psychology

PCOM's Post-Doctoral Certificates in Clinical Health Psychology and in Clinical Neuropsychology each provide one year (16 and 19 credits respectively) of specialty training to doctoral-level psychologists or current PCOM Clinical PsyD students that will enable them to render ethical comprehensive services in medical settings and to medical patients.

Certificate of Advanced Graduate Studies in Psychology

This program provides graduate-level psychology and counseling courses to individuals seeking to meet credentialing requirements or augment their training. The Psychology Department offers two CAGS specialization tracks: Certificate of Advanced Graduate Study in Cognitive Behavior Therapy and Certificate of Advanced Graduate Study in Professional Psychology. Applicants for a Certificate of Advanced Graduate Study must have completed a master's degree in psychology, counseling or a related discipline. Students will complete 12 graduate credits to earn the certificate. Classes are held on weekday evenings and on some weekends.

The Cognitive Behavior Therapy (CBT) Track is designed to train mental health professionals in the application, theory and advanced practice of cognitive behavior therapy. A 6-credit cognitive behavior therapy seminar taught by Arthur Freeman, EdD, ABPP, forms the basis of this program. This seminar runs from September through June and is held on one Saturday a month plus one full Sunday. In addition, students complete two 3-credit courses taught with a cognitive behavior therapy focus.

The Professional Psychology Track is an individualized program designed to provide mental health professionals with the courses necessary to take the

licensing exam that leads to a Licensed Professional Counselor (LPC) credential in Pennsylvania and the National Certified Counselor (NCC) credential. These courses may be used in conjunction with an earned master's degree from an accredited college to complete the 60 course credits required to take the LPC licensing exam. For additional information regarding Pennsylvania state licensing requirements, students are encouraged to visit the Web site for the Pennsylvania State Board of Social Workers, Marriage and Family Therapists and Professional Counselors. Students needing more than 12 credits to take the licensure examination may take up to two additional graduate courses offered within PCOM's MS program in Counseling and Clinical Health Psychology at the discretion of the program director.

Department of Psychology
Philadelphia College of Osteopathic Medicine
4190 City Avenue
Philadelphia, PA 19131
215-871-6442 or 215-871-6458 (fax)

Respecialization in School Psychology

Respecialization candidates who have already completed a doctoral degree in psychology may apply for admission to respecialize in School Psychology. The criteria for acceptance in School Psychology are the same criteria required of applicants requesting admission to the School Psychology Doctoral program. The timeline to complete the respecialization program as well as the number of credits required will be determined upon a full application review.

Respecialization in Clinical Psychology

Respecialization candidates who have already completed a doctoral degree in psychology may apply to admission to respecialize in Clinical Psychology. The criteria for acceptance to respecialize in Clinical Psychology are the same criteria required of applicants requesting admission to the Clinical Psychology Doctoral program. The timeline to complete the respecialization program as well as the number of credits required will be determined upon a full application review.

SYNOPSIS OF CURRICULA

Doctor of Osteopathic Medicine – Philadelphia Campus

First Year

TERM 1 (FALL)

<u>Course No</u>	<u>Course Title</u>	<u>Credits</u>
DO 111	Structural Principles of Osteopathic Medicine	13
DO 139A	Osteopathic Principles and Practice I	2
DO 140A	Primary Care Skills I	1
Total Credits		16

TERM 2 (WINTER)

<u>Course No</u>	<u>Course Title</u>	<u>Credits</u>
DO 121	Cellular and Molecular Basis of Medicine	14
DO 139B	Osteopathic Principles and Practice II	2
DO 140B	Primary Care Skills II	1
Total Credits		17

TERM 3 (SPRING)

<u>Course No</u>	<u>Course Title</u>	<u>Credits</u>
DO 133	Emergency Medicine I	1
DO 134	Cardiovascular, Renal and Pulmonary Medicine	12
DO 139C	Osteopathic Principles and Practice III	2
DO 140C	Primary Care Skills III	1
DO 144	Clinical Reasoning in Basic Sciences I	1
Total Credits		17

All first year courses must be completed prior to beginning the second year courses.

Doctor of Osteopathic Medicine – Philadelphia Campus

Second Year

TERM 1 (FALL)

Course No	Course Title	Credits
DO 145	Clinical Reasoning in Basic Sciences II	1
DO 212	Gastroenterological Sciences	5
DO 213	Reproductive Genitourinary and Obstetrics, Gynecologic Medicine	8
DO 224	Rheumatic Disease	1
DO 238A	Preventive and Community-Based Medicine I	1
DO 239A	Osteopathic Principles and Practice IV	2
DO 240A	Primary Care Skills IV	1
DO 311	Medical Law	2
Total Credits		21

TERM 2 (WINTER)

Course No	Course Title	Credits
DO 221	Clinical Endocrinology	3
DO 222	Clinical and Basic Neuroscience	13
DO 232	Dermatology	1
DO 238B	Preventive and Community-Based Medicine II	1
DO 239B	Osteopathic Principles and Practice V	2
DO 240B	Primary Care Skills V	1
Total Credits		21

TERM 3 (SPRING)

Course No	Course Title	Credits
DO 146	Comprehensive Basic Science Review and Synthesis	1
DO 231	General Surgery	3
DO 233	Life Stages: Clinical Geriatrics and Pediatrics	4
DO 235	Emergency Medicine II	1
DO 236	Eyes, Ears, Nose and Throat	1
DO 238C	Preventive and Community-Based Medicine III	1
DO 239C	Osteopathic Principles and Practice VI	2
DO 240C	Primary Care Skills VI	1
Total Credits		14

Third and Fourth Year DO Program Clinical Clerkship Curriculum – Philadelphia Campus

Third Year (12 Months)

ROTATION	CREDIT HOURS
Advanced Clinical Skills	17*
Elective (1)	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 (5)	85
Emergency Medicine	17
Healthcare Center	
Rural	17
Urban (2)	34
Internal Medicine	17
Medicine Sub-Internship	17

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.

Doctor of Osteopathic Medicine – Georgia Campus

First Year

TERM 1 (FALL)

Course No	Course Title	Credits
DO 111G	Structural Principles of Osteopathic Medicine	13
DO 138AG	Preventive and Community-Based Medicine I	1
DO 139AG	Osteopathic Principles and Practice I	2
DO 140AG	Primary Care Skills I	2
Total Credits		18

TERM 2 (WINTER)

Course No	Course Title	Credits
DO 121G	Cellular and Molecular Basis of Medicine	14
DO 138BG	Preventive and Community-Based Medicine II	1
DO 139BG	Osteopathic Principles and Practice II	2
DO 140BG	Primary Care Skills II	2
Total Credits		19

TERM 3 (SPRING)

Course No	Course Title	Credits
DO 130G	Basic and Clinical Neurosciences	14
DO 133G	Emergency Medicine I	1
DO 138CG	Preventive and Community-Based Medicine III	1
DO 139CG	Osteopathic Principles and Practice III	2
DO 140CG	Primary Care Skills III	2
Total Credits		20

Doctor of Osteopathic Medicine – Georgia Campus

Second Year

TERM 1 (FALL)

Course No	Course Title	Credits
DO 134G	Cardiovascular, Pulmonary and Renal Medicine	12
DO 144G	Clinical Reasoning in Basic Sciences	1
DO 214G	Musculoskeletal/Skin I	2
DO 239AG	Osteopathic Principles and Practice IV	2
DO 240AG	Primary Care Skills IV	1
DO 311G	Medical Law	2
Total Credits		20

TERM 2 (WINTER)

Course No	Course Title	Credits
DO 211G	Basic and Clinical Endocrinology	3
DO 212G	Gastroenterology	4
DO 213G	Reproductive and Genitourinary Sciences	6
DO 214AG	Musculoskeletal/Skin II	2
DO 239BG	Osteopathic Principles and Practice V	2
DO 240BG	Primary Care Skills V	1
Total Credits		18

TERM 3 (SPRING)

Course No	Course Title	Credits
DO 215G	Psychiatry	2
DO 232G	Surgery, Ophthalmology, ENT	2
DO 233G	Life Stages: Geriatrics and Pediatrics	2
DO 235G	Emergency Medicine II	2
DO 239CG	Osteopathic Principles and Practice VI	2
DO 240CG	Primary Care Skills VI	1
Total Credits		11

Total credits first and second year 106

Third and Fourth Year DO Program Clinical Clerkship Curriculum – Georgia Campus

Third Year

ROTATION	CREDIT HOURS
Advanced Clinical Skills	17*
Elective	17
Emergency Medicine	17
Family Medicine	17
General Internal Medicine	17
General Surgery	17
Internal Medicine Selective	17
Obstetrics and Gynecology	17
OMM/Family Medicine	17
Pediatrics	17
Psychiatry	17
Surgery Selective	17

Fourth Year

ROTATION	CREDIT HOURS
Adult Geriatric Medicine	17
Electives (5)	85
Internal Medicine – Ambulatory	17
Internal Medicine	
Sub-Internship/elective	17
Underserved/Rural Family Medicine	34
Surgery Sub-Internship/elective	17

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.

Doctor of Pharmacy – Georgia Campus

First Year

TERM 1 (FALL)

Course No	Course Title	Credits
PHAR 011G	Portfolio	0
PHAR 110G	Anatomy	2
PHAR 112G	Anatomy Laboratory	1
PHAR 116G	Introduction to Drugs	3
PHAR 119G	Pharmacy Communications	2
PHAR 134G	Introduction to Biostatistics	1
PHAR 150G	Biochemistry	3
PHAR 171G	IPPE Institutional*	1
	or	
PHAR 172G	IPPE Community I	1
	Total Credits	13

TERM 2 (WINTER)

Course No	Course Title	Credits
PHAR 012G	Portfolio	0
PHAR 113G	Physiology and Pathophysiology I	4
PHAR 121G	Health Care Systems	2
PHAR 141G	Pharmaceutics	3
PHAR 145G	Pharmaceutical Calculations	2
PHAR 155G	Pharmacy Practice Laboratory I	1
PHAR 171G	IPPE Institutional	1
	or	
PHAR 172G	IPPE Community I	1
	Total Credits	13

TERM 3 (SPRING)

Course No	Course Title	Credits
PHAR 013G	Portfolio	0
PHAR 114G	Physiology and Pathophysiology II	4
PHAR 162G	Pharmaceutics Laboratory	1
PHAR 164G	Pharmacy Administration	3
PHAR 167G	OTC	2
PHAR 169G	Biopharmaceutics	3
PHAR 171G	IPPE Institutional	1
	or	
PHAR 172G	IPPE Community I	1
	Total Credits	14

*Each student will be randomly assigned IPPE for two out of the three terms during the first year. Credit will be assigned in those two terms only.

Doctor of Pharmacy – Georgia Campus

Second Year

TERM 1 (FALL)

Course No	Course Title	Credits
PHAR 021G	Portfolio	0
PHAR 211G	Integrated Therapeutics I	4
PHAR 214G	Case Studies	1
PHAR 224G	Immunology and Microbiology	4
PHAR 246G	Pharmacy Practice	3
PHAR 256G	Pharmacy Practice Laboratory II	1
PHAR 261G	IPPE Community II *	1
	or	
PHAR 262G	IPPE Longitudinal	1
	Total Credits	14

TERM 2 (WINTER)

Course No	Course Title	Credits
PHAR 022G	Portfolio	0
PHAR 212G	Integrated Therapeutics II	4
PHAR 215G	Case Studies	1
PHAR 227G	Pharmacokinetics	3
PHAR 241G	Infectious Disease I	3
PHAR 261G	IPPE Community II	1
	or	
PHAR 262G	IPPE Longitudinal	1
	Total Credits	12

TERM 3 (SPRING)

Course No	Course Title	Credits
PHAR 023G	Portfolio	0
PHAR 213G	Integrated Therapeutics III	4
PHAR 216G	Case Studies	1
PHAR 242G	Infectious Disease II	3
PHAR 271G	Biostatistics	3
PHAR 281G	Dietary Supplements	2
PHAR 261G	IPPE Community II	1
	or	
PHAR 262G	IPPE Longitudinal	1
PHAR 299G	Comprehensive Examination Second Year	0
	Total Credits	14

*Each student will be randomly assigned IPPE for two out of the three terms during the second year. Credit will be assigned in those two terms only.

Doctor of Pharmacy – Georgia Campus

Third Year

TERM 1 (SUMMER)

Course No	Course Title	Credits
PHAR 331G	IPPE III	1
Total Credits		1

TERM 2 (FALL)

Course No	Course Title	Credits
PHAR 031G	Portfolio	0
PHAR 311G	Integrated Therapeutics IV	4
PHAR 314G	Clinical Pharmacy	3
PHAR 315G	Case Studies	1
PHAR 321G	Pharmacy Practice Laboratory III	1
PHAR 323G	Drug Literature Evaluation	3
	Elective	2
Total Credits		14

TERM 3 (WINTER)

Course No	Course Title	Credits
PHAR 032G	Portfolio	0
PHAR 312G	Integrated Therapeutics V	4
PHAR 316G	Case Studies	1
PHAR 346G	Pharmacoeconomics	3
PHAR 351G	Toxicology	3
	Elective	2
Total Credits		13

TERM 4 (SPRING)

Course No	Course Title	Credits
PHAR 033G	Portfolio	0
PHAR 317G	Case Studies	1
PHAR 368G	Pharmacy Law and Ethics	4
PHAR 375G	Capstone	4
PHAR 377G	Seminar	1
PHAR 399G	Comprehensive Examination Third Year	0
	Elective	2
Total Credits		12

Doctor of Pharmacy – Georgia Campus

Fourth Year

TERM 1 (SUMMER)

Course No	Course Title	Credits
	APPE I	4
	APPE II	4
	Total Credits	8

TERM 2 (FALL)

Course No	Course Title	Credits
	APPE III	4
	APPE IV	4
	Total Credits	8

TERM 3 (WINTER)

Course No	Course Title	Credits
	APPE V	4
	APPE VI	4
	Total Credits	8

TERM 4 (SPRING)

Course No	Course Title	Credits
	APPE VII	4
	APPE VIII	4
	Total Credits	8

Total credits required for completion of PharmD degree 151

Graduate Programs

Biomedical Sciences – Master of Science – Philadelphia Campus

All first year courses are required. Students must declare the concentration by the end of their first year. Concentrations offered are:

- Biomedical Science – Research
- Biomedical Science – Forensic Biology
- Biomedical Science – Organizational Leadership in the Biosciences

First Year

TERM 1 (FALL)

Course No	Course Title	Credits
BIOM 501	Molecular Basis of Medicine	7
BIOM 502	The Infectious Process	3
Total Credits		10

TERM 2 (WINTER)

Course No	Course Title	Credits
BIOM 503	Human Anatomy	6
BIOM 504	Histology	4
Total Credits		10

TERM 3 (SPRING)

Course No	Course Title	Credits
BIOM 505	Neurosciences	3
BIOM 506	Medical Pharmacology	3
BIOM 507	Physiology	3
Total Credits		9

Total credits first year 29

**Biomedical Science – Master of Science – Research Concentration
– Philadelphia Campus**

Second Year

TERM 1 (FALL)*

Course No	Course Title	Credits
BIOM 690	Research Methods	1
BIOM 691	Biomedical Science Research I**	6
Total Credits		7

TERM 2 (WINTER)

Course No	Course Title	Credits
BIOM 692	Biomedical Science Research II	7
Total Credits		7

TERM 3 (SPRING)

Course No	Course Title	Credits
BIOM 693	Biomedical Science Research III	7
Total Credits		7

TERM 4

Course No	Course Title	Credits
BIOM 693	Biomedical Science Research III	3
Total Credits		3

Total credits required beyond certificate for degree completion 24

* The Research Concentration can begin in the Summer or Fall after the first year of program. If starting in Summer, registration is 3 credits for Summer and 6 credits for Fall, Winter and Spring.

**Journal Club is a component of BIOM 691, 692 and/or 693.

If the thesis is not successfully defended upon completion of 24 credits, students must register for BIOM 699 thesis continuation

**Biomedical Science – Master of Science – Forensic Biology
Concentration – Philadelphia Campus**

Forensic biology track students receive practical instruction through coursework and an integrated Capstone course. The forensic biology track is a combination of online instruction and intensive weekend sessions. The weekend sessions are held at the Philadelphia Campus.

Second Year

TERM 1 (FALL)

Course No	Course Title	Credits
FMED 500	Pathology for Forensic Medicine	4
Total Credits		4

TERM 2 (WINTER)

Course No	Course Title	Credits
FMED 501	Principles of Forensic Medicine I	6
Total Credits		6

TERM 3 (SPRING)

Course No	Course Title	Credits
FMED 502	Principles of Forensic Medicine II	6
Total Credits		6

Third Year

TERM 1 (SUMMER)

Course No	Course Title	Credits
FMED 508	Capstone Integrated Experience	8
Total Credits		8

Forensic Biology Concentration courses start in the Fall.

Biomedical Science – Master of Science – Organizational Leadership in the Biosciences Concentration – Philadelphia Campus

Students may choose to complete the MS in a concentration that focuses on the application of leadership and organizational skills in developing the student's ability to lead organizational change that achieves desired organizational results. Instruction is conducted in the evening and weekends at the Philadelphia Campus and comprises 21 credits of organizational leadership concentration coursework as follows:

Course No	Course Title	Credits
ODL 501	Foundations and Systems of Organizational Development	3
ODL 508	Leadership for Practitioners	3
ODL 510	Capstone: Action Research Project	3
ODL 516	Developing Systems Literacy: Organization Workshop (T)	3
ODL 517	Communication Skills for Leaders (T)	3

ELECTIVES (Choose two from the list below)

Course No	Course Title	Credits
ODL 504	Personal and Professional Development	3
ODL 506	Social Factors and Cultural Diversity	3
ODL 514	Managing Emotional Systems in the Workplace	3
ODL 519	Strategic Change: Planning for Organizational Success (T)	3
ODL 520	Appreciative Inquiry (T)	3

Total credits required beyond certificate for degree completion 21

Organizational Leadership in the Biosciences Concentration can begin in either Summer or Fall.

(T) Turbo class held in an accelerated weekend format.

Biomedical Sciences – Master of Science – Georgia Campus

All students other than those entering the two year Master of Science Research program, must complete all first year courses and must declare the concentration by the end of their first year. Concentrations offered are:

Biomedical Sciences – Non-Thesis

Biomedical Sciences – Thesis

Biomedical Sciences – Forensic Biology – Courses offered Philadelphia campus only

Biomedical Sciences – Organizational Leadership in the Biosciences

First Year

TERM 1 (FALL)

Course No	Course Title	Credits
BIOM 549G	Scientific Communication	2
BIOM 550G	Research Survey Seminar	1
BIOM 553G	Basic Concepts in Biomedical Modeling	2
BIOM 558G	Biochemistry, Cellular and Molecular Biology	5
Total Credits		10

TERM 2 (WINTER)

Course No	Course Title	Credits
BIOM 557G	Microscopic Anatomy and Embryology	4
BIOM 559G	Biostatistics	1
BIOM 560G	Human Anatomy and Physiology I	5
Total Credits		10

TERM 3 (SPRING)

Course No	Course Title	Credits
BIOM 554G	Neuroscience	4
BIOM 561G	Human Anatomy and Physiology II	5
Total Credits		9

Total credits required for completion of first year 29

Biomedical Sciences – Master of Science
Non-Thesis Concentration – Georgia Campus

Second Year

TERM 1 (FALL)

Course No	Course Title	Credits
BIOM 618G	Epidemiology	2

Choose one of the following groups:

Group 1

BIOM 610G	Medical Immunology	3
BIOM 611G	Medical Microbiology	3

or

Group 2

BIOM 612G	The Historical Development of Current Themes in Biomedical Science Research*	2
BIOM 613G	Molecular Genetics	3

And one of the following courses:**

BIOM 607G	Independent Study/Scientific Composition	1
or		
BIOM 650G	Special Topics in Biomedical Sciences Research and Methods	1

Total credits for the term will depend on which Group option is chosen.

Group 1 Total credits for the term	9
Group 2 Total credits for the term	8

*Students registering for BIOM 612G The Historical Development of Current Themes in Biomedical Science Research are required to take BIOM 616G Experimental Design and Data Analysis in Biomedical Research in Spring term.

**Once a student chooses either BIOM 607G or BIOM 650G he/she must continue with that sequence in the subsequent two terms.

Biomedical Sciences – Master of Science
Non-Thesis Concentration – Georgia Campus

TERM 2 (WINTER)

Course No	Course Title	Credits
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Two of the following four electives:

BIOM 603G	Concepts in Pharmacology and Toxicology	4
BIOM 604G	Nutritional Biochemistry	4
BIOM 614G	Developmental Neuroscience	4
BIOM 615G	Vascular Control Mechanisms	4

And one of the following courses:

BIOM 607G	Independent Study/Scientific Composition	1
or		
BIOM 650G	Special Topics in Biomedical Sciences Research and Methods	1
Total Credits		9

TERM 3 (SPRING)

Course No	Course Title	Credits
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Group 1

BIOM 617G	Stem Cell Biology	3
or		

Group 2

BIOM 606G	Analytical Reading–Molecular Mechanisms	2
or		
BIOM 616G	Experimental Design and Data Analysis in Biomedical Research	2

And one from the following:

BIOM 607G	Independent Study/Scientific Composition	4
or		
BIOM 650G	Special Topics in Biomedical Sciences Research and Methods	4

Total credits for the term will depend on which Group option is chosen.

Group 1 Total credits for the term	7
Group 2 Total credits for the term	6

Total credits required for completion of Year 2	24
Total credits for MS degree completion	53

Biomedical Sciences – Master of Science Thesis Concentration
– Georgia Campus

Course No	Course Title	Credits
BIOM 618G	Epidemiology	2
BIOM 691G-693G	Biomedical Research/Elective Courses	5-22
Total credits required for completion of Year 2		24
Total credits required for MS degree completion		53

Year 2 Research: Graduate students under the supervision of a mentor will be required to take Biostatistics/Epidemiology and can enroll in other Year 2 courses as advised by their mentor. In addition, they will be expected to be full-time students and be present on campus or in a lab for the time required to meet their advisor's expectations. All Thesis students will fill out the balance of their second year with research hours unless their mentor requests that they take additional hours of upper level coursework specific to their area of focus. In no case will a student enroll in less than 12 hours of Biomedical Research-693G to fulfill the research and Thesis requirement. It should be noted by all students looking at this track that there is an expectation that full-time graduate students during this year will be engaged in research the entire year and that students should plan on utilizing the summer between years one and two to fulfill requirements in research orientation within a given lab.

Biomedical Sciences – Master of Science
Organizational Leadership in the Biosciences Concentration –
Georgia Campus

Students may choose to complete the MS in a concentration that focuses on the application of leadership and organizational skills in developing the student’s ability to lead organizational change that achieves desired organizational results. Instruction is conducted in the evening and on weekends at the Georgia Campus and comprises 21 credits of organizational leadership concentration coursework as follows:

Course No	Course Title	Credits
ODL 501G	Foundations and Systems of Organizational Development	3
ODL 504G	Personal and Professional Development	3
ODL 510G	Capstone: Action Research Project	3
ODL 512G	Small and Large Systems Diagnosis and Changes	3
ODL 517G	Communication Skills for Leaders (T)	3

ELECTIVES Choose two from the list below

Course No	Course Title	Credits
ODL 506G	Social Factors and Cultural Diversity	3
ODL 508G	Leadership for Practitioners	3
ODL 514G	Managing Emotional Systems in the Workplace	3
ODL 516G	Developing Systems Literacy: Organization Workshop (T)	3
ODL 519G	Strategic Change: Planning for Organizational Success	3
ODL 520G	Appreciative Inquiry (T)	3

Total credits required beyond certificate for degree completion 21

Organizational Leadership in the Biosciences Concentration can begin in either Summer or Fall.

(T) Turbo class held in an accelerated weekend format.

**Biomedical Sciences – Master of Science Two Year Research
Track – Georgia Campus**

First Year

A minimum of 29 hours of credit is required to be taken with coursework to consist of:

Course No	Course Title	Credits
BIOM 559G	Biostatistics	1

A minimum of twelve credit hours of coursework to be taken from the first year curriculum. Student's thesis mentor and Program Director approval is required.

Sixteen credit hours will be taken as Research Credit BIOM 693G Biomedical Research.

Total first year credit hours 29

Second Year

A minimum of 24 hours of credit is required to be taken with course work to consist of:

Course No	Course Title	Credits
BIOM 618G	Epidemiology	2

Minimum of four credit hours of coursework to be taken from the second year curriculum. Student's thesis mentor and Program Director approval is required.

BIOM 691G-693G Biomedical Research for remaining credit hours

Total second year credit hours 24

Total credit hours required for MS degree completion 53

Master of Science – Forensic Medicine – Philadelphia Campus

First Year

All first year courses are on-campus courses.

TERM 1 (FALL)

Course No	Course Title	Credits
FMED 500	Pathology for Forensic Medicine	4
Total Credits		4

TERM 2 (WINTER)

Course No	Course Title	Credits
FMED 501	Principles of Forensic Medicine I	6
Total Credits		6

TERM 3 (SPRING)

Course No	Course Title	Credits
FMED 502	Principles of Forensic Medicine II	6
Total Credits		6

Master of Science – Forensic Medicine – Philadelphia Campus

Second Year

All second year courses are online courses.

TERM 1 (SUMMER)

Course No	Course Title	Credits
FMED 504	Research Design and Methodology	4
Total Credits		4

TERM 2 (FALL)

Course No	Course Title	Credits
FMED 506	Evidence-Based Forensic Medicine	4
Total Credits		4

TERM 3 (WINTER)

Course No	Course Title	Credits
FMED 505	Bioethics in Professional Practice	4
Total Credits		4

TERM 4 (SPRING)

Course No	Course Title	Credits
FMED 513	Law and Evidentiary Procedure	4
Total Credits		4

Third Year

TERM 1 (SUMMER)

Course No	Course Title	Credits
FMED 508	Capstone Integrated Experience	8
Total Credits		8

Total credits required for degree completion 40

Master of Science – Physician Assistant Studies
– Philadelphia Campus

First Year

TERM 1 (SUMMER)

Course No	Course Title	Credits
PHYA 502	Human Gross Anatomy	6
PHYA 519	Human Physiology	4
Total Credits		10

TERM 2 (FALL)

Course No	Course Title	Credits
PHYA 501	Pharmacological Concepts and Pharmacotherapeutics	2
PHYA 503	History Taking and Physical Examination	10
PHYA 514	Professional Practice Issues and Health Policy	2
PHYA 531	Community Health Service	2
PHYA 534	Introduction to Pathogenesis and Clinical Genetics	1
PHYA 542	Research Methods	1
Total Credits		18

TERM 3 (WINTER)

Course No	Course Title	Credits
PHYA 510	Clinical Medicine I	10
PHYA 515	Medicine, Law and Health Care Ethics	1
PHYA 520	Pharmacology I	2
PHYA 535	Pathology I	2
PHYA 543	Evidence-Based Medicine	2
Total Credits		17

TERM 4 (SPRING)

Course No	Course Title	Credits
PHYA 511	Clinical Medicine II	10
PHYA 521	Pharmacology II	2
PHYA 536	Pathology II	2
PHYA 549	Radiology for the Physician Assistant	2
Total Credits		16

Master of Science – Physician Assistant Studies
– Philadelphia Campus

Second Year

TERM 1 (SUMMER)

Course No	Course Title	Credits
PHYA 512	Clinical Medicine III	10
PHYA 522	Pharmacology III	1
PHYA 530	Behavioral Medicine and Psychiatry	2
PHYA 537	Pathology III	2
Total Credits		15

All first and second year courses must be completed prior to beginning clinical preceptorships.

**TERM 2 THROUGH TERM 4 (FALL, WINTER AND SPRING)
 PRECEPTORSHIPS**

Course No	Course Title	Credits
PHYA 550	Family Medicine Preceptorship	10
PHYA 551	Internal Medicine Preceptorship	10
PHYA 553	Emergency Medicine Preceptorship	10
PHYA 554	Gynecology/Prenatal Preceptorship	10
PHYA 555	General Surgery Preceptorship	10
PHYA 556	Behavioral Medicine and Long Term Care Preceptorship	10
PHYA 557	Pediatrics Preceptorship	10
Total Credits		70

Third Year

TERM 1 (SUMMER: MAY THROUGH END OF JULY)

Course No	Course Title	Credits
PHYA 558	Elective Preceptorship	6
PHYA 560	Research Practicum	2
PHYA 562	Comprehensive Preceptorship Review	3
Total Credits		11

Total credits required for degree completion 157

**Master of Science – Organizational Development and Leadership
– Philadelphia Campus**

Six Required Courses

Course No	Course Title	Credits
ODL 501	Foundations and Systems of Organizational Development	3
ODL 504	Personal and Professional Development	3
ODL 505	Team Dynamics	3
ODL 510	Capstone (completed in the last term)	3
ODL 514	Managing Emotional Systems in the Workplace	3
ODL 517	Communication Skills for Leaders (T)	3
Total Credits		18

Elective Courses – Choose six courses from list below

Course No	Course Title	Credits
ODL 502	Understanding the Business of Organizations	3
ODL 506	Social Factors and Cultural Diversity	3
ODL 507	Action Research in ODL: Capstone Project Preparation	3
ODL 508	Leadership for Practitioners	3
ODL 512	Small and Large Systems Diagnosis and Change	3
ODL 515	Project Management and Strategic Thinking	3
ODL 516	Developing Systems Literacy: Organizational Workshop (T)	3
ODL 518	Ethical Effectiveness	3
ODL 519	Strategic Change: Planning for Organizational Success (T)	3
ODL 520	Appreciative Inquiry (T)	3
ODL 522	Leader as Meeting Designer and Facilitator (T)	3
ODL 523	Adventure Leadership: Building Teams the Natural Way (T)	3
ODL 524	Coaching Skills for Leaders	3
ODL 525	Consulting Skills for Community Engagement	3
ODL 530	Special Topics in ODL	3
Total Credit to Complete Electives		18

Total credits required for degree completion 36

(T) Turbo class held in an accelerated weekend format.

**Master of Science – Organizational Development and Leadership
– Georgia Campus**

Six Required Courses

Course No	Course Title	Credits
ODL 501G	Foundations and Systems of Organizational Development	3
ODL 504G	Personal and Professional Development	3
ODL 505G	Team Dynamics	3
ODL 510G	Capstone (completed in the last term)	3
ODL 514G	Managing Emotional Systems in the Workplace	3
ODL 517G	Communication Skills for Leaders	3
Total Credits		18

Elective Courses – Choose six courses from list below

Course No	Course Title	Credits
ODL 502G	Understanding the Business of Organizations	3
ODL 506G	Social Factors and Cultural Diversity	3
ODL 507G	Action Research: Capstone Project Preparation	3
ODL 508G	Leadership for Practitioners	3
ODL 512G	Small and Large Systems Diagnosis (T)	3
ODL 515G	Project Management and Strategic Thinking	3
ODL 516G	Developing Systems Literacy: Organizational Workshop (T)	3
ODL 518G	Ethical Effectiveness	3
ODL 519G	Strategic Change: Planning for Organizational Success (T)	3
ODL 520G	Appreciative Inquiry (T)	3
ODL 522G	Designing Large Group Meetings: A Methodology for Building Community Align for Action	3
ODL 530G	Special Topics in ODL	3
Total Credits to Complete Electives		18

Total credits required for degree completion 36

(T) Turbo class held in an accelerated weekend format.

Master of Science – Counseling and Clinical Health Psychology
– Philadelphia Campus

GENERAL TRACK

First Year

TERM 1 (FALL)

Course No	Course Title	Credits
PSY 501	Theories of Personality	3
PSY 505	Clinical Assessment in Counseling Psychology	3
PSY 508	Developmental Psychology	3
Total Credits		9

TERM 2 (WINTER)

Course No	Course Title	Credits
PSY 503	Psychopathology	3
PSY 506	Foundations of Psychotherapy	3
PSY 552	Program Evaluation, Research Methods and Statistics	3
Total Credits		9

TERM 3 (SPRING)

Course No	Course Title	Credits
PSY 503	Psychopathology	3
PSY 506	Foundations of Psychotherapy	3
PSY 553	Counseling Health Psychology: Integrating Seminars	3
Total Credits		9

Master of Science – Counseling and Clinical Health Psychology
– Philadelphia Campus

GENERAL TRACK

Second Year

TERM 1 (SUMMER)

Course No	Course Title	Credits
PSY 504	Group Therapy	3
Total Credits		3

TERM 2 (FALL)

Course No	Course Title	Credits
PSY 502	Behavioral Change in Counseling Health Psychology . .	3
PSY 561	Practicum/Internship I	3
Total Credits		6

TERM 3 (WINTER)

Course No	Course Title	Credits
PSY 553	Counseling Health Psychology: Integrating Seminar . .	3
PSY 562	Internship II	3
Total Credits		6

TERM 4 (SPRING)

Course No	Course Title	Credits
PSY 563	Internship III	3
PSY 571	Career and Lifestyle Development	3
Total Credits		6

Total credits required for degree completion 48

Master of Science – Counseling and Clinical Health Psychology
– Philadelphia Campus

ADDICTIONS AND OFFENDER COUNSELING TRACK

First Year

TERM 1 (FALL)

Course No	Course Title	Credits
PSY 501	Theories of Personality	3
PSY 505	Clinical Assessment in Counseling Psychology	3
PSY 508	Developmental Psychology	3
Total Credits		9

TERM 2 (WINTER)

Course No	Course Title	Credits
PSY 503	Psychopathology	3
PSY 506	Foundations of Psychotherapy	3
PSY 552	Program Evaluation, Research Methods and Statistics	3
Total Credits		9

TERM 3 (SPRING)

Course No	Course Title	Credits
PSY 507	Social Psychology and Multicultural Competence	3
PSY 509	Tests and Measurements	3
PSY 510	Professional, Legal and Ethical Issues in Counseling	3
Total Credits		9

Master of Science – Counseling and Clinical Health Psychology
– Philadelphia Campus

ADDICTIONS AND OFFENDER COUNSELING TRACK

Second Year Tentative Schedule – Order of courses may change

TERM 1 (SUMMER)

Course No	Course Title	Credits
PSY 504	Group Therapy	3
Total Credits		3

TERM 2 (FALL)

Course No	Course Title	Credits
HPSY 504	Assessing and Treating Substance Use Disorders	3
HPSY 508	Biopsychosocial Basis of Addictions	3
PSY 561	Practicum/Internship I	3
Total Credits		9

TERM 3 (WINTER)

Course No	Course Title	Credits
HPSY 503	Psychology of Offenders and Offender Change	3
HPSY 509	Advanced Interventions in Addictions Counseling	3
PSY 562	Internship II	3
Total Credits		9

TERM 4 (SPRING)

Course No	Course Title	Credits
HPSY 507	Addictions and Correctional Counseling: Integrating Seminar	3
PSY 563	Internship III	3
PSY 571	Career and Lifestyle Development	3
Total Credits		9

Third Year

TERM 1 (SUMMER)

Course No	Course Title	Credits
HPSY 506	Child, Adolescent and Family Issues in Substance Use Disorders	3
Total Credits		3

Total credits required for degree completion 60

Certificate in Applied Behavioral Analysis
– Philadelphia Campus

TERM 1 (FALL)

Course No	Course Title	Credits
PSY 580	Basic Principles of Applied Behavior Analysis	3
PSY 581	Behavioral Assessment and Functional Analysis of Behavior	3
Total Credits		6

TERM 2 (WINTER)

Course No	Course Title	Credits
PSY 582	Behavior Modification in Applied Settings	3
PSY 583	Clinical Applications of Applied Behavioral Analysis	3
Total Credits		6

TERM 3 (SPRING)

Course No	Course Title	Credits
PSY 584	Integrating Seminar in Applied Behavioral Analysis	3
Total Credits		3

Total credits required for completion of certificate 15

Certificate of Advanced Graduate Studies
– Philadelphia Campus

COGNITIVE BEHAVIORIAL THERAPY

TERM 1 (FALL) This is a year-long course

Course No	Course Title	Credits
PSY 575	Cognitive Behavior Therapy	6
Total Credits		6

TERM 2 and 3 (WINTER and SPRING)

Course No	Course Title	Credits
.	Any two 3 credit PSY or HPSY courses	6
Total Credits		6

Total credits required for completion of certificate 12

For Professional Psychology, any 12 credits of HPSY courses.

Master of Science – Counseling and Clinical Health Psychology
– Philadelphia Campus

SCHOOL PSYCHOLOGY TRACK

First Year

TERM 1 (FALL)

Course No	Course Title	Credits
PSY 501	Theories of Personality	3
PSY 505	Clinical Assessment in Counseling Psychology	3
PSY 508	Developmental Psychology	3
Total Credits		9

TERM 2 (WINTER)

Course No	Course Title	Credits
PSY 503	Psychopathology	3
PSY 506	Foundations of Psychotherapy	3
PSY 552	Program Evaluation, Research Methods and Statistics	3
Total Credits		9

TERM 3 (SPRING)

Course No	Course Title	Credits
PSY 507	Social Psychology and Multicultural Competence	3
PSY 509	Tests and Measurements	3
PSY 510	Professional, Legal and Ethical Issues in Counseling	3
Total Credits		9

Master of Science – Counseling and Clinical Health Psychology
– Philadelphia Campus

SCHOOL PSYCHOLOGY TRACK

Second Year

TERM 1 (SUMMER)

Course No	Course Title	Credits
PSY 504	Group Therapy	3
Total Credits		3

TERM 2 (FALL)

Course No	Course Title	Credits
PSY 561	Practicum/Internship I	3
Total Credits		3

TERM 3 (WINTER)

Course No	Course Title	Credits
PSY 551	Physiology, Health and Counseling	3
PSY 562	Internship II	3
Total Credits		6

TERM 4 (SPRING)

Course No	Course Title	Credits
SPSY 507*	Exceptional Child: Psychological and Educational Implications.	3
SPSY 510*	Learning: Theory and Application	3
PSY 563	Internship III	3
PSY 571	Career and Lifestyle Development (Optional Elective)	3
Total Credits		9 or 12

Third Year

TERM 1 (SUMMER)

Course No	Course Title	Credits
SPSY 501*	Professional School Psychology	3
SPSY 524*	Basic Principles in Applied Behavior Analysis	3
Total Credits		6

Total credits required for degree completion 57

*School Psychology course may change based on course offerings.
 Consultation with Counseling Advisor required.

Master of Science – School Psychology (MS)
– Philadelphia Campus

First Year

TERM 1 (SUMMER)

Course No	Course Title	Credits
SPSY 501	Professional School Psychology	3
SPSY 524	Basic Principles in Applied Behavior Analysis	3
Total Credits		6

TERM 2 (FALL)

Course No	Course Title	Credits
SPSY 503	Introduction to Research Design and Data Analysis	3
SPSY 504	Developmental Psychology	2
SPSY 510	Learning: Theory and Application	3
Total Credits		6

TERM 3 (WINTER)

Course No	Course Title	Credits
SPSY 505	Tests and Measurements	3
SPSY 506	Physiology, Health and Psychology	3
SPSY 526	School-Based Single Subject Research Seminar	1
Total Credits		7

TERM 4 (SPRING)

Course No	Course Title	Credits
SPSY 507	Exceptional Child: Psychological and Educational Implications	3
SPSY 525	Behavior Change and Systems Support	3
SPSY 551	School Psychology Practicum Field Experience Seminar	1
Total Credits		7

Second Year

TERM 1 (SUMMER)

Course No	Course Title	Credits
SPSY 502	Personality Theory	2
SPSY 508	Multicultural Counseling: Methods and Techniques	3
Total Credits		5

Total credits required for degree completion **33**

Educational Specialist – School Psychology (EdS)
– Philadelphia Campus

First Year

TERM 1 (FALL)

Course No	Course Title	Credits
SPSY 513	Assessment I: Cognitive Assessment	3
SPSY 514	Multicultural Issues in Psychology	3
Total Credits		6

TERM 2 (WINTER)

Course No	Course Title	Credits
SPSY 515	Assessment II: Psycho-Educational Assessment of the Exceptional Learner	3
SPSY 516	Educational Research and Program Evaluation	3
Total Credits		6

TERM 3 (SPRING)

Course No	Course Title	Credits
SPSY 518	Assessment III: Personality and Behavior	3
SPSY 523	English Language Learners: Educational Implications and Accommodations	3
Total Credits		6

Second Year

TERM 1 (FALL)

Course No	Course Title	Credits
SPSY 519	Consultation and Collaboration in Educational Settings . . .	3
SPSY 521	Health Psychology and Medicine Applied to Schools . . .	1
SPSY 552	Practicum Seminar in School Psychology: Applied Law and Ethics	2
Total Credits		6

TERM 2 (WINTER)

Course No	Course Title	Credits
SPSY 509	Cognitive Behavior Therapy in the Schools	3
SPSY 517	Academic and Behavioral Interventions	3
SPSY 553	Practicum Seminar in School Psychology: School Structure and Organization	1
Total Credits		7

Educational Specialist – School Psychology (EdS)
– Philadelphia Campus

TERM 3 (SPRING)

Course No	Course Title	Credits
SPSY 520	Effective Prevention and Crisis Intervention at Home and School	3
SPSY 554	Practicum Seminar in School Psychology: Family School Partnerships	2
Total Credits		5

Third Year

TERM 1 (FALL)

Course No	Course Title	Credits
SPSY 561	School Psychology Internship Seminar I	3
Total Credits		3

TERM 2 (WINTER)

Course No	Course Title	Credits
SPSY 562	School Psychology Internship Seminar II	3
Total Credits		3

TERM 3 (SPRING)

Course No	Course Title	Credits
SPSY 563	School Psychology Internship Seminar III	3
Total Credits		3

Total credits required for certification 45

Doctor of Psychology – School Psychology (PsyD)
– Philadelphia Campus

First Year

TERM 1 (SUMMER)

Course No	Course Title	Credits
SPSY 640	Social Psychology and Group Process	3
Total Credits		3

TERM 2 (FALL)

Course No	Course Title	Credits
SPSY 631	Ethics and Professional Issues in Psychology	3
SPSY 636	Cognitive Behavior Therapy I	1
SPSY 646	Physiological Bases of Behavior	3
Total Credits		7

TERM 3 (WINTER)

Course No	Course Title	Credits
SPSY 632	Developmental Psychopathology	3
SPSY 637	Cognitive Behavior Therapy II	2
SPSY 691	Cognitive and Affective Bases of Behavior	3
Total Credits		8

TERM 4 (SPRING)

Course No	Course Title	Credits
SPSY 634	Multicultural Community School Psychology	3
SPSY 635	Advanced Assessment and Prevention/Intervention	3
SPSY 635P	Practicum in Advanced Assessment and Prevention/Intervention	1
SPSY 638	CBT in the School: Practicum	2
SPSY 681	Psychopharmacology	1
Total Credits		10

Doctor of Psychology – School Psychology (PsyD)
– Philadelphia Campus

Second Year

TERM 1 (SUMMER)

Course No	Course Title	Credits
SPSY 630	Psychometrics	3
Electives – Choice of		
SPSY 620	Early Intervention and Assessment	1
SPSY 682	Group Therapy in the Schools	1
SPSY 699	Special Topics in Multicultural Principles	1
Total Credits		4

TERM 2 (FALL)

Course No	Course Title	Credits
SPSY 641	Neuropsychology in the Schools	3
SPSY 645	Issues in Supervision	1
SPSY 647	Neuropathology	1
SPSY 683	Research I: Statistics	3
Total Credits		8

TERM 3 (WINTER)

Course No	Course Title	Credits
SPSY 605	Clinical Applications of Cognitive Therapy	1
SPSY 644	Consultation in Home, School and Community Settings	2
SPSY 641P	Practicum in Neuropsychology in the Schools	1
SPSY 684	Research II: Design and Methods	3
Total Credits		7

TERM 4 (SPRING)

Course No	Course Title	Credits
SPSY 606	Clinical Supervision and Practice of CBT	1
SPSY 633	History and Systems	3
SPSY 685	Research III: Qualitative Research and Dissertation Design/Methodology	3
SPSY 698	Comprehensive Examination	1
Total Credits		8

Doctor of Psychology – School Psychology (PsyD)
– Philadelphia Campus

Third Year

TERM 1 (SUMMER)

Course No	Course Title	Credits
SPSY 600	Introduction to Internship Seminar	0
Total Credits		0

TERM 2 (FALL)

Course No	Course Title	Credits
SPSY 686	Internship Seminar I	1
SPSY 690	Dissertation Seminar	2
Total Credits		3

TERM 3 (WINTER)

Course No	Course Title	Credits
SPSY 687	Internship Seminar II	1
SPSY 690	Dissertation Seminar	2
Total Credits		3

TERM 4 (SPRING)

Course No	Course Title	Credits
SPSY 688	Internship Seminar III	1
SPSY 690	Dissertation Seminar	2
Total Credits		3

After the third year, if Dissertation has not been defended, students are required to register each term for SPSY 692 Dissertation for one credit.

Doctor of Psychology – School Psychology (PsyD)
– Philadelphia Campus

Fourth Year

TERM 1 (SUMMER)

Course No	Course Title	Credits
SPSY 601	Internship	0
Total Credits		0

Total credits required for degree completion 61

NOTE:

1. There will be no charge when registering for the zero credit of internship.
2. Students who register concurrently in a term for the one credit Internship and the two credit Dissertation Seminar will be charged for three credits.
3. Students who register concurrently in a term for the one credit Internship and the one credit Dissertation will be charged for one credit.
4. Students who register for only the one credit Internship will be charged for one credit.
5. Two Practicum courses SPSY 641P Practicum in Neuropsychology in the School and SPSY 635P Practicum in Advanced Assessment and Prevention/ Intervention are each 1 credit and included in total required for degree, but are not charged.

Doctor of Psychology – Clinical Psychology (PsyD)
– Philadelphia Campus

First Year

TERM 1 (FALL)

Course No	Course Title	Credits
CPSY 601	Learning Theories	3
CPSY 603	Behavioral Medicine	3
CPSY 622	Ethics in Psychology	3
CPSY 695E	Professional Development Seminar	1
Total Credits		10

TERM 2 (WINTER)

Course No	Course Title	Credits
CPSY 608	Social Psychology	3
CPSY 616	Lifespan Development	3
CPSY 624	Research I: Research Design and Methodology	3
CPSY 695E	Professional Development Seminar	1
Total Credits		10

TERM 3 (SPRING)

Course No	Course Title	Credits
CPSY 620	Psychopathology	3
CPSY 623	Human Diversity: Multiculturalism and Individual Differences	3
CPSY 625	Research II: Psychometrics and Univariate/Multivariate Statistics and Lab	4
CPSY 695E	Professional Development Seminar	1
Total Credits		11

Total credits for first year **31**

Doctor of Psychology – Clinical Psychology (PsyD)
– Philadelphia Campus

Second Year

TERM 1 (FALL)

Course No	Course Title	Credits
CPSY 626	Assessment I: Assessment of Cognitive Abilities	3
CPSY 629	Physiological Bases of Behavior	3
CPSY 630	Cognitive Therapy	3
Total Credits		9

TERM 2 (WINTER)

Course No	Course Title	Credits
CPSY 627	Assessment II: Objective Personality Assessment	3
CPSY 662	Behavior Therapy	3
Total Credits		6

TERM 3 (SPRING)

Course No	Course Title	Credits
CPSY 607	Cognitive/Affective Bases of Behavior	3
CPSY 628	Assessment III: Projective Assessment	3
Total Credits		6

Total credits for second year 21

Doctor of Psychology – Clinical Psychology (PsyD)
– Philadelphia Campus

Third Year

TERM 1 (SUMMER)

Objective and Essay Comprehensive Examinations

A student must register in the term that any portion of the comprehensive examination is taken. No course credit is given. A 0.5 credit fee is assessed for each part of the exam.

Course No	Course Title	Credits
CPSY 652	Practicum I	1.5
CPSY 681	Essay Comprehensive Exam	not for credit
CPSY 682	Objective Comprehensive Exam	not for credit
Total Credits		1.5

TERM 2 (FALL)

Course No	Course Title	Credits
CPSY 605	History and Systems of Psychology	3
CPSY 653	Practicum II	1.5
CPSY 674	Research III: Dissertation Development Seminar	3
Total Credits		7.5

TERM 3 (WINTER)

Course No	Course Title	Credits
CPSY 654	Practicum III	1.5
CPSY 674A	Research IV: Methodology Development and Statistical Planning	3
Total Credits		4.5

TERM 4 (SPRING)

Course No	Course Title	Credits
CPSY 655	Practicum IV	1.5
CPSY 661	Administration, Consultation and Supervision of Behavioral Health Care	3
CPSY 674B	Research V: Manuscript Development and Defense Planning; Dissertation Advisement	3
Total Credits		7.5

Total credits for third year **21**

Doctor of Psychology – Clinical Psychology (PsyD)
– Philadelphia Campus

Fourth Year

TERM 1 (SUMMER)

STEPPS COMPREHENSIVE EXAM

A STEPPS examination fee will be assessed through the Clinical Learning and Assessment Center. No course credit is given.

Course No	Course Title	Credits
CPSY 675	Dissertation Advisement	1
CPSY 683	STEPPS Comprehensive Exam	not for credit
CPSY 710	Practicum V	1.5
Total Credits		2.5

TERM 2 (FALL)

Course No	Course Title	Credits
CPSY 675	Dissertation Advisement	1
CPSY 711	Practicum VI	1.5
	Elective	3
Total Credits		5.5

TERM 3 (WINTER)

Course No	Course Title	Credits
CPSY 675	Dissertation Advisement	1
CPSY 712	Practicum VII	1.5
	Elective	3
Total Credits		5.5

TERM 4 (SPRING)

Course No	Course Title	Credits
CPSY 675	Dissertation Advisement	1
CPSY 713	Practicum VIII	1.5
	Elective	3
Total Credits		5.5

Total credits for fourth year **19**

Doctor of Psychology – Clinical Psychology (PsyD)
– Philadelphia Campus

Fifth Year

TERM 1 (SUMMER)

Course No	Course Title	Credits
CPSY 667	Internship	0.5
CPSY 675	Dissertation Advisement	1.5
Total Credits		2*

TERM 2 (FALL)

Course No	Course Title	Credits
CPSY 667	Internship	1
CPSY 675	Dissertation Advisement	1
Total Credits		2*

TERM 3 (WINTER)

Course No	Course Title	Credits
CPSY 667	Internship	1
CPSY 675	Dissertation Advisement	1
Total Credits		2*

TERM 4 (SPRING)

Course No	Course Title	Credits
CPSY 667	Internship	1
CPSY 675	Dissertation Advisement	1
Total Credits		2*

Total credits for fifth year 7.5

*Internship and Dissertation credits (beyond the 9 credits for research) do not count toward the minimum of 89 credits for degree requirements.

Doctor of Psychology – Clinical Psychology (PsyD)
– Philadelphia Campus

Sixth Year

TERM 1 (SUMMER)

Course No	Course Title	Credits
CPSY 667	Internship	0.5
Total Credits		0.5

Total credits required for degree completion 89

Credits for years five through eight (see #3 below)

1. Students must complete a total of 9 credit hours of electives, to be taken after the completion of the first two years of core courses.
2. Following the completion of 9 credit hours of research, which includes Research III, IV and V, students must register for one credit Dissertation Advisement each term until thesis is successfully defended.
3. Students who register concurrently each term for one credit of internship and dissertation will have the fee waived for one of these credits. This is done only after the 9 credits of research are completed.

Note that this is only a sample plan. The College reserves the right to change course sequencing.

Postdoctoral Certificate – Clinical Health Psychology
– Philadelphia Campus

First Year

TERM 1 (FALL)

Course No	Course Title	Credits
CPSY 803	Advanced Ethics, Health Policy, and Multicultural Competency in Medical Settings	3
CPSY 820	Behavioral and Health Psychology Assessment	3
CPSY 850	Clinical Placement – Clinical Health Psychology*	1
Total Credits		7

TERM 2 (WINTER)

Course No	Course Title	Credits
CPSY 850	Clinical Placement – Clinical Health Psychology*	1
	Therapy Elective selected from several options and approved by program director	3
Total Credits		4

TERM 3 (SPRING)

Course No	Course Title	Credits
CPSY 850	Clinical Placement – Clinical Health Psychology*	1
	Therapy Elective selected from several options and approved by program director	3
Total Credits		4

TERM 4 (SUMMER)

A STEPPS examination fee will be assessed through the Clinical Learning and Assessment Center. No course credit is given.

Course No	Course Title	Credits
CPSY 850	Clinical Placement – Clinical Health Psychology*	1
	Professional Evaluation (STEPPS)	not for credit
Total Credits		1

Total credits for year 16

*Practicum (8-20 on-site hours per week with group supervision plus practicum course).

Postdoctoral Certificate – Clinical Neuropsychology
– Philadelphia Campus

First Year

TERM 1 (FALL)

Course No	Course Title	Credits
CPSY 802	Clinical Foundations of Neuropsychology	3
CPSY 803	Advanced Ethics, Health Policy, and Multicultural Competency in Medical Settings	3
CPSY 860	Clinical Placement – Clinical Neuropsychology*	1
Total Credits		7

TERM 2 (WINTER)

Course No	Course Title	Credits
CPSY 648	Neuropsychological Assessment	3
CPSY 804	Traumatic and Degenerative Brain Disorders	3
CPSY 860	Clinical Placement – Clinical Neuropsychology*	1
Total Credits		7

TERM 3 (SPRING)

Course No	Course Title	Credits
CPSY 805	Cognitive Habilitation and Rehabilitation	3
CPSY 860	Clinical Placement – Clinical Neuropsychology*	1
Total Credits		4

TERM 4 (SUMMER)

A STEPPS examination fee will be assessed through the Clinical Learning and Assessment Center. No course credit is given.

Course No	Course Title	Credits
CPSY 860	Clinical Placement – Clinical Neuropsychology*	1
	Professional Evaluation (STEPPS)	not for credit
Total Credits		1

Total credits for year 19

*Practicum (8-20 on-site hours per week with group supervision plus practicum course).

PROGRAM AND COURSE DESCRIPTIONS

Doctor of Osteopathic Medicine (DO) – Philadelphia Campus

DO 111 – Structural Principles of Osteopathic Medicine – (SPOM)

13 credits

– Gross Anatomy Unit

Laboratory dissection of the human body in a systematic manner using a regional approach; augmented by use of models, plastinated prosections; the Cathie Collection of human specimens, radiological films, video tapes of human dissection, computer aided instruction and real-time prosections; application of clinical anatomy made in student-led clinical correlation assignments.

– Developmental Anatomy Unit

Normal human development; abnormal development of clinical importance to understand congenital anomalies; correlation with gross anatomy unit.

– Histology Unit

Recognize 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.

– Radiographic Anatomy Unit

Normal radiographic anatomy correlated with gross and developmental anatomy. Emphasis is on normal and developmental roentgen anatomy as it relates to clinical medicine; introduction to terminology and application of contemporary imaging methods, CT and MRI.

DO 121 – Cellular and Molecular Basis of Medicine

14 credits

Review normal cellular structure and function; perturbations of normal cellular and organ function; introduction to neoplastic diseases, carcinogenesis, tumor cell biology; diagnosis, staging and management of cancer, emphasis on hematology oncology; blood and blood-related diseases such as clotting and hematopoietic disorders; normal metabolic processes contrasted with perturbations, e.g., diabetes, arthritis, cystic fibrosis. Cellular injury induced by physical, chemical and microbial entities. Immune response; host-parasite relationship with discussions of microbial pathogenicity, infectious disease, acute and chronic inflammation. Introduction to pharmacologic intervention; principles of clinical pharmacology; drugs' alteration of inflammatory and immune processes; antimicrobial medications. Clinical case conferences underscore basic and clinical concepts; laboratory sessions provide direct microscopic observation of normal eucaryotic and microbial cells and an introduction to commonly used diagnostic techniques in infectious disease; clinical correlations are structured as live interactive sessions between students, a primary care physician and people living with disease.

DO 133 – Emergency Medicine I

1 credit

Basic Cardiac Life Support under American Heart Association standards and prehospital first responder skills; patient assessment in the pre-hospital environment; use of the automated external defibrillator (AED); upon successful completion, American Heart Association Healthcare Provider Course Card awarded.

DO 134 – Cardiovascular, Renal and Pulmonary Medicine

12 credits

– Cardiovascular Unit

Fundamentals of clinical cardiology; cardiac muscle function and circulation; cardiac cycle, heart sounds, clinical diagnosis of findings suggestive of underlying heart disease; arrhythmias both atrial and ventricular, commonly encountered organic heart disease – acquired, congenital, hereditary and infectious; implications of peripheral vascular disease; cardiac pathology and circulatory disorders; related pharmacology – antihypertensives, hypolipidemics, antiarrhythmic and diuretics.

– Renal and Pulmonary Unit

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.

DO 139A, 139B, 139C – Osteopathic Principles and Practice I, II, III

2 credits each term

Total credits 6

Introduction to 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 defined. Common musculoskeletal patient complaints, their osteopathic diagnosis and management; therapeutic skill development of soft-tissue, myofascial release and counterstrain 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 viscerosomatic, 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

Fundamental techniques of physical examination and patient interviewing are correlated with knowledge of anatomy, osteopathic manipulative medicine, and cell and tissue. The medical history is introduced; concepts of osteopathic approach to primary care; psychosocial issues and the physician-patient relationship. Clinical workshops, small group case discussions and standardized patient actors are used to teach and evaluate skill acquisition.

DO 144, 145 – Clinical Reasoning in Basic Sciences I, II

1 credit each term

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 various means as outlined in the respective syllabi for each campus. Assessment tools 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

This course assists students in their preparation for the COMLEX Level I licensing examination. The course consists of faculty-moderated, discipline-based review sessions that focus on questions and problems presented in a COMLEX-like format. Students are also required to successfully complete multiple diagnostic assessments, including an internal comprehensive examination of content taught in the preceding five trimesters.

DO 212 – Gastroenterological Sciences

5 credits

Physiology and pathophysiology of the gastrointestinal system; common diseases of the gastrointestinal system, biliary tract; disorders of metabolism, and infections and infestations of the liver and GI tract; interpretation of imaging methods such as gastrointestinal endoscopy and colonoscopy; GI and adnexaoncology including surgical, medical and radiation treatment.

DO 213 – Reproductive Genitourinary and Obstetrics, Gynecologic Medicine

8 credits

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. 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.

DO 221 – Clinical Endocrinology

3 credits

Pathophysiology and clinical manifestation of the endocrine disorders emphasized; pituitary, thyroid, parathyroid and adrenal glands reviewed; diseases of the endocrine glands, including metabolic disorders and vitamin and nutritional disturbances.

DO 222 – Clinical and Basic Neuroscience

13 credits

Clinical and Basic Neuroscience coordinates all disciplines related to the central nervous system. Comprehensive course on the central nervous system integrating neuroscience, neurology, psychiatry, neurosurgery, neuropathology, neuropharmacology, and physical medicine and rehabilitation; 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. 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; spinal cord injury; hydrocephalus/NPH, peripheral nerve disorders and brain tumors. Neurosurgical management of pain is coordinated with other approaches to and perspectives on pain in the primary care setting.

– Psychiatry Unit

Introduction of psychiatry and behavioral medicine with implications for the generalist physician; history and evolution of practice of psychiatry; prominent theories of mind and common causes of emotional illness; evaluation of psychiatrically ill patient and principles of diagnosis; the evidence of neurobiological basis of psychiatric disease emphasized; special topics are discussed including substance abuse disorders, child and adolescent psychiatry, geriatric psychiatry, principles of psychosomatic medicine and psychiatric emergencies. Pharmacologic basis of treatment and precautions; 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; special session included discussing the impaired physician. Pain and pain management;

anesthetics, including general, local and narcotic; emotional overtones of pain; relation to addiction; narcotic intervention use and precautions.

DO 224 – Rheumatic Disease

1 credit

Discussions on diagnosis and therapy of clinical problems involving joints, soft tissues and the allied conditions of connective tissues; advancements in immunologic concepts related to these disorders; pathogenesis of major rheumatological disorder is described in terms of the autoimmune system, and autoimmune disease concepts. Emphasis is given to evidence-based medical treatment of rheumatological disorders.

DO 231 – General Surgery

3 credits

Introduction to patient work-up in clinical setting; “thinking clinically”; surgical skills – sterile technique, gloving/gowning, suture technique, and preoperative and postoperative care. Application of contemporary literacy methods and resources available that assist physicians in patient care optimizing outcome. Teamwork in the clinical work force; making the transformation from classroom to clinic; Henwood Lecture series – special topics in general surgery; selected topics in fundamental orthopedics and reconstructive surgery.

DO 232 – Dermatology

1 credit

Diagnosis and management of cutaneous diseases in the primary care setting; common eruptive diseases; visual training in recognition of common characteristics and variations; use of topical therapy, prescription writing, and special diagnostic and therapeutic procedures; skin manifestations of systemic disorders reviewed.

DO 233 – Life Stages: Clinical Geriatrics and Pediatrics

4 credits

– Clinical Geriatrics

Understanding 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

Normal development and evaluation; fetus; high-risk pregnancies; premature and newborn high-risk problems; difficulties affecting perinatal care of premature and full-term infants. Preventive pediatrics (hygiene, infant feeding and immunizations) in ambulatory office practice; hospital critical. Childhood gastrointestinal, surgical, hematologic, nose and throat, and cardiovascular problems; other disease processes and influences on fetus, newborn and general

pediatric population. 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.

DO 235 – Emergency Medicine II

1 credit

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 236 – Eyes, Ears, Nose and Throat (EENT)

1 credit

Common disorders and injuries to eyes, visual system, ears, auditory system, head and neck; includes review of regions and pathology; differential diagnostic and treatment patterns including surgical intervention; plastic and reconstructive surgery following trauma.

DO 238A, 238B, 238C – Preventive and Community-Based Medicine I, II, III

1 credit each term

Total credits 3

Continuation of the three part sequence providing students information on ethical principles applied to the patient encounter; in decision-making; and communication. Examples used – palliative care, obstetrics-gynecology, surgery. Concepts in epidemiology and public health related to disease presentation, prevention, reporting. Evidence-based medicine discusses basic methods in acquiring, approaching and appraising information to be used in patient care.

DO 239A, 239B, 239C – Osteopathic Principles and Practice IV, V, VI

2 credits each term

Total credits 6

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 reviewed; 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

Advanced physical examination skills, minor-surgical skills and problem solving. Ophthalmologic and ENT examinations in the outpatient setting; advanced

clinical workshops, case presentations and standardized patient exercises are integrated with second-year medical course content. Small-group laboratory instruction in general surgical skills includes sessions on surgical scrub and sterile technique, gloving and gowning, suturing, phlebotomy, IV and catheterization. Standardized patient OSCE-type evaluation is included.

DO 311 – Medical Law

2 credits

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; issues related to HIPPA and compliance; online course and evaluation; 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.

Doctor of Osteopathic Medicine (DO) – Georgia Campus

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 will be presented from both a regional and systems perspective. Knowledge of anatomical science is the foundation upon which a medical education is established and an absolute requisite for successful completion of a medical education and clinical practice.

Lectures and laboratory sessions that incorporate active learning strategies will cover the anatomical sciences. 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, 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 the clinical anatomy correlations. This practice provides the student with an appreciation for the relevance of anatomical science knowledge to clinical osteopathic medical practice through demonstrations, clinical case studies and discovery in the laboratory dissections.

DO 121G – Cellular and Molecular Basis of Medicine

14 credits

This course introduces students to the study of disease. Course goals include providing students with a broad, fundamental knowledge background 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 disease states is laid in this course. Students will begin to practice self-directed learning, and improve their communication skills by participating in group discussions. Students will also gain an appreciation for basic and clinical research in fundamental biomedical topics through required presentations.

DO 130G – Basic and Clinical Neurosciences

14 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. The course is an integration of various disciplines including medicine, surgery, radiology, pathology, immunology and microbiology, physiology and pharmacology. This course will present the

regional and systems neuroanatomy, in addition to the physiology, embryology and histology of neural systems. Neuropathology, neuroimmunology 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 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. Case discussions complement lectures and allow students to practice self-directed learning, and improve their communication skills. Students also gain an appreciation for basic and clinical research in biomedical topics through required presentations.

DO 133G – Emergency Medicine I
1 credit

All students are trained in Basic Cardiac Life Support under American Heart Association standards and prehospital first responder skills. Emphasis is placed on teaching patient assessment in the prehospital 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 mechanism 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 138AG, 138BG, 138CG – Preventive and Community-Based Medicine I, II and III
1 credit each term
Total 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 will be explored. Concepts and strategies from epidemiology, including bio-statistical analysis of current research studies, will be applied to real case studies of community issues relevant to physician responsibilities. Current medico-legal, ethical and political issues will be 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 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 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 students will begin their 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 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. 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 in more depth, clinical areas such as the cardiovascular, respiratory and neurologic systems. The department utilizes skill workshops, lectures, small group case discussions, standardized patient actors and the simulation model “Stan” in the instructional program.

DO 144G – Clinical Reasoning in Basic Sciences

1 credit

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 various means as outlined in the respective syllabi for each campus. Assessment tools 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 211G – Basic and Clinical Endocrinology

3 credits

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

DO 212G – Gastroenterology

4 credits

In the GI course, the basic pathophysiology of the gastrointestinal system is presented. Clinical 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. Surgical and pharmacological management of gastrointestinal diseases is also considered.

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; DO 214AG – Musculoskeletal/Skin I, II

4 credits

This two part 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/neuropharmacology 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 in detail. The relationship between brain function and psychiatric illness is a continuing discussion throughout this unit. The diagnosis and principles of treatment of the major psychiatric syndromes are presented in detail. The course continues further into the field of neuropsychiatry. Many special topics are presented, including substance abuse disorders, child and adolescent psychiatry, geriatric psychiatry, principles of psychosomatic medicine and psychiatric emergencies.

DO 232G – Surgery, Ophthalmology, ENT

2 credits

– Surgery Unit

Lectures and demonstrations deal with an introduction to surgical skills including sterile technique, suture technique, surgical diagnosis, and perioperative care. Osteopathic principles used in diagnosis and management in surgical disease states are reviewed. Suturing and gloving/gowning skills are

taught in practical sessions. Clinical lectures use case presentations to integrate surgical procedures in disease management.

– Ophthalmology/ENT Unit

Unit This unit emphasizes a clinical approach of diagnosis and treatment of common disorders of the eyes, ears, nose and throat. Didactic lectures and case presentations cover common disorders and injuries to eyes, visual system, ears, auditory system, head and neck stressing differential diagnostic and treatment options including surgical intervention.

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, ante-natal 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 the five “I”s: impaired homeostasis, incompetence, incontinence, immobility and iatrogenesis. Physiologic changes associated with aging, healthy aging, and maintenance of function and nutrition, as well as medicolegal and ethical issues, are discussed. The course culminates in a discussion of end of life issues such as pain management, hospice, terminal care, anticipatory planning and advance directives.

DO 235G – Emergency Medicine II

2 credits

This course covers typical situations encountered in the specialty of emergency medicine. Cardiac, upper airway, traumatic, toxicological, neurologic, musculoskeletal and pediatric emergencies are covered.

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, counterstrain 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

Advanced physical examination skills, minor-surgical skills and problem solving. Ophthalmologic and ENT examinations in the outpatient setting; advanced clinical workshops, case presentations and standardized patient exercises are integrated with second year medical course content. Small-group laboratory instruction in general surgical skills includes sessions on surgical scrub and sterile technique, gloving and gowning, suturing, phlebotomy, IV and catheterization. Standardized patient OSCE-type evaluation is included.

DO 311G – Medical Law

2 credits

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; issues related to HIPPA and compliance; online course and evaluation; 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.

Doctor of Pharmacy – Georgia Campus

DIDACTIC COURSES

PHAR 011G, 012G, 013G, 021G, 022G, 023G, 031G, 032G, 033G – Portfolio **0 credits**

Students are required to maintain a current portfolio throughout their tenure in the School of Pharmacy. The portfolio will be assessed at the end of each term and must be complete with no expired or missing requirements for the student to progress to the next term. Examples of requirements that must be current include a valid State of Georgia Pharmacy Intern license, Basic Life Support certification, required immunizations, health insurance, student self assessment, essays, curriculum vita, HIPAA and OSHA training as well as specific requirements as stated in the course syllabus each term. Some requirements may be specific to assigned experiential sites. Course is Pass/No Pass.

PHAR 110G – Anatomy **2 credits**

The first in a three course sequence that covers human anatomy, physiology and pathophysiology. This course, in combination with the Anatomy Laboratory presents human anatomy from a structure and function foundation. The discussion of basic cellular structure and cell function will be followed by study of the gross anatomy of the human body using the system approach. Anatomical structure and function will be discussed with particular attention to those components most important for the practicing pharmacist. The systems covered are the nervous, muscular, endocrine, cardiovascular, respiratory, digestive, urinary, and reproductive systems.

PHAR 112G – Anatomy Lab **1 credit**

This course is the laboratory component of Anatomy and generally parallels the lecture component of the course. The laboratory reinforces lecture concepts through the use of anatomical models and virtual dissection to demonstrate and identify the major anatomical structures of the human body. The discussion of anatomical structure and function will be focused on the nervous, muscular, endocrine, cardiovascular, respiratory, digestive, urinary, and reproductive systems. The cadaveric lab used by the medical students will be used at various times throughout the term to demonstrate the major anatomical structures of organ systems.

PHAR 113G – Physiology and Pathophysiology I **4 credits**

The second in a three-course sequence that covers human anatomy, physiology and pathophysiology, this course begins with an outline of cellular physiology and a discussion of action potentials and excitation-contraction coupling. This is followed by an introduction to the concept of pathophysiology and a discussion

of the basic principles of how stress or injury affects physiological function at the cellular level and thus causes disease. A discussion of genetics and inheritable diseases follows. The remainder of the course encompasses the physiology and pathophysiology of the pulmonary, hematological, cardiovascular and renal systems. An emphasis is placed throughout the course on understanding normal physiological processes and how disease perturbs such processes. Commonly used clinical laboratory values, and their application to diagnosis and monitoring of disease, are introduced as appropriate.

PHAR 114G - Physiology and Pathophysiology II
4 credits

The third in a three course sequence that covers human anatomy, physiology and pathophysiology. This course continues with the discussion of the physiology and pathophysiology of the neurological, gastrointestinal, endocrine, skeletal and integumentary systems. An emphasis is placed throughout the course on understanding normal physiological processes and how disease perturbs such processes. Commonly used clinical laboratory values, and their application to diagnosis and monitoring of disease, are introduced as appropriate.

PHAR 116G - Introduction to Drugs
3 credits

This course is an introduction to commonly used medications and medical terminology. Representative drugs from the major classes will be presented to illustrate the importance of pharmacy-specific information such as drug names, dosage forms, indications, basic mechanism of action, major drug interactions, adverse effects, black box warnings, contraindications and patient information. In addition, medical abbreviations and drug terminology will be presented.

PHAR 119G - Pharmacy Communications
2 credits

This course is a study of communication theory and the transfer of meaning as they relate to the human transactions of professional pharmacists. Primary emphasis is placed on oral communication with diverse groups of patients, families and other health professionals with emphasis on active listening and empathy, cultural influences, and behavior modification. Writing exercises are also incorporated to enhance student knowledge of written communication as an effective tool for interpersonal communication and documentation of recommendations and consultations.

PHAR 121G - Health Care Systems
2 credits

The course provides an introduction to the U.S. health care system, managed health care and pharmacy services. The structure, organization, and delivery of health care in the United States are presented with emphasis placed on the pharmacist's role in patient care. Problems with the system will be covered along with approaches being used to address these problems. Emphasis will be placed on where pharmacy operates within our health care system, how it can be the

solution to some of our health care problems and the major currently debatable issues surrounding health care.

PHAR - 134G Introduction to Biostatistics

1 credit

Basic statistical concepts important to the practice of pharmacy and medicine will be introduced. Students will be exposed to basic descriptive statistics related to presentation, organization, and summarization of data. The course will also cover basic research design.

PHAR 141G - Pharmaceutics

3 credits

A study of physical pharmacy and pharmaceutical dosage forms. Students will learn to apply their knowledge of the physical and chemical properties of drugs to the ability to formulate stable dosage forms that can be utilized in commercial production of, or individually compounded, drug products. Students will be introduced to the theory and practice involved in the rational selection of dosage forms and drug delivery systems as well as issues that may arise from these choices. The theory and practice of pharmaceutical compounding, including a discussion of Good Manufacturing Practices (GMPs) and Good Compounding Practices, as well as legal and professional issues will also be presented.

PHAR 145G - Pharmaceutical Calculations

2 credits

An introduction to metrology and pharmaceutical calculations. A brief review of basic mathematical concepts is followed by historical review of measurement systems specific to the profession of pharmacy. Detailed interpretation of the prescription and the variety of abbreviations and notations utilized is followed by presentation of the methods used to calculate, express, or determine the amount of drug to utilize in the preparation of a variety of pharmaceutical preparations ranging from oral, topical, optic, ophthalmic and finally to parenteral products. Determination of drug concentration, tonicity, equivalents, potency, proof, density and specific gravity is also addressed.

PHAR 150G - Biochemistry

3 credits

An introduction to the physical, chemical, structural, and functional properties of molecules associated with the chemistry of life processes. Carbohydrate, lipid, protein, and nucleic acid biosynthesis and/or degradation will be discussed along with DNA and RNA biosynthesis, enzymology, and gene expression.

PHAR 155G - Pharmacy Practice Laboratory I

1 credit

This laboratory course will introduce fundamental skills related to the practice of pharmacy in a variety of settings. Students will be presented with opportunities to utilize contemporary computerized systems to fill inpatient and outpatient prescriptions, prepare sterile products using laminar flow hoods, use automated

dispensing stations and become familiar with workflow issues encompassing both community and institutional pharmacy. Skill in common assessment techniques, such as measurement of blood pressure, pulse, blood glucose and peak flow meters, will be developed as well as training in pharmacist administered immunizations using the APhA Pharmacy-Based Immunization Delivery certificate program. Dispensing, counseling and drug information skills will also be developed.

PHAR 162G - Pharmaceutics Laboratory

1 credit

Students will become proficient with the equipment, calculations, procedures, and records used in the nonsterile compounding of various dosage forms. Good Compounding Practices adopted by the National Association of Boards of Pharmacy will be followed. Practical examples of compounding of liquid, solid, and semi-solid oral dosage forms as well as enteral and topical products will be prepared as part of the laboratory exercises.

PHAR 164G - Pharmacy Administration

3 credits

Basic managerial, organizational, and financial management concepts are presented that enable the practicing pharmacist to manage people, change, structural demands, and organizational behavior to provide optimum care and services as a health professional. This course will also introduce entrepreneurial and marketing topics for use in pharmacy and health care system practice environments. The analysis of management principles as they relate to community and health-system pharmacy management will be stressed including planning, organizing, motivation and marketing.

PHAR 167G - OTC

2 credits

This course will present those conditions considered to be self-treatable according to current medical guidelines. For self-treatable conditions, a survey of the products available, their effectiveness, proper selection and appropriate patient counseling will be discussed. Counseling strategies specific to OTC products will also be presented.

PHAR 169G - Biopharmaceutics

3 credits

A study of drug absorption, distribution, metabolism and excretion (ADME) as well as individual differences that influence these processes. Drug parameters that control ADME will be studied, such as solubility, pKa, molecular size, and protein binding. Physiological determinants underlying ADME, such as cellular transporters, hepatic metabolism, hepatic and renal elimination, as well as factors affecting drug distribution will also be presented. Finally, the concept of bioequivalence, its determination and application will be presented.

PHAR 211G - Integrated Therapeutics I

4 credits

This is the first course in the sequence that teaches the pharmacology, medicinal chemistry and therapeutics of medicinal agents. The integrated nature of this course emphasizes the interrelationship of these areas that is vital to understanding the basis of patient centered pharmaceutical care. Fundamental knowledge in these areas allows the clinician to understand the theory and application to aid in the selection of the proper therapeutic agent or agents for disease control in the presence of a number of variables including patient variables such as age, gender, diet, and co-existing conditions; drug variables, such as potency, adverse effects, interactions, pharmacokinetics and others such as cost, availability, etc. This course begins with introductory material from each of the three areas that will aid in better understanding as more detail is added subsequently throughout the course. Finally, the therapeutics of cardiovascular disorders, as well as the medicinal chemistry and pharmacology of the drugs used to treat these conditions, will be presented.

PHAR 212G - Integrated Therapeutics II

4 credits

This is the second course in the sequence that teaches the pharmacology, medicinal chemistry and therapeutics of medicinal agents. The integrated nature of this course emphasizes the interrelationship of these areas that is vital to understanding the basis of patient centered pharmaceutical care. Fundamental knowledge in these areas allows the clinician to understand the theory and application to aid in the selection of the proper therapeutic agent or agents for disease control in the presence of a number of variables including patient variables such as age, gender, diet, and co-existing conditions; drug variables, such as potency, adverse effects, interactions, pharmacokinetics and others such as cost, availability, etc. This course will finish cardiovascular disorders and then cover the therapeutics of hematological, renal, respiratory and the beginning of the central nervous system disorders, as well as the medicinal chemistry and pharmacology of the drugs used to treat these conditions.

PHAR 213G - Integrated Therapeutics III

4 credits

This is the third course in the sequence that teaches the pharmacology, medicinal chemistry and therapeutics of medicinal agents. The integrated nature of this course emphasizes the interrelationship of these areas that is vital to understanding the basis of patient centered pharmaceutical care. Fundamental knowledge in these areas allows the clinician to understand the theory and application to aid in the selection of the proper therapeutic agent or agents for disease control in the presence of a number of variables including patient variables such as age, gender, diet, and co-existing conditions; drug variables, such as potency, adverse effects, interactions, pharmacokinetics and others such as cost, availability, etc. This course will finish central nervous system disorders and then cover the therapeutics of pain management, as well as the medicinal chemistry and pharmacology of the drugs used to treat these conditions.

PHAR 214G, 215G, 216G - Case Studies

1 credit each term Second Year

This course is designed to increase competence in developing a well-designed and patient oriented pharmaceutical care plan. The pharmaceutical care plan is used to identify, prevent and resolve actual or potential drug related problems. This results in improved clinical outcomes, patient satisfaction and quality of life as well as a reduction in drug related morbidity and mortality.

PHAR 224G - Immunology and Microbiology

4 credits

An integrated course in immunology and microbiology that emphasizes the role of each in the maintenance of health and the development, progression, and treatment of disease states related to immune dysfunction, microbiological infection, or both. An introduction to innate immunity, including biochemical and cellular aspects, as well as adaptive immunity, including humoral and cell-mediated immunity, and immunological memory is followed by a discussion of diseases of the immune system, the role of immunity in neoplasia, and manipulation of the immune system by pathogens, drugs and diet. Basic principles of microbiology including classification, anatomy, staining, and genetics of microorganisms is followed by a more detailed discussion of medically important bacteria, mycoplasmas, rickettsiae, chlamydiae, viruses, fungi, and parasites. Emphasis is placed on mechanisms of pathogenesis, methods of control, mechanisms of resistance, and prevention of diseases caused by these organisms as well as the inter-relationship between micro-organisms and the immune system.

PHAR 227G - Pharmacokinetics

3 credits

General principles of pharmacokinetic models are presented as they pertain primarily to the processes of absorption and elimination of drugs. Detailed mathematical models will be developed and utilized to determine the appropriate dose and dose interval based on patient specific data utilizing relevant examples throughout. Therapeutic monitoring of drug levels in the patient and adjustments in dosing based on monitoring will also be presented. This is followed by discussion of specific examples using drugs commonly dosed and monitored using detailed pharmacokinetic analysis.

PHAR 241G - Infectious Disease I

3 credits

This is the first course in the Infectious Disease sequence that teaches the pharmacology, medicinal chemistry and therapeutics of agents used to treat infectious diseases. The integrated nature of this course emphasizes the interrelationship of these areas that is vital to understanding the basis of patient centered pharmaceutical care. Fundamental knowledge in these areas allows the clinician to understand the theory and application to aid in the selection of the proper therapeutic agent or agents for infection control in the presence of a number of variables including patient variables such as age, gender, diet, and co-

existing conditions; drug variables, such as potency, adverse effects, interactions, and pharmacokinetics; and others such as cost, drug availability, and alternative treatments available. This course will cover agents used to treat infections caused by bacteria.

PHAR 242G - Infectious Disease II

3 credits

This is a continuation of the Infectious Disease sequence, which covers the pharmacology, medicinal chemistry and therapeutics of agents used to treat infectious diseases. Infections caused by bacteria, viruses, fungi, and parasites will be covered in this course.

PHAR 246G - Pharmacy Practice

3 credits

Familiarity with basic patient assessment will be followed by discussion of medication therapy management, triage and patient referral skills. The fundamentals of clinically relevant patient data, patient and drug histories, screening methods, laboratory values, and diagnostic tests will be used to triage, evaluate and manage common disease states. The value of pharmaceutical care plans, counseling, and identification of therapeutic problems will also be emphasized.

PHAR 256G - Pharmacy Practice Laboratory II

1 credit

This laboratory will familiarize the student to basic patient assessment including the practice of inspection, palpation, percussion and auscultation. These fundamental physical assessments will be incorporated into patient evaluations while using clinically relevant patient data, drug histories/interviews, laboratory values, and point-of-care diagnostic tests. Principles of medication therapy management (MTM) will be used to develop pharmaceutical care plans with acting patients who will then be counseled.

PHAR 271G - Biostatistics

3 credits

This course builds on the statistical background from the prepharmacy curriculum with emphasis on the use of statistical knowledge to evaluate drug literature, pharmaceutical and health care research, and conduct studies within the practice of pharmacy. Statistical terminology, study design, sampling methods, and statistical analysis using a variety of techniques will be covered. Calculation of statistical results from sample data and interpretation of the results will be presented. Application of this knowledge will be applied to the study of clinical pharmacy problems and analysis of pharmaceutical research and drug literature.

PHAR 281G - Dietary Supplements

2 credits

This course will provide an evidence-based discussion of Dietary Supplements as described in the Dietary Supplement and Health Education Act (DSHEA). A

general discussion of the history, regulatory background and terminology will be followed by a systems based approach to the discussion of individual supplements. The mechanism of action, indications and adverse effects of each supplement will be discussed as well as identification of the active moiety, for natural substances. Emphasis will be placed on patient counseling as applied to proper use of the supplement and the potential for interactions with prescription and nonprescription drugs.

PHAR 299G – Comprehensive Examination Second Year 0 credits

A comprehensive examination will be given at the end of the second year that will assess knowledge and skills acquired in the first two years. Students must pass this examination to progress to the third professional year.

PHAR 311G - Integrated Therapeutics IV 4 credits

This is the fourth course in the sequence that teaches the pharmacology, medicinal chemistry and therapeutics of medicinal agents. The integrated nature of this course emphasizes the interrelationship of these areas that is vital to understanding the basis of patient centered pharmaceutical care. Fundamental knowledge in these areas allows the clinician to understand the theory and application to aid in the selection of the proper therapeutic agent or agents for disease control in the presence of a number of variables including patient variables such as age, gender, diet, and co-existing conditions; drug variables, such as potency, adverse effects, interactions, pharmacokinetics and others such as cost, availability, etc. This course will cover the therapeutics of the endocrine and gastrointestinal systems, as well as the medicinal chemistry and pharmacology of the drugs used to treat these conditions.

PHAR 312G - Integrated Therapeutics V 4 credits

This is the fifth course in the sequence that teaches the pharmacology, medicinal chemistry and therapeutics of medicinal agents. The integrated nature of this course emphasizes the interrelationship of these areas that is vital to understanding the basis of patient centered pharmaceutical care. Fundamental knowledge in these areas allows the clinician to understand the theory and application to aid in the selection of the proper therapeutic agent or agents for disease control in the presence of a number of variables including patient variables such as age, gender, diet, and co-existing conditions; drug variables, such as potency, adverse effects, interactions, pharmacokinetics and others such as cost, availability, etc. This course will cover the therapeutics of immunological, rheumatological and dermatological conditions as well as oncology, including the medicinal chemistry and pharmacology of the drugs used to treat these conditions.

PHAR 314G - Clinical Pharmacy 3 credits

Primarily emphasizing the practice of pharmacy in the clinical setting, students

will be introduced to medication distribution systems, institutional accreditation, advanced pharmacy practice in hospitals, sterile preparations and admixtures, and interprofessional teams, among others. Poison control centers, investigational drugs, automation and central vs. satellite pharmacies will also be discussed.

PHAR 315G, 316G, 317G - Case Studies

1 credit each term Third Year

This course is designed to increase competence in developing a well-designed and patient oriented pharmaceutical care plan. The pharmaceutical care plan is used to identify, prevent and resolve actual or potential drug related problems. This results in improved clinical outcomes, patient satisfaction and quality of life as well as a reduction in drug related morbidity and mortality.

PHAR 321G - Pharmacy Practice Laboratory III

1 credit

This laboratory course introduces the student to the preparation of sterile and biohazardous products encountered in pharmacy practice utilizing the latest technology for maintaining sterility or providing human safety during product preparation. Training in aseptic technique and the preparation of sterile products in a sterile environment, such as total parenteral nutrition admixtures, will be provided with special emphasis on USP 797 regulations. Special procedures, quality control, use of available references, appropriate calculations, and federal and state regulations will also be addressed. Training in the preparation of hazardous pharmaceuticals will also be provided.

PHAR 323G - Drug Literature Evaluation

3 credits

A discussion of the types and sources of drug literature, how to search the literature and the publication process is followed by discussion of study design with emphasis on methodology, statistical analysis and evaluation of the results. Finally, the application of the acquired evaluation skills in the delivery of evidence-based pharmaceutical care is presented.

PHAR 346G - Pharmacoeconomics

3 credits

Economic principles are used to study drug use and outcomes in large populations to improve quality-of-life and develop models for allocation of limited health care resources. Methods for continual monitoring of beneficial and adverse effects are also discussed.

PHAR 351G - Toxicology

3 credits

A discussion of the general principles of toxicology is followed by specific discussion of toxicities to the liver, kidney, lungs, cardiovascular and reproductive systems. Toxicity resulting from the use of specific drugs is then presented followed by toxicities due to other sources such as exposure to

industrial, environmental and household agents, among others. Finally, the prevention, assessment, and treatment of toxicities, with emphasis on the role of the pharmacist, are presented.

PHAR 368G - Pharmacy Law and Ethics

4 credits

Federal and state laws and regulations which pertain to the practice of pharmacy in Georgia are presented in detail. General business law and liability issues which affect the practice of pharmacy will also be discussed. Finally, ethical issues as they relate to the practice of pharmacy, and health care delivery in general, are examined.

PHAR 375G - Capstone

4 credits

The course is designed to provide students with a comprehensive and integrated assessment of the entire pharmacy program followed by appropriate feedback as a final step to ensure that they are prepared to enter into the Advanced Pharmacy Practice Experiences. Assessment will be designed to imitate, as closely as possible, typical clinical situations that students should be prepared for following the completion of their didactic work and IPPE rotations.

PHAR 377G - Seminar

1 credit

An open forum for discussion of contemporary issues in pharmacy for third year students prior to their progression to the Advanced Pharmacy Practice Experiences. Topics for discussion will come from a variety of sources that may have an impact on the practice of pharmacy. These include accrediting agencies; federal, state and local government regulations; Georgia State Board of Pharmacy and other boards of pharmacy including the National Association of Boards of Pharmacy; and national and local pharmacy organizations; as well as student requested topics.

PHAR 399G - Comprehensive Examination Third Year

0 credits

A comprehensive examination will be given at the end of the third year that will assess knowledge and skills acquired in the first three years. Students must pass this examination to progress to the Advanced Pharmacy Practice Experiences.

THIRD YEAR DIDACTIC ELECTIVES

(NOTE: not all electives are offered each year)

PHAR 311EG - Illicit Drugs

1 credit

This course will introduce the student to illicit drugs of abuse which include cannabinoids (marijuana), stimulants (methamphetamines and amphetamines), cocaine, depressants (short-acting barbiturates, benzodiazepines), hallucinogens

(LSD, psilocybin, PCP), narcotics, designer drugs (bath salts, GHB and MDMA) and volatile gases. The course will describe common street names of such drugs, their pharmacology, adverse effect profiles and methods of detection in the body. The course will also describe the concepts of physical and psychological dependence and describe some of the available treatments for these patients.

PHAR 312EG - Psychiatry

1 credit

This course is designed to introduce the student to the treatment of special patient populations (i.e. geriatrics, pregnancy, women, children). It explores psychiatric illnesses, particularly depression, anxiety, schizophrenia, and bipolar disorder. The course will also cover assessment tools used to evaluate these psychiatric illnesses as well as clinical trials (i.e. CATIE, STAR*D) which have made an impact on treatment strategies. By the end of this course the student will be able to appropriately treat the psychiatric illnesses of special patient populations as well as assess their disease and the effectiveness of treatment.

PHAR 313EG - Zoonotic and Foodborne Infection

1 credit

Zoonoses are the diseases that are naturally transmitted between vertebrate animals and man, including those transmitted by direct contact with infected animals or carcasses, by food or water contamination, by aerosols, and indirectly by invertebrate vectors. These are increasingly important in public health issues. This course will cover the history of each disease, the scientific basis for the control of zoonoses, the microbiology of the causative agent, pathogenesis, clinical features, symptoms and signs, diagnosis, treatment and prognosis. Epidemiology of each disease is described alongside the strategies for prevention and control.

PHAR 314EG - Pharmacogenomics

1 credit

This course will focus on individual variations in the genetic make-up that influence the therapeutic efficacy and/or adverse effects of drugs. The primary emphasis will be on drugs (such as warfarin and clopidogrel) where the variations are clinically relevant and their genetic basis is largely understood.

PHAR 321EG - Self-Care

1 credit

This course is designed to provide the student with an understanding of the pharmacist's role in empowering patient's self-care. The students will expand their abilities learned in OTC course in identifying common medical conditions that are appropriate for self-care.

PHAR 322EG - Seminars in Cardiology

1 credit

This course is designed to focus on important clinical trials involving cardiovascular pharmacotherapy. The overall objective of the course is to

emphasize the need for the student to provide clinical evidence to support drug therapy recommendations in the treatment of cardiovascular diseases during their clinical clerkships and future practice. By the conclusion of this course, the student will be able to cite data from clinical trials to justify his/her specific drug therapy recommendations for a variety of cardiovascular diseases such as ischemic heart disease including unstable angina, chronic stable angina, and acute coronary syndrome, heart failure, atrial fibrillation, hypertension and dyslipidemia.

PHAR 323EG - Community Pharmacy Ownership

1 credit

A course designed to provide the student with the necessary information to become a community pharmacy owner either through the establishment of a new pharmacy or the purchase of an existing pharmacy. The student will learn layout and design, location analysis, evaluation of third party plans, promotional offerings, as well as the financial aspects of the development and implementation of value added clinical services in the community setting.

PHAR 324EG - Topics in Men's Health

1 credit

This elective course is designed to incorporate pharmacotherapeutic principles in the management of various disease states as related to men's health such as hypogonadism, gynecomastia, alopecia, epididymitis, orchitis, breast cancer in males, testicular and prostate cancer. Students will be responsible for knowing treatment guidelines as discussed in class. Students will develop skills in interpreting laboratory data and identifying appropriate diagnostic tests in evaluating patients with various disease states. This course will also integrate the fundamentals of drug literature evaluation through topic discussions in a journal club format requiring student participation. A solid understanding of the pathophysiology and pharmacotherapy of certain disease states is fundamental to successful mastery of this course.

PHAR 371EG - Pediatrics

1 credit

This course provides an introduction to the concepts of pharmacy practice as it relates to common pharmacotherapy issues affecting the pediatric population for pharmacists. The role of OTC and prescription medications in the management of common pediatric problems will be covered. Areas of interest for this course will include developmental pharmacokinetics, drug dosing and delivery, nutrition, poisoning and poison prevention, as well as disease management in this unique patient population.

PHAR 372EG - Issues in Public Health

1 credit

This course is designed to provide the student with an understanding of the public health programs and role of pharmacist in these programs. The students will also be introduced to contemporary issues that surround these public health programs and potential future contributions of the pharmacist in these programs.

PHAR 373EG - Leadership Development in Pharmacy

1 credit

This course is designed to cover foundational concepts and skills in leadership development. These will include being a newly hired or promoted leader, managing others, accountability, HR challenges as well as strengthening teams and working in teams. This course will prepare students to enhance their personal strengths as a leader and become a high performer in their chosen field of practice. This course will consist of lectures, journal readings, discussion forums and guest speakers.

PHAR 374EG - Biologics and Biopharmaceutics

1 credit

Biologics are defined as substances derived from or made with the aid of living organisms, which include vaccines, antitoxins, serums, blood, blood products, therapeutic protein drugs derived from natural sources (e.g., anti-thrombin III), or biotechnology (e.g., recombinant proteins), or gene or somatic cell therapies. Biologics are an important therapeutic option for treating patients. This course offers students an opportunity to survey the most important aspects of biologics and biopharmaceutics. Content will include an introduction to biotechnology, vaccines, DNA- and RNA-based therapy, stem cell therapy, blood products, recombinant proteins, and monoclonal antibodies.

EXPERIENTIAL COURSES

Introductory Pharmacy Practice Experience (IPPE) Courses

PHAR 171G - IPPE Institutional

1 credit

This Introductory Pharmacy Practice Experience (IPPE) is designed as an introduction to the profession of pharmacy. It offers the initial exposure of students to institutional pharmacy workplaces with diverse patient populations, and helps students develop the requisite knowledge, skills, attitudes, and values for the provision of patient-centered care for the rest of their academic and professional careers. Students will spend four hours a week for eleven weeks in an institutional pharmacy setting, for a total of 44 hours.

PHAR 172G - IPPE Community I

1 credit

This Introductory Pharmacy Practice Experience (IPPE) is designed as an introduction to the profession of pharmacy. It offers the initial exposure of students to community pharmacy workplaces with diverse patient populations, and helps students develop the requisite knowledge, skills, attitudes, and values for the provision of patient-centered care for the rest of their academic and professional careers. Students will spend four hours a week for twelve weeks in a community pharmacy setting, for a total of 48 hours.

PHAR 261G - IPPE Community II

1 credit

The community experience will continue the development from their first year Introductory Pharmacy Practice Experiences with development of skills in patient interviews, patient profiles/charts, and SOAP note skills. The skills developed during this sequence will prepare the student to enter into the Advanced Pharmacy Practice Experiences (APPEs) during the fourth year of the professional pharmacy curriculum.

PHAR 262G - IPPE Longitudinal

1 credit

This IPPE provides direct practical experience to the student in a healthcare system setting, specifically in a center providing ambulatory care. The students will become familiar with the role of the pharmacist as part of an interdisciplinary team in the provision of patient care. Students will also conduct patient interviews, review patient profiles/charts, and further develop their SOAP note skills. The skills developed during this course will prepare the student to enter into the Advanced Pharmacy Practice Experiences (APPEs) during the fourth year of the professional pharmacy curriculum.

PHAR 331G - IPPE Community III

1 credit

IPPE Community III will continue the development from the first and second year Introductory Pharmacy Practice Experiences with the development of skills and knowledge needed for accurate prescription dispensing including an emphasis on preventing medication errors. The skills developed during this sequence will prepare the student to enter into the Advanced Pharmacy Practice Experiences (APPEs) during the fourth year of the professional pharmacy curriculum.

ADVANCED PHARMACY PRACTICE EXPERIENCE (APPE) COURSES

Required APPEs

PHAR 410G - Advanced Community

4 credits

This Advanced Pharmacy Practice Experience (APPE) is designed for the students to obtain supervised professional experience as a community pharmacist. This advanced rotation exposes students to community pharmacy workplaces with diverse patient populations, and helps students develop the requisite knowledge, skills, attitudes, and values for the provision of patient-centered care.

PHAR 420G - Advanced Health System Pharmacy

4 credits

This Advanced Pharmacy Practice Experience (APPE) is designed for the students to obtain supervised professional experience in the functions of a staff

pharmacist in an institutional pharmacy. This advanced rotation exposes students to health care system workplaces with diverse patient populations, and helps students develop the requisite knowledge, skills, attitudes, and values for the provision of patient-centered care.

PHAR 430G - Advanced Ambulatory Care

4 credits

This Advanced Pharmacy Practice Experience (APPE) is designed for the students to obtain supervised professional experience in the functions as a clinical pharmacist in the ambulatory care practice setting. Ambulatory care pharmacy is defined as “direct pharmaceutical care services provided to patients in an outpatient environment, exclusive of dispensing services.” This advanced rotation exposes students to ambulatory care workplaces with diverse patient populations, and helps students develop the requisite knowledge, skills, attitudes, and values for the provision of patient-centered care.

PHAR 450G - Advanced Inpatient / Acute Care General Medicine

4 credits

This Advanced Pharmacy Practice Experience (APPE) is designed for the students to obtain supervised professional experience in the functions as a clinical pharmacist in the acute care practice setting. Clinical intervention and the steps necessary to effectively execute those interventions will be a primary focus of this rotation. This advanced rotation exposes students to health care system workplaces with diverse patient populations, and helps students develop the requisite knowledge, skills, attitudes, and values for the provision of patient-centered care.

ELECTIVE APPEs

(select any 4)

The following list contains examples of elective APPE sites that may be developed by the PCOM School of Pharmacy – Georgia Campus. The number and type offered in any one year depends upon the availability of suitable sites, faculty, and the number of students requesting the specific elective. Therefore, there is no guarantee a student will be assigned to any one of these specific electives; however, each student will be assigned to four elective sites to complete his/her APPE requirements.

PHAR 501G - Academia

4 credits

An elective experience designed to stimulate the interest of pharmacy students in academia and provide the student with an understanding of the functions and processes of teaching, service and scholarship. Students may be exposed to situations that will increase their understanding of the various responsibilities of a full-time faculty position in pharmacy education.

PHAR 502G - Administrative Hospital

4 credits

An elective practice experience designed to enable the student to acquire skills and knowledge regarding the administrative duties of healthcare systems. Depending on the site, students may be exposed to situations that will increase their knowledge in the area of administrative, behavioral, economic and legal sciences. The role of the pharmacy director/manager will be a primary emphasis of this experience.

PHAR 503G - Administrative Community

4 credits

An elective practice experience designed to enable the student to acquire skills and knowledge regarding the administrative duties of community pharmacy. Depending on the site, students may be exposed to situations that will increase their knowledge in administrative, behavioral, economic and legal sciences. The role of the manager will be a primary emphasis of this experience.

PHAR 504G - Associations

4 credits

An elective practice experience designed to enable the student to acquire skills and knowledge regarding the management of national, regional or state pharmacy organizations. Depending on the site, the students may be exposed to situations that will increase their knowledge and understanding of the purpose, roles and responsibilities of pharmacy associations in the profession.

PHAR 505G - Industry

4 credits

An elective practice experience designed to enable the student to acquire general knowledge and high level of exposure to the pharmaceutical industry with exposure to a variety of areas within the pharmaceutical industry.

PHAR 510G - Community Pharmacy Ownership

4 credits

An elective practice experience designed to enable the student to acquire skills and knowledge regarding basic fundamentals of owning and running an independent community pharmacy. This advanced rotation exposes students to community pharmacy workplaces with diverse patient populations, and helps students develop the requisite knowledge, skills, attitudes, and values for the provision of patient-centered care.

PHAR 511G - Pharmacy Benefit Manager

4 credits

An elective practice experience designed to enable the student to acquire skills and knowledge regarding basic knowledge and a high level of exposure to a variety of activities conducted by a Pharmacy Benefit Manager. A PBM is an organization that manages the pharmaceutical benefits for managed care organizations, other medical providers or employers. Depending on the site, the student may be

exposed to numerous activities to promote managed care principles, including benefit plan design, creation/administration of retail and mail service networks, claims processing, drug utilization review, formulary management, generic dispensing, prior authorization and/or disease and health management.

PHAR 512G - Informatics

4 credits

An elective practice experience designed to enable the student to acquire skills and knowledge regarding the history, language and concepts of information technology in the field of pharmacy. Depending on the site, students may be exposed to data base management, automation and robotics, electronic prescribing, and health records.

PHAR 513G - Pharmacoeconomics

4 credits

An elective practice experience designed to enable the student to acquire skills and knowledge regarding basic understanding of health outcomes (clinical, economic, humanistic) focusing on the science that compares the value of one pharmaceutical product over another and how those principles contribute to health care quality.

PHAR 514G - Pharmacokinetics

4 credits

An elective practice experience designed to enable the student to acquire skills and knowledge in the functioning of an established clinical pharmacokinetics practice and information on methods for establishing such a service. Expertise in calculations is expected from previous coursework. This advanced rotation exposes students to health care system workplaces with diverse patient populations, and helps students develop the requisite knowledge, skills, attitudes, and values for the provision of patient-centered care.

PHAR 515G - Cardiology

4 credits

An elective practice experience designed to enable the student to acquire skills and knowledge regarding the pharmacotherapy of various cardiovascular disease states in a diverse patient population. This advanced rotation exposes students to health care system workplaces with diverse patient populations, and helps students develop the requisite knowledge, skills, attitudes, and values for the provision of patient-centered care.

PHAR 516G - Nephrology

4 credits

An elective practice experience designed to enable the student to acquire skills and knowledge regarding the pharmacotherapy of a patient with various diseases of kidney. This advanced rotation exposes students to health care system workplaces with diverse patient populations, and helps students develop the requisite knowledge, skills, attitudes, and values for the provision of patient-centered care.

PHAR 520G - Compounding

4 credits

An elective practice experience designed to enable the student to acquire skills and knowledge regarding the rationale for and the various techniques used in the extemporaneous compounding of pharmaceutical products. This advanced rotation exposes students to community pharmacy workplaces with diverse patient populations, and helps students develop the requisite knowledge, skills, attitudes, and values for the provision of patient-centered care.

PHAR 521G - Drug Information

4 credits

An elective practice experience designed to enable the student to acquire skills and knowledge regarding the practice of basic drug information. Depending on the site, the students may be exposed to activities such as preparing formulary evaluations, writing pharmacy newsletters, working on special interest projects and enhancing their verbal and written communication skills.

PHAR 522G - Medication Reconciliation

4 credits

An elective practice experience designed to enable the student to acquire skills and knowledge regarding the practice of medication reconciliation. Depending on the site, the student will be exposed to the process of comparing a patient's medication orders to all of the medications that the patient has been taking. This advanced rotation exposes students to health care system workplaces with diverse patient populations, and helps students develop the requisite knowledge, skills, attitudes, and values for the provision of patient-centered care.

PHAR 523G - Medication Therapy Management

4 credits

An elective practice experience designed to enable the student to acquire skills and knowledge regarding the pharmacist's role in providing Medication Therapy Management services. Depending on the site, the student will be trained to evaluate a patient's medication therapy, including drug interactions, duplications or omission of therapy. This advanced rotation exposes students to community pharmacy workplaces with diverse patient populations, and helps students develop the requisite knowledge, skills, attitudes, and values for the provision of patient-centered care.

PHAR 530G – Critical Care

4 credits

An elective practice experience designed to enable the student to acquire skills and knowledge regarding the pharmacotherapy of a critically ill patient in a hospital setting. The student will be exposed to various medication management strategies of various critical conditions.

PHAR 533G - Long Term Care

4 credits

An elective practice experience designed to enable the student to acquire skills and knowledge regarding treatment of geriatric patients in a long term care facility. Depending on the site, students may be exposed to situations that will increase their ability to demonstrate empathy for the elderly, develop pharmaceutical care plans for various chronic diseases states with consideration of various pharmacokinetic properties, dosing principles, and therapeutic drug monitoring parameters of geriatric patients in long term care facilities. This advanced rotation exposes students to health care system workplaces with diverse patient populations, and helps students develop the requisite knowledge, skills, attitudes, and values for the provision of patient-centered care.

PHAR 534G - Managed Care

4 credits

An elective practice experience designed to enable the student to acquire skills and knowledge regarding the practice of clinical pharmacy in the managed care setting. Students will be exposed to pharmacy administration issues such as formulary development and management, therapeutic class reviews, pharmacoconomics analysis, communication with patients, providers, and employer groups, counseling and participation in prior authorization process and other third-party reimbursement issues.

PHAR 540G - Diabetes

4 credits

An elective practice experience designed to enable the student to acquire skills and knowledge regarding the pharmacotherapy of diabetes. This advanced rotation exposes students to ambulatory care workplaces with diverse patient populations, and helps students develop the requisite knowledge, skills, attitudes, and values for the provision of patient-centered care.

PHAR 541G - Infectious Disease

4 credits

An elective practice experience designed to enable the student to acquire skills and knowledge regarding the pharmacotherapy of patients with various infectious diseases. This advanced rotation exposes students to health care system workplaces with diverse patient populations, and helps students develop the requisite knowledge, skills, attitudes, and values for the provision of patient-centered care.

PHAR 542G - Neonatology

4 credits

An elective practice experience designed to enable the student to acquire skills and knowledge regarding basic pharmacotherapy of neonates in the neonatal intensive care unit (NICU) setting. Depending on the site, students may be exposed to different pharmacokinetic properties, dosing principles and therapeutic drug monitoring in neonates. This advanced rotation exposes

students to health care system workplaces with diverse patient populations, and helps students develop the requisite knowledge, skills, attitudes, and values for the provision of patient-centered care.

PHAR 543G - Nuclear

4 credits

An elective practice experience designed to enable the student to acquire skills and knowledge regarding basic pharmaceutical care, radiopharmaceutical compounding, quality assurance, health physics and regulatory compliance.

PHAR 544G - Nutritional Support

4 credits

An elective practice experience designed to enable the student to acquire skills and knowledge regarding basic nutritional principles, nutritional assessment, and management of the patient requiring enteral and/or total parenteral nutrition support. This advanced rotation exposes students to health care system workplaces with diverse patient populations, and helps students develop the requisite knowledge, skills, attitudes, and values for the provision of patient-centered care.

PHAR 545G - Oncology

4 credits

An elective practice experience designed to enable the student to acquire skills and knowledge regarding basic clinical oncology pharmacy practice. Depending on the site, students may be exposed to situations that will enhance their understanding of pharmaceutical support to the inpatient/outpatient oncology service including staging, treatment, dosing, monitoring, and supportive care issues. This advanced rotation exposes students to health care system workplaces with diverse patient populations, and helps students develop the requisite knowledge, skills, attitudes, and values for the provision of patient-centered care.

PHAR 546G - Pediatrics

4 credits

An elective practice experience designed to enable the student to acquire skills and knowledge regarding basic pharmacotherapy of pediatric patients with common childhood acute and chronic illnesses. Depending on the site, students may be exposed to different pharmacokinetic properties, dosing principles and therapeutic drug monitoring in children. This advanced rotation exposes students to health care system workplaces with diverse patient populations, and helps students develop the requisite knowledge, skills, attitudes, and values for the provision of patient-centered care.

PHAR 548G - Psychiatry

4 credits

An elective practice experience designed to enable the student to acquire skills and knowledge regarding basic clinical pharmacotherapy of various psychiatric disorders of children, adolescents and/or adults. This advanced rotation exposes

students to health care system workplaces with diverse patient populations, and helps students develop the requisite knowledge, skills, attitudes, and values for the provision of patient-centered care.

PHAR 591G - Research

4 credits

An elective practice experience designed to enable the student to acquire skills and knowledge regarding basic pharmacy related research. Depending on the site, the student may observe and participate in various stages of ongoing research project(s) including, conducting experiments, analyzing data, discussing results, and/or preparing manuscripts for publication.

Master of Science – Biomedical Sciences – Philadelphia Campus

BIOM 501 – Molecular Basis of Medicine

7 credits

The course presents fundamental information regarding biochemistry, molecular biology and medical genetics in a way that is highly practical in today's clinical and/or research setting. This overview course includes discussions of molecular biology and genetics, metabolism and the body's production and use of energy, and blood-related issues such as blood proteins, lipoproteins and hemostasis.

BIOM 502 – The Infectious Process

3 credits

This course introduces graduate students to fundamental principles of immunology and microbiology. This overview includes discussions of the interplay between the microbial pathogen and the host immune response during the infectious process. Representative microorganisms belonging to each class of pathogen (bacterial, viral, fungal and parasite) are discussed. After the introductory lectures, the focus will be on current topics of interest in infectious disease and public health, including vaccines, cancers with an infectious etiology, and eradication of disease.

BIOM 503 – Human Anatomy

6 credits

A comprehensive consideration of the human anatomy as it relates to function in order to provide the anatomical component of diagnosis and treatment. This course will cover the gross anatomy of all systems in the human body including musculoskeletal, neuronal, lymphatic, respiratory, cardiovascular, digestive, urinary and reproductive with an emphasis on structural relationships and functional correlations to clinical applications. Course objectives include the acquisition of anatomical structural knowledge, and the development of team working, oral presentation and written communication skills as well as the development of critical assessment of biomedical literature. Learning is facilitated through lecture, group study of anatomical dissections, team problem based learning with clinical case presentations and a reflective observation team exercise.

BIOM 504 – Histology

4 credits

Students receive fundamental information regarding the structure and function of cells, how cells are organized into tissues and how tissues are organized into organs. In the histology laboratory students learn to identify cells, tissues and organs through a microscope.

BIOM 505 – Neurosciences

3 credits

This course provides a broad introduction to the basic and clinical neurosciences, including motor function, cerebrovascular blood supply, sensory receptors, higher cortical functions, the limbic system, neurometabolism, and nervous

system structure and function.

BIOM 506 – Medical Pharmacology

3 credits

Medical pharmacology presents an introduction to the basic concepts and principles of pharmacology. Specific lectures are presented in the areas of pharmacokinetics, autonomic pharmacology, cardiovascular pharmacology, CNS pharmacology and the control of pain.

BIOM 507 – Physiology

3 credits

This introductory course focused on medical physiology correlates the principles of basic functional mechanisms to practical methods for clinical assessment. Students receive hands-on instruction in methods to evaluate physiological mechanisms in a laboratory setting. Classroom and laboratory instruction are correlated to enhance understanding in the following areas: basic electrophysiology, cardiac, skeletal muscle physiology, gastrointestinal, respiratory, cardiovascular and renal physiology.

BIOM 690 – Research Methods

1 credit

This course introduces students to fundamental concepts of epidemiology and research design in health and disease. Principles of evidence-based medicine are discussed as they relate to key areas of disease prevention, health promotion and therapy discussed. Community-based issues, problems and solutions are addressed. Students who complete the course will be able to understand and apply basic statistical terms and applications as well as various research design models that appear in current medical literature. Students learn to assess the quality of medical literature research designs to study commonly encountered clinical and community issues. Students will learn to describe the relationship between the medical literature and evidence-based medicine. This course is cross listed with PHYA 542.

BIOM 691 – Biomedical Science Research I

3 – 8 credits

Supervised individual research projects undertaken by students in the program leading to the degree of Master of Science in Biomedical Sciences. A component of the research project is a Journal Club, held in the Fall term, that focuses on the presentation of recent literature published in refereed journals. Emphasis is placed on developing basic skills in communicating scientific studies; critical review of literature including research design, data analysis and data interpretation; and recognition of the relationship of previously published studies with the student's current work. If BIOM 691 is taken in the summer, then the Journal Club would be in conjunction with BIOM 692.

Prerequisites: BIOM 501, BIOM 502, BIOM 503, BIOM 504, BIOM 505, BIOM 506 and BIOM 507

BIOM 692 – Biomedical Science Research II

3 – 8 credits

Supervised individual research projects undertaken by students in the program leading to the degree of Master of Science in Biomedical Sciences.

BIOM 693 – Biomedical Science Research III

3 – 8 credits

Supervised individual research projects undertaken by students in the program leading to the degree of Master of Science in Biomedical Sciences.

BIOM 699 – Thesis Continuation

1 credit

Students who complete 24 credits of Biomedical Research before successfully defending the thesis must register for thesis continuation credit each semester until passing the defense.

Master of Science – Biomedical Sciences – Georgia Campus

BIOM 549G- Scientific Communication

2 credits

This course is designed to teach basic scientific communications skills that are crucial to the success of graduate students in the biomedical sciences. Various communication topics and strategies will be addressed in class. Students will be trained to read, interpret, and use various formats to communicate scientific information from primary scientific literature. Practice opportunities and critiques will be provided.

BIOM 550G – Research Survey Seminar

1 credit

The goal of this course is for the student to gain a view into cutting edge research by surveying current research from the perspectives of basic scientific thinking, hypothesis development and testing, and interpretation of data. Students are trained in research approaches to relevant problems and consider which experiments might best address the question. Topics include: how is a hypothesis developed from existing data, how experiments are chosen to address specific hypotheses, and how the data are interpreted.

BIOM 551G – Human Gross Anatomy

5 credits

This course introduces students to a medical gross anatomy presented from three perspectives: 1) systemic, 2) regional, and 3) applied (clinical) anatomy. It uses a lecture format and laboratory sessions using plastinated specimens and models.

BIOM 553G – Basic Concepts in Biomedical Modeling

2 credits

This course is designed to assist the student with developing an application based approach to the understanding of basic biochemical, cellular and systems physiologic processes through application of basic physical and chemical principles. The course builds on principles with which students are familiar from prerequisite course work. Students are shown how these principles have been modified to model cellular and human physiologic systems. Practical examples are used to both explain and test student competency. Students are expected to apply literature and data base search techniques to identify specific research examples and to develop an appropriate project proposal. Additionally public presentation, written assignments and testing will be used to assess student academic performance.

BIOM 554G – Neuroscience

4 credits

This course introduces the student to the field of medical neurosciences including cognition, the senses and the neuromuscular junctions.

BIOM 557G – Microscopic Anatomy and Embryology

4 credits

The histology component of this course covers basic structure and function of eukaryotic cells, how these cells are organized into four tissue types, and how tissues are organized into organs to support the various systems of the body. The embryology component focuses on gametogenesis through fetal development and explores embryogenesis for each organ system.

BIOM 558G – Biochemistry, Cellular and Molecular Biology

5 credits

This course provides the basis for understanding concepts of molecular medicine relevant in subsequent coursework in the biomedical sciences. Areas of concentration include biochemistry cell and molecular biology and genetics. Topics include studies of cellular organization; signaling and replication; gene expression and regulation; carbohydrate, lipid, protein and nucleic acid metabolism; enzymes; and mechanisms of inheritance and genetic engineering.

BIOM 559G – Biostatistics

1 credit

This course introduces the student to basic principles of statistical methods as applied to biomedical research, design and critical reading of the scientific literature. The student is expected to develop ability to use these basic principles to perform simple research data analysis and to interpret data reported in the current scientific research literature. This course in sequence with the new second year course Epidemiology (to be offered for the first time next academic year 2013-2014) replaces the 3 credit course BIOM 609G – Biostatistics and Epidemiology (formerly BIOM 552G).

BIOM 560G - Human Anatomy and Physiology I

5 credits

Human anatomy and physiology are presented in an integrated manner in this course sequence. In part one of this sequence, the medical gross anatomy content is presented in an approach that addresses regions and their associated systems. For example, thoracic anatomy with cardiopulmonary system; limbs with peripheral nervous system and muscle function. Initially, students will be introduced to basic vocabulary and gross regional structural components. As systems are described, the human medical physiology components will cover the appropriate basics of cellular and systems physiology as it is coordinated with the anatomy content in the systems presentations covering each of the major systems and their regulation through autonomic and endocrine mechanisms. This course uses a lecture/presentation format and includes sessions using plastinated dissection specimens, skeletal material and models to provide direct visualizations and interaction. Exercises and exams including written and outline components will be used to evaluate student academic performance.

BIOM 561G - Human Anatomy and Physiology II

5 credits

This course is the second part of the Human Anatomy and Physiology sequence. Part two will continue in the integrated approach employed in part one with a focus on completion of the five classic areas of human medical physiology: cardiac/cardiovascular, respiratory, renal, gastrointestinal and endocrine systems. As in the first part of the sequence, lecture/presentation format will be employed including sessions using plastinated dissection specimens, skeletal material and models to provide direct visualizations and interaction. Exercises and exams including brief written and outline components will be used to evaluate student academic performance.

BIOM 603G – Concepts in Pharmacology and Toxicology

4 credits

This course introduces the student to major concepts used in the study of pharmacology and toxicology. It focuses on drugs used in autonomic and cardiovascular pharmacology and toxicology. The course utilizes a lecture format and several laboratory sessions, one of which involves the use of the patient simulator in the clinical learning laboratory.

BIOM 604G – Nutritional Biochemistry

4 credits

This course introduces the student to the foundation of nutrition as it impacts biochemical pathways within the body.

BIOM 605G – Special Topics

3 – 5 credits

This course number is maintained for use when a need is perceived or requested to meet a one-time need.

BIOM 606G – Analytical Reading – Molecular Mechanisms

2 credits

The focus of this course is on the elaboration of molecular mechanisms in the current literature. This course requires directed readings and presentations of the current literature, exposing students to high impact areas of the biomedical sciences and enhancing critical reading and public speaking skills.

BIOM 607G – Independent Study/Scientific Composition

1 - 4 credits a term

This course is a graded three term sequence that is a guided independent study in which the student explores the biomedical science basis for health/medical conditions and syndromes that present in the clinic. Under the supervision of a graduate faculty member, the student is required to read and compile current scientific literature on the clinical condition chosen and write a major review article. Students will be required to present their topic in a formal presentation to the program faculty and their class peers. In addition to the presentation, the student must complete a written manuscript that adheres to scientific publication

standards. Enrollment in this course requires approval of the program director and identification of a faculty mentor. Course may be substituted for BIOM 650G.

BIOM 610G – Medical Immunology

3 credits

The course is designed to provide the student with an understanding of the cellular and molecular basis of the immune response, and the role of the immune system in health and disease. Additional topics will cover immune mediated pathological processes, tumor immunology and autoimmunity.

BIOM 611G – Medical Microbiology

3 credits

This course is designed to provide the student with the basic principles of medical microbiology and infectious disease. Emphasis will be placed on the identification, recognition and pathogenesis of the major medically relevant microorganisms including bacteria, viruses, fungi and parasites. Additional topics will include physiological and epidemiological factors contributing to human infectious disease and an introduction to antimicrobial agents.

Note: Medical Immunology and Medical Microbiology as a sequence replace the former second year first term course Immunity and Infection BIOM 602G.

BIOM 612G – The Historical Development of Current Themes in Biomedical Science Research

2 credits

The focus of this course is the historical development of current and important research trends through the tracking of an idea or concept from its origins in the original scientific literature to the current applications in cutting edge research. The purpose is for the student to gain an appreciation of how the development of ideas and concepts is essential to the investigation and better understanding across different areas of science. This course requires directed readings and presentations of the current literature, exposing students to high impact areas of the biomedical sciences and enhancing critical reading and interpretation of scientific literature as well as public speaking skills.

BIOM 613G – Molecular Genetics

3 credits

The goal of this course is for the student to develop a deeper understanding of the molecular biology techniques introduced in earlier courses. The material will focus on understanding the molecular genetic tools that are having a tremendous impact on medicine. Specific topics will include various types of cloning, gene transfer, methods to study gene expression at the mRNA and protein levels, microRNAs, and other recent developments.

Prerequisite: BIOM 558G

BIOM 614G - Developmental Neuroscience

4 credits

This course has the goal of providing students with a solid foundation in developmental neuroscience. It will integrate findings from anatomical, cellular, molecular and genetic approaches. Topics covered will include neural induction, regionalization of the neural plate and neural tube, neurogenesis, gliogenesis, cellular determination and differentiation, migration, growth cones and axon pathfinding, dendrite formation, programmed cell death, synapse formation and elimination, critical periods and developmental plasticity. The course assumes basic knowledge of cell biology and neuroscience.

BIOM 615G – Vascular Control Mechanisms

4 credits

The course content involves advanced study of vascular control mechanisms and is heavily based in current literature. The course is designed to study new advances and current understanding of various aspects of vascular control. Independent literature research and class participation, in addition to 3 exams, is a significant component of the final grade.

BIOM 616G – Experimental Design and Data Analysis in Biomedical Research

2 credits

This course is intended to provide basic training to the second year BioMed students especially those thesis track students about how to start a biological research study with a reasonable design and how to deal with the valuable data at the end. This course will use examples from molecular biology, electrophysiology and imaging studies as examples to explain how to adopt most currently accepted methods in experimental design and data analysis. After the completion of the course, the students are expected to be able to use the skills in their thesis study and their future scientific career. Basic statistics is prerequisite.

BIOM 617G – Stem Cell Biology

3 credits

This course will involve discussion and debate of current topics in stem cell biology and the uses of stem cells in medicine and biotechnology. Topics will include review and discussion of cell biology, developmental biology, molecular biology, and genetics; stem cell characteristics and preparation; clinical applications and therapeutic uses of stem cells and tissue engineering; and regulatory and ethical issues. Current peer-reviewed literature will provide up-to-date information for discussion.

BIOM 618G – Epidemiology

2 credits

This course introduces the student to basic principles of epidemiology as applied to biomedical research, design and critical reading of the scientific literature. The student is expected to develop ability to use these basic principles to perform simple epidemiologic analysis and to interpret studies reported in the current

scientific research literature. The student will be able to identify measures of disease frequency and excess risk and apply these in the context of epidemiologic questions and problems. The student will be able to understand and apply the calculation and application of screening test utilities. Students will be expected to master concepts including, but not limited to, morbidity and mortality measures, incidence, prevalence, attack rate, relative risk, odds ratio, positive and negative predictive value, sensitivity and specificity.

This course, in sequence with the new first year course Biostatistics (BIOM 559G) replaces the 3 credit course BIOM 609G – Biostatistics and Epidemiology (formerly BIOM 552G)

**BIOM 650G – Special Topics in Biomedical Sciences Research and Methods
1-4 credits a term**

This course is a graded three term sequence that is a guided independent study in which the student explores an area of interest in either Biomedical Science Research or Methods. The course requires a topic selection to be approved by a mentor/instructor. Students are expected to complete a thesis style paper of twenty-five pages on more which can be a review, project proposal, grant application etc. (any proposals require paperwork for appropriate regulatory committees); minimum of 50 citations/references, graded presentation, scheduled weekly meetings with faculty mentor; and competency based testing and assignment completion. Students may enroll in this course only through the approval of the program director. Course may be substituted for BIOM 607G.

**BIOM 691G–693G – Biomedical Research/Elective
5-21 credits**

Supervised individual research projects undertaken by students in the program leading to the degree of Master of Science in Biomedical Sciences.

**BIOM 699G – Thesis Continuation
1 credit**

NOTE:

1. The program in Georgia operates a journal club/seminar series. Second year/MS seeking students are expected to attend; first year students are encouraged to attend.
2. Non-thesis students are required to enroll in and complete the writing of a review/term paper that must be completed during the third term of the second year. To facilitate successful completion of this task in a timely fashion students are required to choose a mentor, select a title, and complete an outline for this project by the end of Term 1 of their second year.

Master of Science – Forensic Medicine

FMED 499 – Basic Human Biology in Forensic Medicine (Pathway Program Only)

3 credits

This course is for students enrolled in the Pathway program that matriculates into the MS Forensic Medicine degree. The course is designed for nonbiomedical bachelor degree students as a preparatory course preceding the forensic medicine curriculum. Part one of this course is an overview of general biology that is pertinent to forensic medicine, and part two is human anatomy and physiology. Basic medical histology will be incorporated into the later part of this course. This course is graded on a pass/fail basis.

FMED 500 – Pathology for Forensic Medicine

4 credits

The course provides a systematic approach to the pathological basis of the principles of forensic medicine. The course begins with an overview of cell injury, death, adaptation, repair and regeneration. It continues with a survey of the dermatological, skeletal, neurological, endocrine, immunological, cardiorespiratory, vascular, gastrointestinal, renal, urological and reproductive systems. Special emphasis is given to conditions of the cardiovascular, cardiorespiratory and central nervous systems that cause death.

FMED 501 – Principles of Forensic Medicine I

6 credits

This course begins with an overview of the field of forensic medicine. This includes discussion of the history of forensic science and medicine. Also discussed are the roles of medical examiners, coroners and non-physician medico-legal death investigators. General principles of crime scene investigation are introduced. Instruction then moves to the science behind forensic medicine. Topics in this section include post-mortem changes, sudden natural death, blunt force injury, sharp-force injury, ballistics and gunshot wounds. Also taught here are asphyxiation, drowning, thermal injuries, electrical injuries and lightning injuries.

Prerequisite: FMED 500

FMED 502 – Principles of Forensic Medicine II

6 credits

This course continues the overview of the field of forensic medicine. Topics covered in this course include forensic study of toxicology, anthropology, odontology, entomology and neuropathology. Students also learn about forensic medicine aspects of motor vehicle accidents, explosions and bombs, bioterrorism and mass fatalities. This course covers use of fingerprinting, trace evidence analysis and DNA analysis in conducting medico-legal investigations. Students will be given an outline of criminal law and considerations in preparing and delivering court testimony. Investigation of special crimes including child abuse,

sexual assault, arson and deaths of persons in custody will be discussed as well as techniques for providing grief assistance.

Prerequisite: FMED 501

FMED 504 – Research Design and Methodology (online)

4 credits

This course provides a foundation in research design, concepts and methodology with an emphasis on epidemiology. Students will evaluate the relationship of research design frameworks and research outcomes. The application of biostatistics and epidemiology concepts to the interpretation of the medical literature will also be discussed.

FMED 505 – Bioethics in Professional Practice (online)

4 credits

This course introduces students to the field of biomedical ethics and related medico-legal concepts. Material is presented to provide students with a basic understanding of the legal obligations and ethical responsibilities of the health care provider. Topics include research involving human participants and animals, medical and health care ethics, and the implications of applied genetics and biotechnology.

FMED 506 – Evidence-Based Forensic Medicine (online)

4 credits

This course introduces students to the emerging field of evidence-based medicine. It begins with a history of the field. Students learn how to ask a clinical question so that it may be answered and how to use that question to formulate an effective literature search to find the best answer to the question. In the next phase, students learn how to evaluate the importance and validity of the evidence. Finally, they learn how to use the evidence-supported answer in a manner that matches the values and views of their patients.

FMED 508 – Capstone Integrated Experience

8 credits

The Capstone Integrated Experience project is a research project that will involve field experience and/or research in the area of forensic medicine. The objective is to afford students the opportunity to apply the knowledge and the skills they have acquired through their academic coursework in a real life setting in an area of personal interest within the scope of forensic medicine. This project will culminate with a final paper at the conclusion of the experience.

FMED 513 – Law and Evidentiary Procedure (online)

4 credits

This interactive online course focuses on the role of the forensic medicine professional in the legal system, starting with an overview of the American legal system and continuing with an in-depth study of evidentiary issues, rules and procedures.

Master of Science – Health Sciences – Physician Assistant Studies

PHYA 501 – Pharmacological Concepts and Pharmacotherapeutics

2 credits

This course is the first in a series of four that provide the physician assistant student with a broad survey of the basic principles of pharmacokinetics, pharmacodynamics and pharmacotherapeutics. This course reviews the mechanism(s) of action, toxicities and interactions of specific drugs and drug classes, as well as providing the students with an introduction to clinical therapeutics. Clinical therapeutics incorporates the physiologic basis and clinical characteristics of disease states relative to pharmacological therapy. Instruction also focuses on general pharmacological principles and infectious diseases.

PHYA 502 – Human Gross Anatomy

6 credits

This course constitutes a comprehensive consideration of human anatomy using a regional approach to the human body. The lecture component of the course consists of a detailed explanation and clarification of the relevant anatomy including general principles and concepts with a strong emphasis on the clinical relevance of each area considered. The laboratory component of the course consists of examination of dissected or prosected cadavers, special dissections by small groups of students on cadavers, examination of plastinated specimens, models, X-rays, cross sections, bones and appropriate videos of human dissection and clinical procedures. An introductory self-study medical terminology section will also be presented.

PHYA 503 – History Taking and Physical Examination

10 credits

This course is designed to provide students with the fundamental cognitive knowledge of interviewing, patient communication skills and general physical examination procedures that are necessary to conduct an appropriate and thorough medical interview and comprehensive physical examination for patients of all ages. Students will develop these patient interview and communication skills and general physical examination procedures through classroom work and structured clinical experiences with standardized patients under simulated conditions. Digital recording capabilities will allow students to review their clinical performance with faculty.

PHYA 510 – Clinical Medicine I

10 credits

This course is the first of a sequence of three courses that are designed to prepare physician assistant students for their professional clinical role. Students continue to develop and refine their patient communication, medical history taking and physical examination skills. This course provides the student with a body-system and problem-oriented approach to understanding the etiology, epidemiology, pathophysiology, clinical manifestations, laboratory and diagnostic studies, and diagnosis and treatment of specific diseases encountered in general practice.

Health care providers will discuss specific focused physical examinations of each body system. Health promotion, disease prevention, medical nutrition, the genetic basis of disease, rehabilitative care, and patient education relevant to each disease is also covered. Students demonstrate knowledge of certain medical instruments and proficiency in selected procedures. Students will orally present patient data as well as document patient information through the use of our standardized patient lab and clinical skills seminars. The specific specialty areas and body-systems covered include infectious diseases, dermatology, endocrinology, otorhinolaryngology, gastroenterology, hematology and pulmonology.

PHYA 511 – Clinical Medicine II

10 credits

This course is the second of a sequence of three courses that are designed to prepare physician assistant students for their professional clinical role. Students continue to develop and refine their patient communication, medical history taking and physical examination skills. This course provides the student with a body-system and problem-oriented approach to understanding the etiology, epidemiology, pathophysiology, clinical manifestations, laboratory and diagnostic studies, and diagnosis and treatment of specific diseases encountered in general practice. Health care providers will discuss specific focused physical examinations of each body-system. Health promotion, disease prevention, medical nutrition, the genetic basis of disease, rehabilitative care, and patient education relevant to each disease is also covered. Students demonstrate knowledge of certain medical instruments and proficiency in selected procedures. Students will orally present patient data as well as document patient information through the use of our standardized patient lab and clinical skills seminars. The specific specialty areas and body-systems covered include cardiology, urology, neurology, nephrology, ophthalmology, oncology and rheumatology. Students are certified in Basic Cardiac Life Support.

PHYA 512 – Clinical Medicine III

10 credits

This course is the third of a sequence of three courses that are designed to prepare physician assistant students for their professional clinical role. Students continue to develop and refine their patient communication, medical history taking and physical examination skills. This sequence of courses provides the student with a body-system and problem-oriented approach to understanding the etiology, epidemiology, pathophysiology, clinical manifestations, laboratory and diagnostic studies, and diagnosis and treatment of specific diseases encountered in general practice, general surgery, general pediatrics and the emergency room. Health care providers will discuss specific focused physical examinations of each body-system. Health promotion, disease prevention, medical nutrition, the genetic basis of disease, rehabilitative care, and patient education relevant to each disease is also covered. Students demonstrate knowledge of certain medical instruments and proficiency in selected procedures. Students will orally present patient data as well as document patient

information through the use of our standardized patient lab and clinical skills seminars. The specific specialty areas and body-systems covered include obstetrics and gynecology, geriatrics, orthopedics, surgery, emergency medicine and pediatrics. Students will also take an Advanced Cardiac Life Support course.

PHYA 514 – Professional Practice Issues and Health Policy

2 credits

This course will expose students to many of the principles and practices of health policy. It will include consideration of the impact of socioeconomic issues affecting health care, an overview of selected aspects of the various health care systems, and financial and productivity issues relevant to the PA profession. Quality assurance, risk management, managed care environments, coding and billing, patient referrals, and other issues pertinent to current health care practice will be discussed. Students will learn about cultural issues and their impact on health policy. Also covered in this course are the history, development and current status of the physician assistant profession in the U.S. medical system in the 21st century as well as the political and legal issues related to PA practice. This course presents overviews of PA professional organizations, and PA program accreditation, as well as certification and recertification of PAs. The interrelated issues of licensure, credentialing and professional liability are also covered.

PHYA 515 – Medicine, Law and Health Care Ethics

1 credit

This course is presented to provide physician assistant students with an understanding of basic medical law, public health policy and medical ethics. Lectures in medical ethics and law/medical jurisprudence are presented to provide students with a basic understanding of the legal obligations and ethical responsibilities of the health care provider, both personally and professionally. This course also presents the fundamentals of health policy, violence prevention, death/dying decisions, commitment to patient welfare, respect for self and others, impact of genetic technology, disease control and basics of clinical preventive medicine.

PHYA 519 – Human Physiology

4 credits

This course is designed to provide a comprehensive review of normal human physiology using a regional approach to the human body. The lecture component of this course will consist of a detailed explanation and clarification of the relevant physiology including general principles and concepts with a strong emphasis on the clinical relevance of each area considered.

PHYA 520 – Pharmacology I

2 credits

This course is the second in a sequence of four courses that represent a broad survey of the basic principles of pharmacokinetics, pharmacodynamics and pharmacotherapeutics. This course reviews the mechanism(s) of actions, toxicities and interactions of specific drugs and drug classes, as well as providing

the students with an introduction to clinical therapeutics. Clinical therapeutics incorporate the physiologic basis and clinical characteristics of disease states relative to pharmacologic therapy. Combined lecture and problem-based learning case presentations are designed to develop the pharmacologic and therapeutic skills that a physician assistant will need to enhance patient care in clinical practice, focusing on the following specialty areas: infectious diseases, dermatology, endocrinology, otorhinolaryngology, hematology and pulmonology.

PHYA 521 – Pharmacology II
2 credits

This course is the third in a sequence of four courses that represent a broad survey of the basic principles of pharmacokinetics, pharmacodynamics and pharmacotherapeutics. This course reviews the mechanism(s) of actions, toxicities and interactions of specific drugs and drug classes, as well as providing the students with an introduction to clinical therapeutics. Clinical therapeutics incorporate the physiologic basis and clinical characteristics of disease states relative to pharmacologic therapy. Combined lecture and problem-based learning case presentations are designed to develop the pharmacologic and therapeutic skills that a physician assistant will need to enhance patient care in clinical practice, focusing on the following specialty areas: neurology, urology, nephrology, ophthalmology, oncology, cardiology and rheumatology.

PHYA 522 – Pharmacology III
1 credit

This course is the fourth of a sequence of four courses that represent a broad survey of the basic principles of pharmacokinetics, pharmacodynamics and pharmacotherapeutics. This course reviews the mechanism(s) of actions, toxicities and interactions of specific drugs and drug classes as well as providing the students with an introduction to clinical therapeutics. Clinical therapeutics incorporate the physiologic basis and clinical characteristics of disease states relative to pharmacologic therapy. Combined lecture and problem-based learning case presentations are designed to develop the pharmacologic and therapeutic skills that a physician assistant will need to enhance patient care in clinical practice, focusing on the following specialty areas: obstetrics and gynecology, pediatrics, geriatrics, orthopedics, emergency medicine and general surgery.

PHYA 530 – Behavioral Medicine and Psychiatry
2 credits

The primary goal of this course is to provide the physician assistant student with the necessary skills, knowledge and sensitivity to deal effectively with various psychiatric, emotional and behavioral issues common to patients in primary care settings. Students will be able to outline skills in coping with illness, injury and stress. Students will gain skills in the evaluation and management of patients with a variety of psychiatric problems as well as an appreciation for the health care team as it applies to the mental health patient. This course includes a mixture of didactic presentations, group discussions and interviews with standardized patients.

PHYA 531 – Community Health Service

2 credits

This course provides students an opportunity to interface with community-based agencies and become familiar with diverse communities, both their challenges and their resources. In addition, this course allows students to develop a better understanding of how social, environmental and cultural factors can impact their patients' attitudes about health. Throughout this course, students learn the importance of collaboration when developing relevant and effective health care interventions.

PHYA 534 - Introduction to Pathogenesis and Clinical Genetics

1 credit

This course will lay a foundation in the pathogenesis of disease, which is the foundation of critical thinking in clinical practice. Topics to be covered include cellular injury, death, and repair, inflammation, immunodeficiencies, and neoplastic growth. Additionally, the PA student will be introduced to concepts of genetics/genomics, including: genetics terminology, patterns of inheritance, utility of genetic family history in practice, recognizing genetic contribution to disease, genetic screening, presymptomatic testing, diagnostic testing and pharmacogenetics. The course will also cover some of the ethical, legal and social implications related to the provision of genetics services.

PHYA 535 – Pathology I

2 credits

This course is the first of a sequence of three courses that provides the student with a basic understanding of the nature and mechanisms of disease from a pathologic view. This study of pathology provides understanding of the nature and mechanisms of disease, which is the foundation for critical thinking in clinical practice. This sequence of courses provides a systematic approach to the physiologic basis for disease. The general pathology of cell injury, inflammation, infections and neoplasia is presented along with the disease processes of organ systems including the immunologic, dermatologic, hematologic, gastrointestinal and respiratory.

PHYA 536 – Pathology II

2 credits

This course is the second of a sequence of three courses that provides the student with a basic understanding of the nature and mechanisms of disease from a pathologic view. This study of pathology provides understanding of the nature and mechanisms of disease, which is the foundation for critical thinking in clinical practice. This sequence of courses provides a systematic approach to the physiologic basis for disease. Lectures are focused on the disease processes of organ systems, the renal, urinary, ophthalmologic and neurologic systems.

PHYA 537 – Pathology III

2 credits

This course is the third of a sequence of three courses that provides the student

with a basic understanding of the nature and mechanisms of disease from a pathologic view. This study of pathology provides understanding of the nature and mechanisms of disease, which is the foundation for critical thinking in clinical practice. This sequence of courses provides a systematic approach to the physiologic basis for disease. Lectures are focused on the disease processes of organ systems including the female and male reproductive and endocrine systems as well as disease presentations in pediatric and geriatric patients.

PHYA 542 – Research Methods

1 credits

This course introduces students to fundamental concepts of epidemiology and research design in health and disease. Principles of evidence-based medicine as they relate to key areas of disease prevention, health promotion and therapy are discussed. Community-based issues, problems and solutions are addressed. Students who complete the course will be able to understand and apply basic statistical terms and applications as well as various research design models that appear in current medical literature. Students learn to assess the quality of medical literature research designs to study commonly encountered clinical and community issues. Students will learn to describe the relationship between the medical literature and evidence-based medicine (EBM). This course is cross listed with BIOM 690.

PHYA 543 – Evidence-Based Medicine

2 credits

This course begins with the importance of evidence-based medicine as it relates to treatment strategies of disorders commonly treated by PAs. Key concepts on how to search, read and decipher various levels of scientific medical literature are covered. The sessions are interactive and prepare students to critically evaluate the clinically relevant issues in a broad range of physician assistant practice areas. Students develop an EBM-style clinical question that will serve as the basis for the Research Practicum completed during the clinical phase of the program.

PHYA 549 – Radiology for the Physician Assistant

2 credits

This course is an introduction to the field of radiology designed to provide the physician assistant student with basic knowledge of the use and interpretation of a variety of radiographic studies. Through interactive technology, lectures and case-based problems, students will learn to interpret a variety of diagnostic modalities and understand their use in daily clinical practice.

PHYA 550 – Family Medicine Preceptorship

10 credits

This six-week preceptorship is intended to augment and strengthen the student's skill in developing a comprehensive database and a system approach to common family medicine problems. Emphasis is placed on generating the information and skills to enable the student to recognize normal findings and assess clinically significant deviations from normal. Students perform patient histories and

physical examinations, obtain diagnostic testing and present the data to their precepting physician(s) with a proposed differential diagnosis and treatment plan. This preceptorship will assist the student in learning the indications, limitations and methodology of family medicine procedures and therapeutic strategies. Students function in a role similar to the intended role of a practicing physician assistant. Where possible, students participate in grand rounds, noon conferences and clinically relevant didactic presentations. A set of learning objectives guides student reading in preparation for a written examination at the end of the preceptorship.

PHYA 551 – Internal Medicine Preceptorship **10 credits**

This is a six-week preceptorship that is intended to augment and strengthen the student's skills in developing a comprehensive database and a systemic approach to common internal medicine and family medicine problems. Emphasis is placed on generating the information and skills to enable the student to recognize normal findings and assess clinically significant deviations from normal. Students perform patient histories and physical examinations, obtain diagnostic testing and present the data to their precepting physician(s) with a proposed differential diagnosis and treatment plan. This preceptorship will assist the student in learning the indications, limitations and methodology of internal medicine and family medicine procedures and therapeutic strategies. Students function in a role similar to the intended role of a practicing physician assistant, including participating in teaching rounds where diagnostic and therapeutic plans for acutely ill patients are discussed, performing and observing various clinical procedures and preparing written and oral communication about patients. Where possible, students participate in grand rounds, noon conferences and clinically relevant didactic presentations. A set of learning objectives guides student reading in preparation for a written examination at the end of the preceptorship.

PHYA 553 – Emergency Medicine Preceptorship **10 credits**

This is a six-week preceptorship that allows the students to augment and strengthen their skills in developing a comprehensive database and a systemic approach to common emergency medicine problems. Emphasis is placed on generating the information and skills to enable the student to recognize normal findings and assess clinically significant deviations from normal. Students will perform appropriate clinical evaluation including focused patient history and physical examinations, obtain diagnostic testing and present the data to their precepting physician(s) with a proposed differential diagnosis and treatment plan. Students will gain skills that include those necessary for appropriate triage, stabilization of patients with traumatic injuries and illnesses, the management of the less life-threatening problems that present to the emergency room, working with the pre-hospital emergency medical service team and making appropriate secondary referrals. Where possible, students participate in grand rounds, noon conferences and other clinically relevant didactic presentations. A set of learning

objectives guides student reading in preparation for a written examination at the end of the preceptorship.

PHYA 554 – Gynecology/Prenatal Preceptorship

10 credits

This is a six-week preceptorship that is intended to augment and strengthen student skills in developing a comprehensive database and a systemic approach to common problems seen in prenatal and gynecology practice. Emphasis is placed on generating the information and skills to enable the student to recognize normal findings and assess clinically significant deviations from normal. Students will perform appropriate clinical evaluation including focused patient history and physical examinations, obtain diagnostic testing and present the data to their precepting physician(s) with a proposed differential diagnosis and treatment plan. This preceptorship teaches the student the indications, limitations and methodology of prenatal and gynecologic procedures and therapeutic strategies. Students will also receive the experience in managing common outpatient gynecology problems, gynecologic diagnostic techniques and therapy, family planning, assisting at gynecologic surgery and techniques for the early detection of gynecologic cancer. A set of learning objectives guides student reading in preparation for a written examination at the end of the preceptorship.

PHYA 555 – General Surgery Preceptorship

10 credits

This six-week surgical preceptorship augments and strengthens student skills in developing a comprehensive database and a systemic approach to common problems in general surgery. Students perform appropriate clinical evaluation including comprehensive surgical history and physical examinations, obtain diagnostic testing and present the data to their precepting physician(s) with a proposed differential diagnosis and treatment plan. Students assist in surgical procedures in the operating room, the diagnostic evaluation of surgical patients and with preoperative and postoperative care with the ambulatory care of surgical patients. Proficiency is to be developed in suturing, incision and drainage, excision and the biopsy of simple wounds and lesions. Where possible, students participate in grand rounds, noon conferences and other clinically relevant didactic presentations. A set of learning objectives guides student reading in preparation for a written examination at the end of the preceptorship.

PHYA 556 – Behavioral Medicine and Long Term Care Preceptorship

10 credits

This six-week preceptorship is split into two sections. Behavioral Medicine will last 4 weeks and Long Term Care will last 2 weeks. The Behavioral Medicine portion involves experiences, primarily in outpatient settings, that allow students to develop skills in the evaluation and management of patients with a variety of psychiatric and addiction problems. Through these experiences, students gain an appreciation for the role of the psychiatrist, psychologist, nurse and social worker in the care of the mentally ill, and become better able to make

appropriate psychiatric referrals from primary care. The use of psychoactive pharmaceuticals and the role of psychotherapy in psychiatry are explored. In the Long Term Care portion, students will participate in providing healthcare for the geriatric and long term care patient population in a nursing home setting. This preceptorship allows students to enhance both clinical and communication skills, while providing the opportunity to gain insight and experience in geriatrics and long term patient care. This preceptorship is intended to augment and strengthen the student's deductive reasoning and clinical decision making skills by developing a comprehensive database and a systemic approach to common geriatric medical pathology and the concerns encountered with patients in a long term care facility. Where possible, students participate in grand rounds, conferences and other clinically relevant didactic presentations. A set of learning objectives guides student reading in preparation for a written examination at the end of the preceptorship.

PHYA 557 – Pediatrics Preceptorship

10 credits

This is a six-week preceptorship for clinical phase PA students that provides inpatient and/or outpatient exposure to a patient population ranging from neonates to late adolescents. This preceptorship will augment and strengthen student skills in developing a comprehensive database and a systemic approach to common problems in pediatrics. Emphasis is placed on generating the information and skills to enable the student to recognize normal findings and assess clinically significant deviations from normal. Students will perform appropriate clinical evaluation including comprehensive history and physical examinations, obtain diagnostic testing and present the data to their precepting physician(s) with a proposed differential diagnosis and treatment plan. The student will have an intense exposure to primary care pediatric problems with the objective of developing skills in well-child preventive care, the care of common pediatric illnesses and the care of the newborn. These experiences are obtained in the outpatient and inpatient setting. A set of learning objectives guides student reading in preparation for a written examination at the end of the preceptorship.

PHYA 558 – Elective Preceptorship

6 credits

This is a four-week preceptorship that offers students an opportunity to complete an elective of their choice. During the didactic portion of the professional phase, PA program students consider their own clinical practice interests and needs for skill development. Students select a clinical area for their elective with the approval of their faculty advisor. Students develop an individualized learning contract that includes objectives for their elective rotation and a method to demonstrate achievement of these objectives at the conclusion of their preceptorship. Students are responsible for an oral presentation regarding a specific health care topic at the end of their elective preceptorship.

PHYA 560 – Research Practicum**2 credits**

Senior PA students, using the knowledge acquired in prior related courses, are required to ask a clinically relevant question in a clinical discipline common to PA practice. A subsequent search and interpretation of the literature results in the culmination of a year-long project conducting, writing and presenting a systematic review on chosen topics of interest.

PHYA 562 – Comprehensive Preceptorship Review**3 credits**

This course is intended to review and assess the student's knowledge of core competencies. It includes an extensive board-review style lecture series, directed standardized patient encounters with oral case presentations to a faculty member, a written comprehensive examination and clinical skills testing.

Master of Science in Organizational Development and Leadership **– Philadelphia Campus**

ODL 501 – Foundations and Systems of Organizational Development **3 credits**

This course is an introduction to the ODL program. It describes the genesis of organization development and how it has evolved over the last 50 years. Students address the importance of using themselves as an instrument of change by creating their own development program that they will use throughout the entire ODL program. The course introduces a consulting model and models of organizational change that can be applied immediately to the student's work setting.

ODL 502 – Understanding the Business of Organizations **3 credits**

This course provides needed background to those students who have not experienced the challenge of operating successfully in a business or business unit. The course focuses on how to establish a strategic direction for a business, create the needed organizational structure, develop and lead the operations of the business, monitor financial results and meet the needs of customers, shareholders and employees.

ODL 504 – Personal and Professional Development **3 credits**

This course is an exploration of development from three viewpoints – personal, interpersonal and organization. Students will examine their own preferences, strengths and motivations as well as the role these play in their relationships. They will assist others in meeting career or personal goals through a mentoring relationship. Topics include feedback, career development, personality preferences, motivation, mentoring, creating a development plan and supporting development in an organization.

ODL 505 – Team Dynamics **3 credits**

This course provides a broad overview of different types of teams in the workplace. Discusses the necessary elements of successful teamwork and how to develop these elements. Explores various team roles with a particular focus on team leadership. Exposes students to real-time team dynamics and provides opportunities for practicing diagnosis and intervention skills.

ODL 506 – Social Factors and Cultural Diversity **3 credits**

Culture is the set of shared attitudes, values, goals and practices that characterizes a community. These communities exist around gender, race, color, age, differently-abled, sexual orientation, class, religion, ethnicity and nationality. This course examines differences that characterize people of various communities and what happens when they come together in organizations. The dynamics of social factors and cultural diversity in organizations will be

examined through both theoretical literature and pragmatic experience. The course will culminate in the development of strategies for engaging people of various cultures more successfully.

ODL 507 – Action Research in ODL: Capstone Project Preparation

3 credits

This course is intended as preparation and support for the final Capstone: Action Research Project. It reinforces action research as a critical tenet of organization development, leadership and change. The learning experiences will focus on enhancing action research practice and data collection skills to facilitate deeper-level inquiry, reflection, critical thinking and assessment into the issues that are impacting organizational performance and results. As leadership practitioners, students will learn how to appropriately align the methodologies and interventions with the identified organizational issue(s)/problem(s). As a definitive outcome, students will deliver a draft of the beginning sections of the Capstone: Action Research Project.

ODL 508 – Leadership for Practitioners

3 credits

This course provides an overview of leadership and organization development practitioner models that effectively lead organizations through the change process. A key focus of the course is to: enhance the reflective practice of the adult learners by integrating organization diagnostic models presented in class; design aligned interventions that enhance individual, relational and organizational health; and coach learners to achieve higher practice performance within their respective organizations.

ODL 510 – Capstone: Action Research Project

3 credits

The Capstone course is taken in the last year of the student's master's degree work. Working with the program director as her/his advisor, the student demonstrates her/his competence in leading organizational change. Students write an action research paper from an actual or theoretical practice perspective describing how they would engage in organizational diagnosis to clarify the current organizational or business challenge, design an intervention(s) appropriately aligned with the organization diagnosis, and practice use of self as an instrument of change to achieve the desired individual and organizational results.

ODL 512 – Small and Large Systems Diagnosis and Change

3 credits

This course gives students an awareness, understanding and practice of how to diagnose organizational effectiveness and then plan and implement complex change. Diagnostic models will be introduced as instruments used to identify issues impacting the performance and effectiveness of the organization at the individual, group and system levels. As a critical learning process, the students will learn the importance of: use of self as an instrument for organizational diagnosis and change; engaging the whole system as an intentional process to

promote system-wide understanding of the issues; assessing system change readiness; and, aligning, designing and implementing appropriate interventions with the organizational diagnosis.

ODL 514 – Managing Emotional Systems in the Workplace

3 credits

This course develops the students' ability to be more effective in leading change in the workplace by increasing their ability to manage their own emotional reactivity and develop an objective perspective on how emotional systems operate. Students discover their own patterns of reactivity and identify how they can diffuse a toxic situation by changing their own behavior.

ODL 515 – Project Management and Strategic Thinking

3 credits

The purpose of this course is to provide an overview of project management and its role in strategic management. It will cover the history of strategy development at the organizational level and apply department-level project management. Additionally, the course will address the implications of strategic project management for team dynamics and organizational development. A text is offered as a guide for project completion. Selected articles will be provided as supplemental reading as well as tools for discussion. Upon successful completion of the course, students will have a basic understanding of strategy and a practical comprehension of project management.

ODL 516 – Developing Systems Literacy: Organizational Workshop

3 credits

(Turbo Course*)

The organizational workshop focuses on helping people “see” the systematic conditions in which they live and work. It is a day-long group simulation followed by three days of debriefing. This rich learning experience provides an understanding of what is needed to create powerful human systems – systems with outstanding capacity to perform their functions and carry out their mission. This experience and the related frameworks demonstrate what is now understood about systems. They cast a powerful light on organizations.

ODL 517 – Communication Skills for Leaders

3 credits

(Turbo Course*)

This course introduces a comprehensive set of communication skills available to leaders including theoretical background, practical applications and on-camera practice sessions delivering critical messages to diverse audiences. Students will examine core components of messaging and powerful presentations in organizational settings, including media applications. Students will learn how to effectively communicate from organizational and individual settings, including creating an organizational communication plan.

*Turbo class held in an accelerated weekend format

ODL 518 – Ethical Effectiveness

3 credits

This course explores how one can be effective and ethical while operating within an organization. Students will examine the relationships among personal values, organizational systems, action, control, accountability, ethics, power, political savvy, organizational politics, influence and persuasion, trust and credibility. They will explore the role of missions, values, ethics policies, violation reporting systems, current laws and reporting agencies in the promotion of ethical behavior. The connections to issues of diversity, leadership, teams, decision-making, coaching, mentoring and action research will support and emphasize previous learning.

ODL 519 – Strategic Change: Planning for Organizational Success

3 credits

(Turbo Course*)

Change may be inevitable, but organizational response to change is not. Understanding the nature of change pressures on the organization and developing an effective strategy for organizational change is critical to the long term success of that organization. Key change strategies are reviewed and analyzed in detail, providing a diverse “tool kit” of alternative paths-forward for the leader. Students are asked to apply these new alternatives to their own organizational experience and provide new “thought leadership” to existing challenges of change.

ODL 520 – Appreciative Inquiry

3 credits

(Turbo Course*)

Appreciative Inquiry (AI) is a method for discovering, understanding and fostering innovation in systems. AI uses incisive questions to gather positive stories and images, leading to the construction of positive possibilities. AI seeks out the very best of “what is” to help ignite the imagination of “what could be.” The aim is to generate knowledge in such a way as to: surface important values, expand the “realm of the possible,” help the system envision a desired future, and encourage the successful translation of these values into practice and these images into reality. One way the principles and practices of AI will come alive is by students applying the methodology to their own growth and development as leaders of change.

ODL 522 – Leader as Meeting Designer and Facilitator

3 credits

(Turbo Course*)

Meetings are where collaboration happens. Well planned, designed and facilitated meetings tap a variety of different perspectives, expand everyone’s understanding of the situation, and increase the likelihood of good, effective decisions that benefit the system—the common good. The purpose of the course

*Turbo class held in an accelerated weekend format

is to become familiar with basic concepts, to practice the skills and methods, and to develop the habits of mind essential to designing and facilitating task-focused, collaborative meetings.

ODL 523 – Adventure Leadership: Building Teams the Natural Way

3 credits

(Turbo Course*)

In today's fast-moving global arena, it is vital to develop and sustain an internal atmosphere of trust, personal empowerment, leadership and teamwork. The most powerful and sustainable learning comes from direct, relevant, concrete experiences. Our professional facilitators draw on their time-tested experience in the field of action learning to instruct the student in his/her unique approach to building high performing teams. Students and their team work through the dynamics of this course, and will discover more effective, sustainable solutions to help them build powerful teams and accomplish greater goals. As learners, the student will experience: 1) Enhanced competency development in self-awareness and reflective practice through the intentional use of self as an instrument for change; 2) Learn and practice what it means to lead individually and in a group experience as he/she discovers his/her leadership stance around collaboration; 3) Learn and practice different coaching and peer mentoring techniques in challenging scenarios; and, 4) Practice assessment, diagnosis and intervention design skills necessary to engage as an evolving high-performance team.

ODL 524 – Coaching Skills for Leaders

3 credits

This course provides an introduction to coaching for leaders. We will explore the definition and framework for leadership coaching, learn coaching approaches and provide opportunities to practice, utilizing workplace situations. We will emphasize learning how to be fully present when coaching and how to focus attention to maximize the coaching interaction. Course objectives include direct competency development in the following areas: 1) Learn and practice coaching techniques that will improve reflective practice and deliver key learnings to enhance the impact of leaders in their diverse organizational cultures; 2) Develop an in-depth awareness and understanding of managing polarities that surface in an organization's culture that will enable the leader to effectively develop and collaboratively engage others in the process of change; 3) Learn and practice data collection processes through the intentional use of self as a participant/observer to enhance individual and organizational results; and, 4) Enhance communication skills by learning and applying non-verbal movement-based approaches as a holistic framework for data collection and intervention design for leaders. No movement or dance experience is necessary.

ODL 525 – Consulting Skills for Community Engagement

3 credits

This course provides an opportunity for adult learners to engage in a community

*Turbo class held in an accelerated weekend format.

consulting project wherein they can advance their consulting and intervention skills and enhance PCOM's presence and commitment to the community. The project will demonstrate the leaders' ability to: think strategically, manage projects, behave ethically, develop self, and build teams employing the following elements: 1) Demonstrate understanding of how to build core inclusion skills critical for building relationships and effective teams to create an environment where all parties feel respected and able to work up to individual potential; 2) Model organizational principles and values to leverage them for creativity, risk taking, decision making, and enhanced organizational performance; 3) Create action steps to identify and build skills that increase the effectiveness of team interactions and overall organizational performance; and 4) Analyze organizational culture and see the connection between leadership behavior and the impact on teams and organizational goals.

ODL 530 – Special Topics in ODL

3 credits

The field of organization development, change and leadership continues to evolve and grow through a spirit of action research inquiry yielding new discovery by global scholar practitioners. This course explores emergent theory and practice in the field of organization development, change and leadership and the implications for improving individual and organizational performance and results. Actual topics will be chosen by the professor(s) and may vary from term to term.

Master of Science in Organizational Development and Leadership **– Georgia Campus**

ODL 501G – Foundations and Systems of Organizational Development **3 credits**

This course is an introduction to the ODL program. It describes the genesis of organization development and how it has evolved over the last 50 years. Students address the importance of using themselves as an instrument of change by creating their own development program that they will use throughout the entire ODL program. The course introduces a consulting model and models of organizational change that can be applied immediately to the student's work setting.

ODL 502G – Understanding the Business of Organizations **3 credits**

This course provides needed background to those students who have not experienced the challenge of operating successfully in a business or business unit. The course focuses on how to establish a strategic direction for a business, create the needed organizational structure, develop and lead the operations of the business, monitor financial results and meet the needs of customers, shareholders and employees.

ODL 504G – Personal and Professional Development **3 credits**

This course is an exploration of development from three viewpoints – personal, interpersonal and organization. Students will examine their own preferences, strengths and motivations as well as the role these play in their relationships. They will assist others in meeting career or personal goals through a mentoring relationship. Topics include feedback, career development, personality preferences, motivation, mentoring, creating a development plan and supporting development in an organization.

ODL 505G – Team Dynamics **3 credits**

This course provides a broad overview of different types of teams in the workplace. Discusses the necessary elements of successful teamwork and how to develop these elements. Explores various team roles with a particular focus on team leadership. Exposes students to real-time team dynamics and provides opportunities for practicing diagnosis and intervention skills.

ODL 506G – Social Factors and Cultural Diversity **3 credits**

Culture is the set of shared attitudes, values, goals and practices that characterizes a community. These communities exist around gender, race, color, age, differently-abled, sexual orientation, class, religion, ethnicity and nationality. This course examines differences that characterize people of various communities and what happens when they come together in organizations. The

dynamics of social factors and cultural diversity in organizations will be examined through both theoretical literature and pragmatic experience. The course will culminate in the development of strategies for engaging people of various cultures more successfully.

ODL 507G – Action Research in ODL: Capstone Project Preparation
3 credits

This course is intended as preparation and support for the final Capstone: Action Research Project. It reinforces action research as a critical tenet of organization development, leadership and change. The learning experiences will focus on enhancing action research practice and data collection skills to facilitate deeper-level inquiry, reflection, critical thinking and assessment into the issues that are impacting organizational performance and results. As leadership practitioners, students will learn how to appropriately align the methodologies and interventions with the identified organizational issue(s)/problem(s). As a definitive outcome, students will deliver a draft of the beginning sections of the Capstone: Action Research Project.

ODL 508G – Leadership for Practitioners
3 credits

This course provides an overview of leadership and organization development practitioner models that effectively lead organizations through the change process. A key focus of the course is to: enhance the reflective practice of the adult learners by integrating organization diagnostic models presented in class; design aligned interventions that enhance individual, relational and organizational health; and, coaching learners to achieve higher practice performance within their respective organizations.

ODL 510G – Capstone: Action Research Project
3 credits

The Capstone course is taken in the last year of the student's master's degree work. Working with the program director as her/his advisor, the student demonstrates her/his competence in leading organizational change. Students write an action research paper from an actual or theoretical practice perspective describing how they would engage in organizational diagnosis to clarify the current organizational or business challenge, design an intervention(s) appropriately aligned with the organization diagnosis, and practice use of self as an instrument of change to achieve the desired individual and organizational results.

ODL 512G – Small and Large Systems Diagnosis and Change
3 credits

This course gives students an awareness, understanding and practice of how to diagnose organizational effectiveness and then plan and implement complex change. Diagnostic models will be introduced as instruments used to identify issues impacting the performance and effectiveness of the organization at the individual, group and system levels. As a critical learning process, the students

will learn the importance of: use of self as an instrument for organizational diagnosis and change; engaging the whole system as an intentional process to promote system-wide understanding of the issues; assessing system change readiness; and, aligning, designing and implementing appropriate interventions with the organizational diagnosis.

ODL 514G – Managing Emotional Systems in the Workplace

3 credits

This course develops the students' ability to be more effective in leading change in the workplace by increasing their ability to manage their own emotional reactivity and develop an objective perspective on how emotional systems operate. Students discover their own patterns of reactivity and identify how they can diffuse a toxic situation by changing their own behavior.

ODL 515G – Project Management and Strategic Thinking

3 credits

The purpose of this course is to provide an overview of project management and its role in strategic management. It will cover the history of strategy development at the organizational level and apply department-level project management. Additionally, the course will address the implications of strategic project management for team dynamics and organizational development. A text is offered as a guide for project completion. Selected articles will be provided as supplemental reading as well as tools for discussion. Upon successful completion of the course, students will have a basic understanding of strategy and a practical comprehension of project management.

ODL 516G – Developing Systems Literacy: Organizational Workshop

3 credits

(Turbo Course*)

The organizational workshop focuses on helping people “see” the systematic conditions in which they live and work. It is a day-long group simulation followed by three days of debriefing. This rich learning experience provides an understanding of what is needed to create powerful human systems – systems with outstanding capacity to perform their functions and carry out their mission. This experience and the related frameworks demonstrate what is now understood about systems. They cast a powerful light on organizations.

ODL 517G – Communication Skills for Leaders

3 credits

(Turbo Course*)

This course introduces a comprehensive set of communication skills available to leaders including theoretical background, practical applications and on-camera practice sessions delivering critical messages to diverse audiences. Students will examine core components of messaging and powerful presentations in organizational settings—including media applications. Students will learn how

*Turbo class held in an accelerated weekend format

to effectively communicate from organizational and individual settings, including creating an organizational communication plan.

ODL 518G – Ethical Effectiveness

3 credits

This course explores how one can be effective and ethical while operating within an organization. Students will examine the relationships among personal values, organizational systems, action, control, accountability, ethics, power, political savvy, organizational politics, influence and persuasion, trust and credibility. They will explore the role of missions, values, ethics policies, violation reporting systems, current laws and reporting agencies in the promotion of ethical behavior. The connections to issues of diversity, leadership, teams, decision-making, coaching, mentoring and action research will support and emphasize previous learning.

ODL 519G – Strategic Change: Planning for Organizational Success

3 credits

(Turbo Course*)

Change may be inevitable, but organizational response to change is not. Understanding the nature of change pressures on the organization and developing an effective strategy for organizational change is critical to the long term success of that organization. Key change strategies are reviewed and analyzed in detail, providing a diverse “tool kit” of alternative paths-forward for the leader. Students are asked to apply these new alternatives to their own organizational experience and provide new “thought leadership” to existing challenges of change.

ODL 520G– Appreciative Inquiry

3 credits

(Turbo Course*)

Appreciative Inquiry (AI) is a method for discovering, understanding and fostering innovation in systems. AI uses incisive questions to gather positive stories and images, leading to the construction of positive possibilities. AI seeks out the very best of “what is” to help ignite the imagination of “what could be.” The aim is to generate knowledge in such a way as to: surface important values, expand the “realm of the possible,” help the system envision a desired future, and encourage the successful translation of these values into practice and these images into reality. One way the principles and practices of AI will come alive is by students applying the methodology to their own growth and development as leaders of change.

ODL 522G – Group Meetings: A Methodology for Building Community and Planning for Action

3 credits

The intent of this course is to provide participants with the practical tools to

*Turbo class held in an accelerated weekend format

design meetings where quality decisions are made based on the common good, not individual interests. A well designed meeting enables a leader to create shared vision, align action and foster responsibility in others. It translates the theory of engagement and collaboration into practice. The tools include: The Eight Conditions that elicit collaboration; The System Listening Tool for determining purpose and who needs to be involved; The Flow Model of meeting design and A Catalogue of Activities that enable individuals and groups to create and analyze information. Participants will apply these tools to real cases and have the opportunity to follow up and do action research.

ODL 530G – Special Topics in ODL

3 credits

The field of organization development, change and leadership continues to evolve and grow through a spirit of action research inquiry yielding new discovery by global scholar practitioners. This course explores emergent theory and practice in the field of organization development, change and leadership and the implications for improving individual and organizational performance and results. Actual topics will be chosen by the professor(s) and may vary from term to term.

Master of Science – Counseling and Clinical Health Psychology

ADDICTIONS AND OFFENDER COUNSELING TRACK

HPSY 501 – Neuropsychopharmacology of Substance Abuse 3 credits

This course presents an overview of the biological and neurochemical bases of addiction, with a specific emphasis on the brain mechanisms responsible for the actions of addictive substances.

HPSY 502 – Introduction to Substance Use Disorders 3 credits

This course presents an overview of counseling and psychological theories of substance use disorders, with particular emphasis on the research bases for those theories. Traditional 12-step theories will be covered as well as behavioral and psychodynamic counseling theories.

HPSY 503 – Psychology of Offenders and Offender Change 3 credits

An introductory overview of counseling psychology theories of offending and offender change. Emphasis will be placed on empirically validated counseling approaches to initiating change in offenders.

HPSY 504 – Assessing and Treating Substance Use Disorders 3 credits

The course will present a broad discussion of both traditional empirically validated methods for assessing substance use disorders and effectively treating those disorders. Particular emphasis will be placed on behavioral and cognitive behavioral counseling approaches.

HPSY 505 – Motivational Interviewing 3 credits

This course will present both theory and practice of motivational interviewing, an empirically validated counseling approach for helping clients initiate healthy behavior changes. Using lecture, demonstration and role plays, participants will learn how to do an effective motivational interview.

HPSY 506 – Child, Adolescent and Family Issues in Substance Use Disorders 3 credits

Substance misuse affects a broad range of ages and particularly has an impact on families. This course will review empirically validated counseling approaches to working with children, adolescents and families to reduce the negative consequences of substance misuse. Particular emphasis will be placed on family involvement in the motivation and support of treatments for substance-misusing clients.

**HPSY 507 – Addictions and Correctional Counseling: Integrating Seminar
3 credits**

This advanced seminar will be used as a forum for practicum students to integrate information from coursework into their practicum work. The emphasis will be on effective use of research and clinical literature in designing and implementing counseling intervention programs for persons with substance use disorders who may also be offenders.

**HPSY 508 – Biopsychosocial Basis of Addictions
3 credits**

This course presents an overview of the biopsychosocial theories of addiction, with a specific emphasis on integrating these theories into the counseling process. Neurobiological, cognitive-behavior, psychodynamic and traditional 12 step processes will be covered.

**HPSY 509 – Advanced Interventions in Addictions Counseling
3 credits**

This course presents both theory and practice of motivational interviewing and mindfulness therapy as well as other empirically validated treatments for addicted clients. Using lecture, demonstration and role-plays, students learn how to effectively utilize these counseling techniques in their addiction practice.

Master of Science – Counseling and Clinical Health Psychology

PSY 501 – Theories of Personality

3 credits

This course surveys the various theories of personality and the models of counseling that stem from them. The interaction and effects of forces that influence personality development will be explored.

PSY 502 – Behavioral Change in Counseling Health Psychology

3 credits

This course involves applying learning principles and environmental control to behavioral change in health-related areas. The emphasis is on founding principles, assessment methods, and counseling techniques used to foster health promoting behaviors and decrease maladaptive health-related behaviors.

PSY 503 – Psychopathology

3 credits

This course consists of an advanced study of abnormal human behavior. It covers the etiology, symptomatology, incidence, assessment, treatment and prognosis of the major psychological disorders. Current and recent theoretical approaches and research findings relevant to the etiology and treatment of these disorders will be presented.

PSY 504 – Group Therapy

3 credits

This course traces the major theoretical orientations in group psychotherapy/counseling. Students will learn to apply group approaches to the treatment of mental and medical health problems.

PSY 505 – Clinical Assessment in Counseling Psychology

3 credits

This course covers basic interviewing, assessment and counseling skills. It includes an introduction to clinical interviewing and the development of clinical hypotheses and treatment conceptualizations based on available data.

PSY 506 – Foundations of Psychotherapy

3 credits

Theoretical considerations, principles and problems in cognitive behavior therapy (CBT) and other empirically validated counseling procedures are covered in this course. It is designed to provide an introduction to the basic skills used in counseling generally and CBT specifically.

PSY 507 – Social Psychology and Multicultural Competence

3 credits

This course presents an overview of health and social problems at individual, group, institutional and societal levels. It will also provide an overview of the knowledge, skills and attitudes necessary to understand, communicate with and

treat culturally diverse populations.

PSY 508 – Developmental Psychology

3 credits

This course consists of a comprehensive survey of the theory and research concerning the physical, cognitive, emotional, behavioral and social aspects of development. It covers the study of the psychology of the growing person from conception through the elder years.

PSY 509 – Tests and Measurements

3 credits

This course covers the tests and measurement tools used in contemporary counseling psychology with special emphasis on intellectual and personality variables. Critical concepts and strategies in psychological testing including standardization, reliability, validity and test selection are discussed.

PSY 510 – Professional, Legal and Ethical Issues in Counseling

3 credits

The professional and ethical issues confronting the counseling psychology professional in mental health and behavioral medicine are the focus of this course. It emphasizes appropriate management of common legal and ethical dilemmas encountered in clinical practice.

PSY 551 – Physiology, Health and Counseling

3 credits

Normal functions of the human body are explored with an emphasis on understanding chronic medical conditions and communicating with medical personnel. This course emphasizes applications of counseling principles to health care that may promote wellness, foster healing and affect treatment outcome.

PSY 552 – Program Evaluation, Research Methods and Statistics

3 credits

Statistical analysis and research design in psychology are covered including sampling, measurement, hypothesis development and testing, and interpretation of results. This course is designed to teach program evaluation and research methods in psychology while providing the student with a hands-on approach to collecting and analyzing data.

PSY 553 – Counseling Health Psychology: Integrating Seminar

3 credits

Advanced training in the application of counseling theory and techniques to clinical cases. This course integrates the coursework and clinical experiences gained throughout the MS program.

PSY 561 – Practicum/Internship I 3 credits

PSY 562 – Internship II 3 credits

PSY 563 – Internship III

3 credits

A year-long sequence of applied clinical work will promote the development of counseling skills and the integration of theory with real-world experience. In addition, there will be intensive supervision, skill development exercises, and literature reviews tailored to the student's experiences provided in a weekly seminar.

Prerequisites: PSY 503, PSY 505, PSY 506 and PSY 510

PSY 571 – Career and Lifestyle Development

3 credits

This course provides an understanding of career development, theories, decision-making models and related life factors. Students will also be introduced to career counseling processes, techniques and resources.

Certificate – Applied Behavioral Analysis

PSY 580 – Basic Principles of Applied Behavior Analysis

3 credits

This course is a basic overview and introduction to applied behavior analysis. The topics covered include the history of applied behavior analysis; critical theories and principles, processes and concepts of learning; underlying assumptions and constructs of the applied behavior analysis model; behavioral analysis as an applied technology; the learning-based model of psychopathology; ethical principles in the practice of applied behavior analysis. Prerequisite for all subsequent courses.

PSY 581 – Behavioral Assessment and Functional Analysis of Behavior

3 credits

This course is a comprehensive overview of the principles and practice of behavioral assessment and the functional analysis of behavior. Topics include behavioral assessment methods; behavioral observation and self-monitoring; the process of conducting a thorough and useful behavioral assessment of problematic behaviors; the step by step approach to conducting a functional analysis of behavior; single subject experimental designs for assessing outcomes and experimental evaluation of interventions; measurement of behaviors; graphic display and reporting and interpreting of behavioral data and outcomes; reliability assessment; ethical issues in behavioral assessment. Prerequisite for all subsequent courses.

PSY 582 – Behavior Modification in Applied Settings

3 credits

This course is a comprehensive overview of basic behavioral interventions designed to alter dysfunctional behaviors in clinical and educational settings. Topics include the selection, development, implementation and evaluation of intervention outcomes and strategies including behavior management plans; behavioral procedures for increasing and decreasing behaviors; self-management plans, and contingency management programs; treatment integrity assessment; data-based decision making; systems support mechanisms; ethical issues in the design and application of behavioral interventions. Prerequisite for all subsequent courses.

PSY 583 – Clinical Applications of Applied Behavioral Analysis

3 credits

This course provides an application of applied behavioral approaches to a variety of common problems in clinical and educational settings. Evidenced-based, “best practices” approaches for a variety of problems are reviewed. Topics include assessment and intervention paradigms for challenging and problematic behaviors; addressing barriers to effective implementation; strategies for maximizing the impact of behavioral programs; identifying and utilizing system support; promoting generalization and maintenance of behavior change; relapse prevention and ethical considerations. Prerequisite for final course.

PSY 584 – Integrating Seminar in Applied Behavioral Analysis

3 credits

This final course in the sequence focuses upon current and advanced topics in applied behavior analysis. The most recent advances related to assessment, functional analysis, treatment, evaluation, and standards of professional practice, ethical and legal considerations will be reviewed. Cases from the literature and practices of the participants will be analyzed and reviewed.

Certificate – Advanced Graduate Studies

PSY 512 – Marriage and Family Counseling

3 credits

This course familiarizes students with various theories of marriage and family therapy, including the historical context of each. Approaches include narrative, psychoeducation, structural, strategic, intergenerational, cognitive-behavioral, and psychodynamic models. Case studies, critical discussions, role plays and video tapes of master counselors are used to deepen students' understanding of the different counselors' models.

PSY 575 – Cognitive Behavior Therapy

6 credits

This course focuses on the theoretical, historical, philosophical and technical bases of cognitive behavior therapy. Specific treatments for various psychological disorders will be reviewed, and clinical skills will be developed through the discussion of case presentations. This course is a year-long course that is registered in the Fall.

PSY 576 – Cognitive Behavior Therapy – Advanced Seminar

3 credits

Experienced clinicians who are familiar with the cognitive therapy model will have the opportunity to present, review and discuss cases dealing with cognitive and behavioral issues such as conceptualization, intervention and follow-up. Participants are expected to be actively involved in clinical practice.

Special Graduate Programs – Philadelphia Campus

PSY 901 – Dealing with Disabilities in Education

3 credits

This course is targeted toward school administrators and counselors. The week will provide a thorough examination of disability law, ADA, Section 504 and the impact of such regulations on schools and educational leaders. The program will be interdisciplinary and will also provide a basis in medical and psychological disabilities presented by physicians, psychologists and psychiatrists. Testing for ADHD and other learning disabilities will be fully explored.

PSY 903 – Short Term Counseling Interventions: The Cognitive Behavioral Model

3 credits

Intended for school psychologists and counselors, the week will introduce elements of the cognitive behavioral model to provide a new perspective and counseling skills set for participants. The focus will be on short term interventions and will present the essentials of cognitive behavioral theory, strategy and techniques. An exploration of personality disorders in children and adolescents will be featured. The teaching format will be lectures, video demonstrations and case discussions.

PSY 905 – School-Based Mental Health Practice

3 credits

School personnel (e.g., teachers, school psychologists, school mental health workers, school counselors, school administrators) are increasingly being called upon to address the emotional and behavioral needs and problems faced by children. In an effort to meet these challenges and to provide effective interventions, educators must have the knowledge needed to provide effective evidence-based practice. Learn about the newest approaches from leaders in the field.

PSY 906 – Classroom Behavior Management

3 credits

Unruly behavior problems on the part of a small number of students in the classroom often undermine the learning of other students and cause significant frustration for teachers. During this week long course, the participants will learn the Functional Analytic Model, an evidenced-based approach, designed to alter dysfunctional behavior. Participants will understand a model for identifying and defining the specific characteristics of problematic target behaviors, developing behavior assessment strategies, delineating triggering events and conditions that become occasions for problem behaviors to occur, determining factors that maintain problematic behaviors, identifying positive behavior alternatives that are incompatible with problem behaviors, constructing a functional analytic conceptualization of classroom behavior problems, designing effective intervention strategies, and evaluating the impact of behavior interventions. Participants will have ample opportunity to discuss actual cases from their own classrooms and to design behavioral assessment and intervention strategies.

Master of Science – School Psychology

SPSY 501 – Professional School Psychology

3 credits

This course introduces students to school psychology as a profession, from both theoretical and applied perspectives. Alternative roles and functions associated with the practice of school psychology are reviewed, with emphasis on contemporary issues associated with graduate preparation, credentialing, and service delivery. Legal and ethical issues for school psychology are addressed extensively as well. Class discussions address the domains of practice identified in the NASP Model for Comprehensive and Integrated School Psychological Services (National Association of School Psychologists, 2010). In addition, attention is given to historical trends and considerations for the future of the profession.

SPSY 502 – Personality Theory

2 credits

This course provides an overview of the nature of personality theory and the interaction/effects of forces that influence personality development, especially in children and adolescents. Theories of personality selected explore the influence on school practice and psychological research. Freud, Adler, Jung, Murray, G.W. Allport, Rogers, Maslow, Fromm; some existentialists and some social, behavioral or learning approaches are included. This is a writing intensive course that will also address cultural implications in personality development.

SPSY 503 – Introduction to Research Design and Data Analysis

3 credits

This course prepares the student to understand basic research designs and the methodological issues in formulating, planning, designing, and implementing, analyzing and interpreting the results of research investigations, as well as ethical and cultural issues. An important objective is to have the student become a good consumer of research. The class format is a mixture of lectures, discussions, and “hands-on” exercises that will allow students to become familiar with the techniques involved in performing research.

SPSY 504 – Developmental Psychology

2 credits

This course explores child development from conception through early adulthood, including growth, adaptation and developmental patterns with implications for academic, emotional and social learning. Also, there is a special emphasis on research concerning the development of pro-social behavior, internalization, and gender and moral development as well as the influence of culture and socioeconomic status.

SPSY 505 – Tests and Measurements

3 credits

Tests and Measurements is a course dealing with basic concepts in the selection,

administration, scoring and interpretation of educational and psychological tests commonly used in the field of school psychology. Psychometric concepts such as validity and reliability will be examined as will methods for evaluating the quality and technical adequacy of testing instruments. Students will increase their understanding of tests designed for assessing cognitive, neuropsychological, academic and social-emotional functioning. Procedures for interpreting and communicating test results will be introduced and issues related to the social, cultural, legal and ethical aspects of assessment will be explored. Lectures, class discussions, student presentations and readings will be used. Student performance will be evaluated through multiple methods.

SPSY 506 – Physiology, Health and Psychology

3 credits

This course is designed to introduce the students to structures and functions of the brain and central nervous system and the influences on human behavior and learning. In addition to understanding the functions of the brain, emphasis is also given to exploring how different cultural elements impact advances in physiology, health, and psychology. Neurodevelopmental disabilities, assessment, intervention with children and youth at home and school are among the topics covered.

SPSY 507 – Exceptional Child: Psychological and Educational Implications

3 credits

This course is designed to provide a basic knowledge base about development that allows the student to understand atypical and cultural influences on development. In doing so, the student will be introduced to a wide variety of developmental disabilities and become sensitized to the implications of these disabilities when working with children and their families. In addition, the student will cover a wide range of developmental disabilities, including learning disabilities, cognitive disabilities, pervasive development disabilities, sensory disabilities, communication impairments and traumatic brain injuries. The course will use lectures, discussions, videotapes, student presentations and guest speakers to provide a comprehensive learning experience.

SPSY 508 – Multicultural Counseling: Methods and Techniques

3 credits

The major theoretical approaches to psychotherapy and counseling with children and adolescents will be reviewed with special consideration of developmental, social, personal and cultural factors and the applications of techniques in school settings. The course is designed to provide an introduction to the basic skills used in psychotherapy and counseling in general and cognitive behavior therapy (CBT) specifically. Students learn how to deal with social and emotional problems frequently encountered in school-age children. Research focusing on treatment outcome as well as case material will be reviewed. Ethical and cultural considerations in the psychotherapeutic treatment of children will also be discussed.

Prerequisite: SPSY 504

SPSY 510 – Learning: Theory and Application

3 credits

This course provides an overview of current knowledge in the field of learning including the application of learning theory through the educational process. Basic theories/principles will be described and supplemented with contemporary studies. Topics will include cognitive approaches and mental processes including such areas as perception, reasoning, problem-solving, language, imagery and decision-making. Special emphasis will be placed on applications in areas such as education, school psychology and counseling. Lectures, class discussion and reading are used.

SPSY 524 – Basic Principles in Applied Behavior Analysis

3 Credits

This course is an introductory course that provides an overview of the basic principles in applied behavior analysis and their application in the educational/clinical setting. Students will be provided with an overview of the essential characteristics of applied behavior analysis as well as the principles, processes and concepts. This course will also provide an overview of measurement concepts as well as the philosophical and theoretical orientation of applied behavior analysis.

SPSY 525 – Behavior Change and Systems Support

3 credits

This course provides an overview of behavioral assessment, behavior change procedures, generalization programming and systems supports. Students will be expected to conduct a variety of behavior change procedures, as well as demonstrate an understanding of system concerns and system change procedures in the educational setting

SPSY 526 – School-Based Single Subject Research Seminar

1 credit

This course follows from the Introduction to Research Design and Data Analysis course with an emphasis on multicultural research topics. The course provides students with an opportunity to apply previously learned research skills in developing an idea for a multicultural research project and writing a formal research paper according to APA requirements.

Although students do not actually conduct the research, they are required to select a multicultural issue or area of interest and, through a comprehensive review of the literature, develop research questions and hypotheses that they would like to investigate and decide on appropriate statistical tests to analyze findings. The course format is seminar style, where students are provided small group sessions and individual coaching sessions, as needed. Topics focusing on consultation with teachers and parents, as well as ethical principles in behavior change will be reviewed.

Prerequisite: SPSY503

SPSY 551 – School Psychology Practicum Field Experience Seminar 1 credits

The course provides advanced training in the application of psychological and educational theory and foundations of practice for children in school settings. The dual focus of the practicum experience at the MS level is on orientation to school settings, particularly with regard to working with multidisciplinary teams, and on curriculum-based measurements. This experience provides an integration of the coursework and the clinical/field experience gained in the program. In addition, there will be supervision, discussion of relevant issues and literature reviews during class sessions. APA and NASP ethical practice and guidelines and standards are discussed as applied to best practice. Primarily classroom discussion and some lectures are used. Students bring case reviews and general experiences to class for discussion. In addition, students are required to keep a portfolio to document experiences and learning throughout the practicum. This includes practicum logs, supervision notes, supervisor and self-evaluations, ethical and legal issues/practice, behavioral assessment activities, observations, professional interviews, research journal readings, technology, and other relevant traineeship experience.

Educational Specialist – School Psychology

SPSY 509 – Cognitive Behavior Therapy in the Schools

3 credits

The primary goal of this course is to introduce students to the provisions of school-based mental health services from a cognitive-behavioral perspective. The course begins with an introduction to cognitive-behavior therapy (CBT) including its history and basic theoretical tenets. The structure of the class will then build upon theory to a model progressing from assessment and case conceptualization to intervention selection and implementation. The issues revolving around the standards of treatment and quality of care will be addressed. Students will further learn specific techniques and interventions for a variety of child and adolescent issues presented in school settings, such as school refusal, aggressive behavior, student underachievement, ADHD, anxiety, depression and substance abuse. Developmental, multicultural and ethical considerations will be reviewed and discussed. Skills will be developed through case conceptualizations and case discussions as well as role play scenarios.

SPSY 513 – Assessment I: Cognitive Assessment

3 credits

This course addresses both theory and diagnosis of cognitive assessment and identifies the relevant issues/criticisms related to intelligence testing. Students acquire skills in the selection of a broad range of methods for assessing, administering, scoring (including computer scoring), interpreting (including computer printouts), reporting and communicating results of evaluation data on children's cognitive ability and functioning to answer educationally relevant questions. This occurs through developing skills in assessing, observing, interviewing and record and portfolio reviews. Assessment for intervention and outcome will be applied using traditional intelligence testing using Wechsler scales, WPPSI-III, WISC-IV, WAIS-III, Stanford-Binet V and Adaptive Behavior Measures. Through lectures, labs and practice cases, students gain technical skills with these instruments.

SPSY 514 – Multicultural Issues in Psychology

3 credits

This course is part 2 in a sequence of 3 courses focusing on multicultural issues in the field of school psychology. The intent of this course is to present a detailed overview of the complex issues and methods that will serve as a guide to developing multicultural competence, i.e., understanding diversity from a historical, sociological, developmental, educational and psychological perspective.

Students are introduced to significant aspects of other cultures while examining their own experiences and developing personal awareness and appropriately applying knowledge to skill-based practices in school settings in order to promote a positive impact on school achievement, self-esteem and personal growth of all children. In addition, students will learn to administer an array of non-verbal and culturally fair assessments and learn how these tests, in

conjunction with traditional assessments, inform the practice of school psychology.

SPSY 515 – Assessment II: Psycho-Educational Assessment of the Exceptional Learner

3 credits

This is the second course in the assessment sequence and is designed to introduce school psychology educational specialist graduate program students to individualized educational assessment practices and their links to educational interventions. The course will address the assessment of the educational needs of exceptional learners with primary emphasis on the basic skill areas of reading, written expression and mathematics.

SPSY 516 – Educational Research and Program Evaluation

3 credits

This course prepares students to participate in program planning and evaluation activities, emphasizing both traditional and newly emerging approaches. The course examines how to plan, implement and evaluate school-based programs. Emphasis is placed on translating research into practice through implementation and evaluation of empirically supported programs and practices. Attention is given to monitoring student progress, at both individual and program levels. Course methods include readings, lectures, class discussions and completion of an applied project.

SPSY 517 – Academic and Behavioral Interventions

3 credits

Students focus on defining current problem areas, strengths and needs of school age children using informal assessment measures such as observations, interviewing, work samples, curriculum-based assessment (CBA), DIBELS, and functional behavioral assessments (FBA). Additionally, students obtain knowledge of using these informal assessment measures as a means to assess progress of evidence-based academic and behavioral interventions in order to determine a student's response to intervention (RTI). Readings, lectures, class discussions, cooperative learning groups and labs are used as methods of instruction.

SPSY 518 – Assessment III: Personality and Behavior

3 credits

This is the final course in the assessment sequence, which focuses on the assessment of emotional, social, adaptive and behavioral issues of school-age children. Various formal and informal means of assessment are reviewed including self-report measures, projective assessments, interview and functional behavioral assessment (FBA). Additionally, a cognitive-behavioral therapy model is offered for case conceptualization and treatment or intervention planning.

SPSY 519 – Consultation and Collaboration in Educational Settings

3 credits

This course provides an exploration of consultation theory and practice including evaluating the efficacy of the interventions. Students achieve proficiency in implementing academic/mental health/behavioral consultation

models (e.g., Conjoint Behavioral Consultation) and become familiar with other consultative models for providing services to individual clients. Indirect methods of intervention are explored through different approaches to consultative services for teachers, parents, administrators and other professionals to promote change at the levels of the individual students, classroom, building, district and/or other agency levels. School psychology students gain knowledge of the important features of collaborating effectively with others in planning and decision making. Also, emphasis is placed on teaching students effective communication skills, with an emphasis on understanding individuals of diverse backgrounds and characteristics. This course incorporates readings, lectures, class discussion and role-plays.

SPSY 520 – Effective Prevention and Crisis Intervention at Home and School

3 credits

Based on knowledge of current theory and research about the development of academic, behavioral and emotional issues in children, this course focuses on effective prevention strategies, as well as methods to develop, implement and evaluate programs that help prevent student difficulties at both home and school. This course also addresses crisis intervention ways to provide services in the aftermath of crisis. Readings, guest speakers and student presentations are used as methods.

SPSY 521 – Health Psychology and Medicine Applied to Schools

1 credit

This course focuses on the relationship between physical and mental health and its impact on learning and adaptive functioning of children in school and at home. Assessment and treatment issues are emphasized. Topics addressed include coping with chronic illness, sexual health, chronic pain, eating disorders, teenage pregnancy, AIDS prevention, stress management and other related issues.

SPSY 523 – English Language Learners: Educational Implications and Accommodations

3 credits

This course explores strategies for supporting English Language Learners (ELLs) in formal and informal educational settings. Students are introduced to foundational theories and current research on social and academic factors that influence ELLs' learning experiences. Emphasis is placed on instructional approaches to support teachers working with linguistically and culturally diverse English Language Learners.

SPSY 552 – Practicum Seminar in School Psychology: Applied Law and Ethics

2 credits

In conjunction with coursework, students complete a year-long practicum sequence in the schools during the second year of the EdS program. This field experience is focused on professional intervention practices including

assessment, consultation, counseling, informal assessment, and academic and behavioral interventions. The school-based practicum is accompanied by a seminar intended to provide students with additional supervision and didactic training. This Practicum Seminar emphasizes legal and ethical issues inherent in the practice of school psychology.

SPSY 553 – Practicum Seminar in School Psychology: School Structure and Organization

1 credit

In conjunction with coursework, students complete a year-long practicum sequence in the schools during the second year of the EdS program. This field experience is focused on professional intervention practices including assessment, consultation, counseling, informal assessment, and academic and behavioral interventions. The school-based practicum is accompanied by a seminar intended to provide students with additional supervision and didactic training. This Practicum Seminar focuses on school structure and organization, with emphasis on implementation of school-wide problem solving models for identifying and addressing students' academic and social/emotional/behavioral needs.

SPSY 554 – Practicum Seminar in School Psychology: Family-School Partnerships

2 credits

In conjunction with coursework, students complete a year-long practicum sequence in the schools during the second year of the EdS program. This field experience is focused on professional intervention practices including assessment, consultation, counseling, informal assessment, and academic and behavioral interventions. The school-based practicum is accompanied by a seminar intended to provide students with additional supervision and didactic training. Seminar discussions will include, but not be limited to, report writing, interventions and outcomes as well as ethical, legal and professional issues in the delivery of school psychological services. The focus of this Practicum seminar is on establishing effective home-school relationships within the context of school psychological service delivery.

SPSY 561, 562, 563 – School Psychology Internship Seminar I, II, and III

3 credits each term (Fall, Winter, and Spring)

This year-long internship and bimonthly college-based seminar serves as the culminating training experience, the specialist-level certification School Psychology program. It is a comprehensive experience through which the interns are required to integrate the knowledge base and applied skills of school psychology in promoting positive educational and mental health practices in resolving individual, group and system-level problems. The experience is designed to provide students with supervision and information on a variety of professional topics and issues. The course will provide students with a forum for sharing their field-based experiences and allow for case reviews of assessment,

consultation and counseling in which the interns are professionally involved. Internship experiences include advanced psycho-educational assessment and interpretation with emphasis on intervention strategies and program planning, intensive case analysis and treatment planning, and exploration of ethical and legal dilemmas involved in the delivery of psychological services.

Doctor of Psychology – School Psychology

SPSY 605 – Clinical Applications of Cognitive Therapy

1 credit

The goal of this elective course is to build on the basic theory and techniques of introductory CBT. Specific treatment of various populations and psychological disorders will be covered such as; working with families, working with couples, treating clients with personality disorders, treating clients with eating disorders, etc.

SPSY 606 – Clinical Supervision and Practice of CBT

1 credit

The goal of this elective course is the development of clinical skills through the presentation and discussion of actual cases. Participants will have the opportunity to observe and discuss various strategies as well as present a prepared case demonstrating their own clinical skills. The case materials will include role playing, observation, video and audio taping, and small group discussion.

SPSY 620 – Early Intervention and Assessment

1 credit

This elective course is designed to provide classroom sessions to discuss topics of interest to professionals working in preschool settings. A wide variety of topics will be discussed including preschool assessment instruments, positive behavior management with young children, play development, language development, and working with special needs children in a preschool setting. Case studies will be required and presented as part of the classroom sessions.

SPSY 630 – Psychometrics

3 credits

This course provides doctoral students with the historical, theoretical, and mathematical foundations of psychometrics and psychological measurement. Students will acquire advanced theoretical knowledge necessary to understand and utilize psychometric principles, techniques and measurement skills. Emphasis is placed on helping students identify the strengths and limitations of different psychometric approaches to psychological measurement, including classical and modern test theory and measurement principles. Using both psychometric and psychological theory, students individually research, develop, pilot, and/or administer a psychological measure for subsequent evaluation of its psychometric integrity, and then synthesize their empirical findings into group projects for subsequent scientific presentation. Laboratory assignments using collected data and SPSS statistical software will help students become aware of the psychometric characteristics and limitations of their instruments and the application of test theory principles and techniques. Through lecture, laboratory work and assignments students will demonstrate competency in the area of the scientific foundations of psychometrics in psychology.

SPSY 631 – Ethics and Professional Issues in Psychology

3 credits

The purpose of this course is to promote student knowledge about theory, research and practice pertaining to major issues in psychology. Students will become familiar with the APA and NASP Code of Ethics. Particular emphases are conceptual, professional, legislative, and legal and ethical issues, and emerging problems and opportunities in school psychology.

SPSY 632 – Developmental Psychopathology

3 credits

By integrating a lifespan approach with the development of psychopathology, this course stresses the bilateral interaction between normal and abnormal development. This course will address the issues from birth throughout the adult years.

SPSY 633 – History and Systems

3 credits

This course is designed as an overview of the history of psychology in the Western world. The task will include a historical developmental approach to origins and changes of ideas over time, the study of great persons and schools of thought, and a look at the Zeitgeist of each. Students will examine the nature of psychology and school psychology as a whole, and the influences of philosophical worldviews in areas such as epistemology, ontology, teleology, and axiology. This course is structured to allow students to (re)evaluate their own assumptions and theoretical foundations.

SPSY 634 – Multicultural Community School Psychology

3 credits

The course is designed to provide students with an understanding of ways in which culture pervades and interfaces with school, society and community services to children. Students will learn how various multicultural-oriented theories and research are translated into programs that promote prevention and change as they relate to children, families and communities. Emphasis will be placed on linkages between schools and community resources. Working with families from different ethnic backgrounds will enhance the students' knowledge about cultural competence. Students will be required to conduct field-based experiences by working in urban/suburban/rural school and mental health settings.

SPSY 635 – Advanced Assessment and Prevention/Intervention

3 credits

This course is designed to help refine the assessment skills of psychologists who are familiar with the essentials of psychological and psychoeducational assessment with children, adolescents, and young adults, and to help establish the links between prevention efforts, effective assessment and effective interventions and intervention planning for students. Multicultural issues in prevention, assessment, and intervention will be discussed. Ethical considerations in prevention, assessment, and intervention practices also will be addressed.

SPSY 635P – Practicum in Advanced Assessment and Prevention/Intervention

1 credit

This practicum experience is provided in conjunction with the courses SPSY 691 Cognitive and Affective Bases of Behavior and SPSY 635 Advanced Assessment and Prevention/Intervention. The presentation of content in the two courses has been arranged in a manner that enables students to apply what they learn in the courses directly in their practicum experience. This course provides an opportunity to complete a minimum of 50 hours of supervised practical experience in advanced assessment and prevention/intervention. No fee assessed for this course.

SPSY 636 – Cognitive Behavior Therapy I

1 credit

The primary goal of this course is to introduce the student to the history, philosophy, and conceptual model of cognitive therapy. This is the first course in a two-course sequence.

SPSY 637 – Cognitive Behavior Therapy II

2 credits

The primary goal of this course is to build upon the theories and techniques of the introductory course by addressing the practice issues around models of treatment for children in schools and mental health systems. It will include empirically validated treatment models using both modular treatment approaches and manual-based approaches. The use of CBT case conceptualization and treatment for various childhood disorders will be taught. This is the second course in a two-course sequence.

SPSY 638 – CBT in the School: Practicum

2 credits

This course is designed to integrate clinical application with theory. This practicum experience is provided in conjunction with SPSY 636 and SPSY 637. Skills will be developed through case conceptualization presentation and discussion of actual cases. This course provides an opportunity to complete a minimum of 50 hours of supervised practical experience in cognitive behavior therapy.

SPSY 640 – Social Psychology and Group Process

3 credits

This course is designed to help the student understand basic principles and concepts of psychology related to the behavior of individuals in social contexts. Special emphasis is placed upon concepts and theories related to group process.

SPSY 641 – Neuropsychology in the Schools

3 credits

This course provides students with an overview of learning disorders from a neuropsychological perspective. Students examine the neuropsychological basis of childhood disorders for both identification and service delivery purposes. As

the field of learning disorders is diverse, the course emphasizes criteria and content that have an established empirical base. Students will apply their knowledge of the causes and theoretical constructs of learning disorders through didactics, readings, group discussions and case study exercises. Knowledge of psychological assessment and brain structure and function is required.

SPSY 641P – Practicum in Neuropsychology in the Schools

1 credit

This practicum experience is provided in conjunction with course SPSY 641 Neuropsychology in the Schools. The presentation of content has been arranged in a manner that enables students to apply what they learn in the courses directly in their practicum experience. This course provides an opportunity to complete a minimum of 50 hours of supervised practical experience in school neuropsychology.

SPSY 644 – Consultation in Home, School and Community Settings

2 credits

This course is intended to be an extension of the knowledge and skills acquired in school-based consultation at the specialist level of preparation. Students will develop advanced skills for engaging parents and teachers in collaborative problem solving efforts to address concerns with children's learning and behavior. In addition, the course will address strategies for working with community agencies as partners in addressing school-based problems.

SPSY 645 – Issues in Supervision

1 credit

This course addresses current topics related to the supervision of psychological services in schools and other settings. Theoretical approaches to supervision will be discussed, with emphasis on a cognitive-behavioral model. The primary focus of the course will be on supervision of services provided to children and adolescents.

SPSY 646 – Physiological Bases of Behavior

3 credits

This neuroanatomy and neurophysiology course is designed to provide students with advanced knowledge about the structure and function of the human nervous system. Topics will include an in-depth analysis of the biochemical, physiological, neurological, and neuropsychological influences on human behavior, with content presented through readings, lecture, wet lab, neuroimaging, and neuroanatomy drawing. Although focus is on typical brain development and functioning, this orientation will be contrasted with neuropathology for a better understanding of typical and atypical brain functioning. This course also will expose students to a wet lab training experience, including examination of brain cuttings and neuroimaging findings to foster discussion of brain structure and function. Basic understanding of the biological bases of behavior is a prerequisite for this course.

SPSY 647 – Neuropathology

1 credit

This elective course provides an overview of genetic and acquired brain disorders. The course will provide students with an understanding of the biological bases of the disorders, how neurological and neuropsychological evaluation can help identify associated characteristics and how interdisciplinary teamwork can lead to optimal treatment outcomes for children with these conditions. Disorders include genetic disorders, birth injury, traumatic brain injury, seizure disorders, brain tumors, metabolic disorders, infectious disorders, and neurotoxic disorders. Frontal-subcortical circuit function and neuropsychopathology will also be addressed. Case studies will highlight the need for differential diagnosis and individualized intervention.

Pre-requisite: SPSY 646

SPSY 679 – Externship

This course is designed specifically for students who are interested in conducting independent research or gaining additional practicum experiences under the supervision of both a site supervisor and university professor. Please note, credits accrued through this elective do not count towards the student's 61 credits for completion of the doctoral degree. In order to enroll in this course, approval must be granted from the program director.

SPSY 681 – Psychopharmacology

1 credit

This elective course emphasizes understanding of current pharmacological strategies in treating psychiatric disorders. The course will rely heavily on case presentations by the instructor, from the text, and by the students. Economic, political, and cultural factors affecting the use of medicines and other psychoactive substances will be discussed. Students will explore the main effects, side effects, and synergistic effects of both psychopharmacologically specific and other medically prescribed drugs and their interactions with the physical systems.

SPSY 682 – Group Therapy in the Schools

1 credit

This elective course is designed to provide the student with a functional understanding of group and family dynamics from a variety of theoretical schools, including psychodynamic, structural, cognitive-behavioral and transpersonal approaches. Classes will be divided into didactic and experiential components with an end goal of enhancing student ability to integrate content and process as dictated by the developmental level of the child and of the developmental stage of the treatment.

Prerequisites: SPSY 636, SPSY 637 and SPSY 638

SPSY 683 – Research I: Statistics

3 credits

This course is designed to teach students essential concepts in planning, selecting, and conducting and interpreting statistical analyses. Course content includes a review of the application of psychometry, basic descriptive statistics, hypothesis testing, correlation, and univariate, multivariate and nonparametric data analysis techniques and accompanying statistical tests of significance. Qualitative research design and analysis will also be discussed briefly. Data analyses and classroom demonstrations of data analyses will be conducted with SPSS software.

SPSY 684 – Research II: Design and Methods

3 credits

This course is designed to teach doctoral students the fundamental principles of scientific methodology as applied to psychology and education. The course is intended to provide doctoral students with the ability to be critical consumers of research in the field of school psychology, to enable them to think scientifically and apply this mindset to the evaluation of clinical interventions and educational programs. Upon completion of this course, students will have gained experience in writing a research proposal, translating research problems into testable hypotheses, and considering ethical, professional, and diversity issues related to conducting research with human participants.

Prerequisite: SPSY 683

SPSY 685 – Research III: Qualitative Research and Dissertation Design/Methodology

3 credits

This course is designed to increase students' knowledge of the wide array of research methods (e.g., qualitative, etc.) and designs available for conducting dissertation research and to increase students' knowledge of the issues related to development, use, and interpretation of psychometric instruments. Over the course of the term, students will be expected to formulate a problem for research, develop hypotheses that address the problem in a testable manner, identify pertinent research literature that will be used in writing the dissertation literature review, and consider research methodologies suited to the testing of hypotheses. Ideas for topics relevant to various areas of school psychology will be introduced weekly.

Prerequisites: SPSY 683 and SPSY 684

SPSY 600 – Introduction to Internship Seminar 0 credit

SPSY 686 – Internship Seminar I - 1 credit

SPSY 687 – Internship Seminar II - 1 credit

SPSY 688 – Internship Seminar III - 1 credit

SPSY 601 – Internship 0 credit

These seminars are for five semesters requiring additional hours at an internship site doing psychotherapy, consultation, intervention, evaluation, psychological assessment and other work appropriate to the role of a psychologist.

Prerequisite: successful completion of comprehensive exam and all coursework

SPSY 690 – Dissertation Seminar

2 credits each term (Fall, Winter, and Spring)

Total 6 credits

The purpose of this course is to promote student knowledge of and support during the dissertation process. Students will meet for class, as well as individually with dissertation committee members in order to facilitate the completion of all the steps leading to the proposal and final approval of the dissertation.

Prerequisite: successful completion of comprehensive exam

SPSY 691 – Cognitive and Affective Bases of Behavior

3 credits

This course is designed to acquaint students with the cognitive and affective processes that underlie how children and adults perceive, feel, think, learn, remember, and behave. Discussions will explore theoretical, conceptual, empirical and clinical issues in order to better understand cognitive-affective behavioral interactions inherent in all humans as well as how cognition, affect, and behavior vary from culture to culture and in different contexts. Areas covered will include sensation and perception, emotion, cognitive abilities, executive functions and basic cognitive processes, lexicons, strategies, skills, and memory capacities.

SPSY 692 – Dissertation

1 credit

After completion of the three 2 credit Dissertation Seminars, students continue to work on the completion of their doctoral thesis and meet with dissertation committee members to complete all the steps through final approval. Students register for this course each and every term until they have successfully defended their final dissertation thesis.

SPSY 698 – Comprehensive Examination

1 credit

Required examination for the program. Students must successfully complete this exam in addition to all coursework to be able to begin internship and dissertation.

SPSY 699 – Special Topics in Multicultural Principles

1 credit

The purpose of this elective course is to expose doctoral-level students to different counseling and psychotherapy techniques within a pluralistic society.

Each class is dedicated to researching, discussing, and applying evidenced-based practices to culturally-diverse populations. A wide variety of topics will be discussed: counseling techniques, religious/spiritual experiences, disabilities, etc. Case studies will be required and presented as part of the classroom sessions.

Prerequisite: SPSY 634.

Doctor of Psychology – Clinical Psychology

CPSY 600 – Independent Study

CPSY 601 – Learning Theories

3 credits

This course is designed to provide an overview of theories of learning and critical concepts and constructs related to human learning. Consideration is given to basic principles and laws of learning and how they apply to understanding and predicting human behavior. Clinical applications of learning theory and research are reviewed.

CPSY 603 – Behavioral Medicine

3 credits

This course is designed to provide an overview of essential content for the preparation of clinical psychologists practicing in primary care and other related medical settings. Particular emphasis is placed upon the clinical psychologist as a practitioner, consultant, teacher, researcher, administrator and role model in the medical setting.

CPSY 605 – History and Systems of Psychology

3 credits

This course is designed as an overview of the history of psychology in the Western world. The historical approaches to this task will include a historical developmental approach to origins and changes of ideas over time, the study of great persons and schools of thought, and a look at the Zeitgeist of each.

CPSY 607 – Cognitive/Affective Bases of Behavior

3 credits

This course emphasizes theoretical, conceptual, empirical and clinical issues to better understand the cognitive-affective-behavioral interaction. Areas of concern will include modes of thinking, sensation and visual and other sensory perception, motivation, emotion, concept formation, construction of reality and the self.

CPSY 608 – Social Psychology

3 credits

This course is designed to help the student understand basic principles and concepts of psychology related to the behavior of individuals in social contexts. Special emphasis is placed upon the social-clinical psychology interface and the role of the clinical psychologist as an applied social psychologist.

CPSY 609 – Cross-Cultural Cognitive Behavior Therapy

3 credits

This course addresses fundamental awareness and knowledge of cultural competence components. It builds upon knowledge and skills gained in CPSY 623: Human Diversity: Multiculturalism and Individual Differences and further

develops culturally sensitive conceptualization and treatment skills adapting cognitive-behavioral therapy for broadly defined culturally diverse populations.
Prerequisite: CPSY 623

CPSY 612 – Cognitive Behavior Therapy for ADHD

3 credits

This course examines the current clinical practice and professional literature for ADHD. Topics covered include assessment, comorbid difficulties and disorders, social implications, neuropsychology, and multimodal treatment of this neurocognitive disorder. Controversies regarding multicultural and political issues will also be addressed. Although this course encompasses the assessment and treatment of both children and adults, the emphasis is on cutting edge research into the application of CBT, often in collaboration with pharmacotherapy, for adults with ADHD.

CPSY 614 – Advanced Behavior Therapy

3 credits

This course is designed to both supplement and continue the material that was covered in CPSY 662: Behavior Therapy. The purpose is to provide students with further experience in the use of advanced behavior therapy techniques (e.g., progressive muscle relaxation, systematic desensitization, covert sensitization and covert positive reinforcement, thought stopping, assertive training) following consideration of the conduct of the behavioral analysis. Didactic material including specific clinical examples and group discussion will be complemented by demonstrations, role-play and video material when possible.

Prerequisites: CPSY 630 and CPSY 662

CPSY 616 – Lifespan Development

3 credits

This course offers a multifaceted approach to learning about human development. It provides both an empirical and theoretical examination of human development across the lifespan. It is the intention of this course to acquaint the student with essential concepts and models of development. Psychological principles and historical and recent research in the areas of prenatal, cognitive, language, socioemotional and physical development will be explored and cultural considerations will be incorporated. Overall, this course is aimed at providing a comprehensive, clinically-oriented overview of lifespan development.

[Please note: CPSY 616 and CPSY 620 replace former program requirements CPSY 611 and CPSY 613]

CPSY 620 – Psychopathology

3 credits

The goal of this course will be to familiarize students with the current diagnostic nosology as well as prominent features associated with psychological disorders.

[Please note: CPSY 616 and CPSY 620 replace former program requirements CPSY 611 and CPSY 613.]

CPSY 622 – Ethics in Psychology

3 credits

This course familiarizes the student with the APA Code of Ethics, the Pennsylvania Licensing Law for Psychologists and the Specialty Guidelines for the Delivery of Services. It will also discuss the difference between legal and ethical issues and a variety of professional issues.

CPSY 623 – Human Diversity: Multiculturalism and Individual Differences

3 credits

The intent of this course is to present an overview of issues and methods that will serve as a guide to developing multicultural competence, i.e., the knowledge, skills and attitudes necessary to understand, communicate with and treat a culturally diverse patient population.

CPSY 624 – Research I: Research Design and Methodology

3 credits

Course objectives are to understand the basic research designs in clinical psychology and the methodological issues in formulating, planning, designing, implementing, analyzing and interpreting the results of research investigations.

Prerequisite: undergraduate or graduate statistics course

CPSY 625 – Research II: Psychometrics and Univariate/Multivariate Statistics and Lab

4 credits

This course has three major goals. The first goal is to teach doctoral students fundamental and advanced principles and essential concepts in measurement applied to psychological phenomena (commonly referred to as Test Theory or Psychological Measurement). The second major goal is to teach doctoral students fundamental and advanced principles and essential concepts in planning, selecting, conducting, and interpreting statistical analyses of empirical research studies in clinical psychology. The third major goal is to help students develop basic proficiency in the use of SPSS as a tool for analyzing data sets.

Prerequisite: CPSY 624 completed with a grade of B- or better

CPSY 626 – Assessment I: Assessment of Cognitive Abilities

3 credits

This course identifies the relevant issues/criticisms related to intelligence and intelligence testing. Students will be able to administer, score and interpret the most current edition of the WISC and WAIS, analyze data and organize it in a meaningful way to communicate to the client and prepare complete comprehensive written reports.

CPSY 627 – Assessment II: Objective Personality Assessment

3 credits

This course covers the definition, identification and assessment of a variety of personality functions through the use of objective assessment instruments.

Prerequisite: CPSY 626 completed with a grade of B- or better

CPSY 628 – Assessment III: Projective Assessment

3 credits

This course covers the definition, identification and assessment of a variety of personality functions through the use of projective assessment instruments. Particular emphasis will be placed on the Rorschach and Thematic Apperception Test (TAT).

Prerequisites: CPSY 626 and CPSY 627 completed with a grade of B- or better

CPSY 629 – Physiological Bases of Behavior

3 credits

This course introduces the student to the structures and functions of the brain and central nervous system. In addition, the interrelationship between biochemical, physiological and neurological influences on human behavior will be explored.

CPSY 630 – Cognitive Therapy

3 credits

The two primary goals of this course are to introduce the student to the history, philosophy and conceptual model of cognitive therapy and to address the practice issues revolving around models of treatment, standards of care and the importance of empirically validated treatment.

CPSY 632 – Assessment and Treatment of Cluster B Personality Disorders

3 credits

The focus of this advanced seminar is the exploration of the clinical entities that are codes on the DSM IVTR Axis II, Cluster B including Antisocial, Borderline, Histrionic and Narcissistic Personality Disorders. This course focus will be on the assessment, differential diagnosis, conceptualization, treatment planning, treatment implementation, and the evaluation of treatment outcome related to these disorders. Therapist self-care, resistance, counter-transference and other impediments to the therapeutic alliance and to the therapeutic bond will be emphasized.

CPSY 633 – Forensic Psychology

1 credit

Practicing psychologists are frequently called upon to testify in court. This course focuses on the role of expert witness, and how to be most effective in that role. It provides an overview of the legal system, the law that permits psychologists to testify as experts, and the basics of preparation to work with attorneys and within the court system.

CPSY 634 – Pediatric Psychology

1 or 3 credits

This course provides students with an overview of the relationship between children's physical health and their mental health, academic functioning and socio-emotional well-being. A systems approach emphasizes strategies to collaborate with the family, school and health care system. Prevention and wellness promotion programming are discussed. Culturally responsive assessment and intervention strategies to address chronic medical conditions are taught. Legal issues, ethical practice and professional development pertaining to children with health-related issues are also emphasized.

CPSY 635 – Test Development

1 credit

This course is designed to teach students advanced principles, concepts and best practices in designing, developing and evaluating psychological instruments. The course is specifically aimed at providing students with the ability to create and design a psychological inventory of a specific construct in a step by step format. From a measurement theory perspective, students will proceed through the stages of test development including identifying the need for the test; construct identification and clarification; principles of item construction; standardization and administration; designing and scoring item responses; principles of data collection and item analysis; principles of establishing and testing reliability; and methods for establishing and evaluating validity.

CPSY 636 – Qualitative Psychology

1 - 3 credits

The purpose of this course is to promote student knowledge about qualitative methods of research in psychology. Qualitative research generates in depth understanding and rich description of contextual and individual experiences, which can be used to improve practice and generate knowledge about the process and outcomes of school and clinical psychological services. Particular emphasis is placed on the applied use of the grounded theory paradigm.

CPSY 638 – Private Practice: How to Build a Viable Practice in Today's Managed Care Environment

1 credit

This course consists of a comprehensive description of everything practitioners need to know if they plan to start a private clinical practice, including marketing, developing referral sources, advertising, brochure designing, picking the best location, providing office amenities, selecting phone systems and billing software and hiring of staff. The history of mental health managed care will be discussed and students will gain knowledge of various insurance vehicles. The advantages of insurance-free practice, general versus specialty practice, sole proprietor versus partnerships or corporations, and child focused services versus adult and geriatric services will be presented. All issues concerning fees, such as setting fees, collections, dealing with no-shows and responding to late cancellations will be described. Malpractice insurance, risk management, and quality management

will be discussed in depth, as will the advantages of being a cognitive-behavioral therapist in the private sector. Ethical issues related to the development of a private practice will also be addressed.

CPSY 639 – Sleep Disorders

3 credits

The content of this course follows a progression from basic sleep issues, circadian rhythms and sleep function to methods of evaluating sleep disorders. Common sleep disorders and their treatment will be presented along with sleep issues unique to children and the elderly. Sleep disturbances associated with mood, anxiety and other psychological disorders will also be presented.

CPSY 640 – Anxiety Disorders

3 credits

Anxiety spectrum disorders including generalized anxiety, phobia, panic disorder and obsessive/compulsive states will be studied from a conceptual and treatment perspective. Common behavioral, cognitive, medical and affective issues of anxiety will be discussed through a variety of modalities.

Prerequisites: CPSY 603, CPSY 607, and CPSY 630

CPSY 641 – Affective Disorders

3 credits

Major depression and bipolar disorders will be the focus of this course. Common behavioral, cognitive and medical issues of affective disorders will be discussed through a variety of modalities.

Prerequisites: CPSY 603, CPSY 607, CPSY 614 and CPSY 630

CPSY 642 – Personality Disorders

3 credits

Common behavioral, cognitive, medical and affective issues in dealing with the patient with personality disorder will be examined. A variety of assessment instruments, including the MMPI I and II, Rorschach, Thematic Apperception Test and Million Scales, will be used.

Prerequisites: CPSY 603, CPSY 607 and CPSY 630

CPSY 643 – Therapy with Couples

3 credits

This course focuses on the treatment of dyadic relationships. Various theoretical and technical models of couple-based therapy will be discussed and demonstrated.

Prerequisites: CPSY 602, CPSY 603, and CPSY 630

CPSY 645 – Family Therapy

3 credits

This course focuses on the treatment of families. Various theoretical and technical models of family-based therapy will be discussed and demonstrated.

Prerequisites: CPSY 603 and CPSY 630

CPSY 646 – Child/Adolescent Therapy

3 credits

The treatment of children and adolescents with school, home, social or intrapersonal difficulties is covered. Various treatment modalities including outpatient, family, inpatient and residential options will be discussed.

Prerequisites: CPSY 603 and CPSY 630

CPSY 647 – Substance Abuse

3 credits

The abuse of various substances including alcohol, narcotics, caffeine, nicotine, prescription drugs and amphetamines will be discussed. Common behavioral, cognitive, medical and affective issues in dealing with the substance-abusing patient will be discussed.

Prerequisites: CPSY 603, CPSY 607, and CPSY 630

CPSY 648 – Neuropsychological Assessment

3 credits

Neurochemistry, neuropsychology, neurophysiology and neuropathology will be covered. Diagnostic and treatment issues of patients with various neurological disorders will be discussed from the medical and psychological perspectives.

Prerequisites: CPSY 607, CPSY 626, CPSY 627 and CPSY 628

CPSY 649 – Biofeedback I

3 credits

Psychophysiological fact and theory will serve as the basis for training in the specialized therapeutic situation created when individuals are placed in a feedback loop with their own physiological processes.

Prerequisites: CPSY 603, CPSY 607, and CPSY 630

CPSY 650 – Pharmacology

3 credits

The psychologist working with the physician must be knowledgeable about the main effects, side effects and synergistic effects of both psychopharmacologically specific and other medically prescribed drugs. This course introduces the student to the rationale and choices of drugs used in medical practice.

Prerequisite: CPSY 607

CPSY 651 – Pain Management

1-3 credits

The purpose of this course is to provide an overview of the assessment and treatment of acute and chronic pain. Topics include but are not limited to: historical foundations, the biopsychosocial model, psychological factors, assessment and treatment strategies including cognitive-behavioral approaches, special populations and future directions.

Prerequisites: CPSY 603, CPSY 607 and CPSY 630

CPSY 652 – Practicum I

1.5 credits

Minimum of 8 hours/week at practicum site (12 or more hours a week are expected by most practicum sites) and a weekly seminar at PCOM performing the basics of evaluation, psychological assessment, psychotherapy and other work appropriate to the role of a beginning psychologist. Supervision by PCOM faculty or designated supervisors is provided. Additional elective practicum hours are an option. Course material includes teaching, modeling and practice with a work sample demonstrating a manually informed, empirically supported approach to treatment; role-play and demonstration of motivational interviewing; role-play and demonstration in using the SCID; review and self-evaluation of STEPPS tapes; practice using Person's model of case formulation; and practice using cognitive-behavioral assessments and treatment plans. Students are expected to serve as peer consultants during weekly case discussions with a focus upon diversity issues.

CPSY 653 – Practicum II

1.5 credits

Minimum of 8 hours/week at practicum site (12 or more hours a week are expected by most practicum sites) and a weekly seminar at PCOM performing the basics of evaluation, psychological assessment, psychotherapy and other work appropriate to the role of a beginning psychologist. Supervision by PCOM faculty or designated supervisors is provided. Additional elective practicum hours are an option. Course material includes teaching, modeling and practice with work samples demonstrating skills for forming a working alliance with clients with a variety of individual and culturally diverse characteristics; demonstrating a functional analytic model formulating case conceptualizations; recognizing and addressing biases, preconceptions and assumptions from a cognitive-behavioral perspective; administering, scoring and interpreting cognitive, behavioral and personality assessment measures, and providing feedback to clients and referring professionals; adopting a hypothesis-testing approach to clinical decision-making; understanding important diversity, ethical, legal and professional dilemmas in the practice of clinical psychology; and applying the Psychotherapy Skills Inventory as a form of self-evaluation and peer consultation of psychotherapy skill. Students are expected to serve as peer consultants during weekly case discussions with a focus upon diversity issues.

CPSY 654 – Practicum III

1.5 credits

Minimum of 8 hours/week at practicum site (12 or more hours a week are expected by most practicum sites) and a weekly seminar at PCOM performing the basics of evaluation, psychological assessment, psychotherapy and other work appropriate to the role of a beginning psychologist. Supervision by PCOM faculty or designated supervisors is provided. Additional elective practicum hours are an option. Course material builds upon skills learned in Practicum I and II, and includes teaching, modeling and practice with work samples demonstrating competency in interpreting and writing up a comprehensive psychological assessment; reviewing and evaluating a faculty STEPPS tape; and developing a case formulation using Nezu and Nezu's Problem Solving Model. Students are expected to serve as peer consultants during weekly case discussions with a focus upon diversity issues.

CPSY 655 – Practicum IV

1.5 credits

Minimum of 8 hours/week at practicum site (12 or more hours a week are expected by most practicum sites) and a weekly seminar at PCOM performing the basics of evaluation, psychological assessment, psychotherapy skills, and other work appropriate to the role of a beginning psychologist. Supervision by PCOM faculty or designated supervisors is provided. Additional elective practicum hours are an option. Course material builds upon skills learned in Practicum I, II and III, and includes modeling and practice with work samples demonstrating consultee-centered consultation; intermediate-level competency in selected cognitive therapy techniques; review and evaluation of a faculty consultation videotape; use of peer consultation; professional development and introduction to the APPIC Application for Psychology Internship; and management skills, by reviewing the utilization review and quality assurance policies at their practicum site and conducting a group interview in class of an expert from a major leading managed care/behavioral health provider around important issues related to utilization review and quality assurance. Students are expected to serve as peer consultants during weekly case discussions with a focus upon diversity issues.

CPSY 656 – Geropsychology

3 credits

The focus of this course is to examine in depth the process and concomitants of aging. The biopsychosocial, medical, physiological, behavioral and cognitive components are explored.

Prerequisite: CPSY 607

CPSY 657 – Group Therapy

3 credits

Group psychotherapy will examine the unique strengths and “curative” factors associated with this modality. Boundaries, group composition and other critical

aspects of group dynamics will be examined. Various group models including cognitive-behavioral, problem solving and other behavioral approaches, interpersonal and developmental models will be reviewed.

Prerequisites: CPSY 603 and CPSY 630

CPSY 658 – Treatment of Complex and Difficult Patients

3 credits

This course is an elective that is designed to introduce students to the patient who requires more time and energy and may have difficulty making progress in treatment. Through the use of videotapes, role-playing, experiential techniques, didactic presentations, class discussion, case presentations and readings, this course will focus on the difficult patient.

CPSY 659 – Biofeedback II

3 credits

Psychophysiological fact and theory will serve as the basis for training in the specialized therapeutic situation created when individuals are placed in a feedback loop with their own physiological processes.

CPSY 660 – Practicum Elective

1 – 2 credits

This practicum is designed for doctoral students interested in obtaining additional practicum experience and includes a seminar at PCOM and 8 hours/week at a practicum site doing evaluation, psychological assessment, psychotherapy and other work appropriate to the role of a psychologist. Supervision by PCOM faculty or designated supervisors is provided. Each credit represents 84 hours of work.

CPSY 661 – Administration, Consultation and Supervision of Behavioral Health Care

3 credits

This course is designed to provide students with the skills for conducting clinical supervision, mental health consultation, and the management of mental health services associated with a variety of administrative and clinical supervisory positions.

Prerequisites: CPSY 652 and CPSY 653

CPSY 662 – Behavior Therapy

3 credits

This course is designed to introduce students to the philosophy and practice of behavior therapy. A major goal of this course is to help students effectively utilize basic behavioral techniques. Emphasis will be placed on understanding how learning principles inform the application of these techniques and the importance of implementing these techniques within the context of a carefully considered behavioral case conceptualization. Students will gain experience in functional behavioral assessment and numerous behavioral intervention

strategies (e.g., contingency management, relaxation training, systematic desensitization, exposure, response prevention).

Prerequisite: CPSY 601 with a grade of B- or better

CPSY 663 – Behavioral Assessment

3 credits

The course covers the fundamentals of behavioral assessment and distinguishes them from traditional assessment. Psychometric issues addressed include reliability, validity and reactivity of assessment. Methods of assessment include behavioral interviewing, behavioral observation, self-monitoring, cognitive assessment, psychophysiological assessment and others. Finally, behavioral assessment for a few clinical problems is also discussed.

Prerequisites: CPSY 603, CPSY 626, CPSY 627, CPSY 628 and CPSY 630

CPSY 664 – Psychology of Eating and Weight Disorders

3 credits

This course provides an overview of current theory, research and practice regarding the treatment of anorexia nervosa, bulimia nervosa and other variants of disordered eating, as well as obesity. Clinicians will learn evaluation and treatment planning procedures, with attention to developing the therapeutic relationship and to professional collaboration.

Prerequisites: CPSY 603, CPSY 607, and CPSY 630

CPSY 665 – Educational Assessment

1 - 3 credits

This course is an elective that is designed to introduce graduate students in clinical psychology to the field of individualized educational assessment practices and their links to educational interventions. The course will be presented from the general perspective of developmental cognitive neuropsychology and the application of process-oriented assessment techniques.

CPSY 667 – Internship

1 credit

PsyD students must register for each academic term in which the internship is served.

CPSY 670 – Problem-Solving Therapy for Medical Patients

1 or 3 credits

This course is designed to provide an in depth survey of problem-solving therapy and its applications. The course focuses on training students to conduct this empirically supported, manually driven approach, and also teaches students to adopt a problem-solving approach to clinical decision-making. Emphasis is on problem-solving therapy for persons with medical conditions such as cancer, irritable bowel syndrome and multiple sclerosis; discussion and examples of problem-solving therapy's application to treatment of anxiety and depression are also highlighted.

CPSY 671 – Program Planning and Evaluation of Mental Health Services

3 credits

The course provides students with the theoretical foundations and methods used in planning and evaluating programs to prevent and/or service DSM-IV-TR mental disorders. Specific attention will be given to methods and models for: 1) assessing mental health needs in the community; 2) planning and designing mental health-related prevention and service programs; and 3) evaluating the effects of community-based programs to prevent and/or service DSM-IV-TR mental disorders.

CPSY 672 – Cognitive Behavioral Assessment and Treatment of Children and Families Part I: Treatment of Enuresis, Encopresis, Stealing, Fire Setting and Other Disorders of Childhood

1 credit

This course reviews fifteen cognitive-behavioral techniques as they relate to the treatment of children. Students learn to develop treatment protocols that include practical clinical strategies for the treatment of enuresis, encopresis, stealing, and fire setting. Myths and facts about causes and treatment of enuresis are discussed, as are outcome studies and medication issues. Procedures for dealing with common parenting issues such as sibling rivalry, teasing, and whining are also described.

CPSY 674 – Research III: Dissertation Development Seminar

3 credits

This course teaches students the step-by-step processes involved in the dissertation process from beginning to end. Students develop a research question, secure a dissertation chair, and compile an extensive bibliography related to their doctoral dissertation research project.

Prerequisites: CPSY 624 and CPSY 625 completed with a grade of B- or better; successful completion of Essay and Objective Comprehensive Exams

CPSY 674A – Research IV: Methodology Development and Statistical Planning

3 credits

Students develop an extensive, detailed outline of their literature review. Following this, students develop the methodology and statistical and analytic plan for completing their dissertation research project. Issues such as selection of an appropriate design model, subject recruitment and assignment, and selection of proper data analytic models are covered. Finally, students begin the process of completing the literature review based on their outline and bibliography.

CPSY 674B – Research V: Manuscript Development and Defense Planning; Dissertation Advisement

3 credits

During this course, students complete their dissertation proposals, secure all three members of their dissertation committee, and schedule. Finally, they conduct the defense of their dissertation proposals which includes an oral

presentation of their research project in a PowerPoint presentation.

CPSY 675 – Dissertation Advisement

1 credit

After students have completed Research V, they continue to work on the completion of their doctoral thesis and meet with dissertation committee members and work on their own to complete all the steps through final approval. Students register for this course each and every term in which they are enrolled until they have successfully defended their final dissertation thesis.

CPSY 676 – Psychology of Gender

3 credits

This course addresses the differences and similarities between women and men and how they relate to one another. To what extent are gender differences due to biology, to what extent to environment and to what extent the interaction of the two, as a function of time and place?

Prerequisite: CPSY 608

CPSY 677 – Harm Reduction

3 credits

Harm reduction is an evidence-based approach to understanding and working with substance users and persons who are dually diagnosed in both clinical and community settings. This course presents an overview of harm reduction from a variety of perspectives including government policies and how they affect treatment, societal perspectives, bioethics and clinical work with substance users and dually diagnosed persons. A variety of guest lecturers present harm reduction as it is implemented in the real world. Participants also explore their own values and beliefs about psychoactive substances and the people who use them.

CPSY 678 – Assessment and Treatment of Addictive Behavior

1 or 3 credits

This course provides an overview of the epidemiology, etiology, and assessment and treatment of addictive behaviors including substance abuse, gambling and excessive sexual behavior. The focus is on research-based understanding of addictive behaviors and on current theoretical and technical knowledge and controversy in the field.

CPSY 679 – Child Therapy

3 credits

Psychotherapy with children requires a unique set of skills and understanding of the therapeutic process. This course focuses on the theoretical underpinnings of common therapeutic techniques used in psychotherapy with youth. Interpersonal, emotional and cognitive therapeutic change mechanisms are addressed. Basic techniques in assessment, play therapy, family therapy and cognitive behavioral therapy are reviewed. In addition, this course examines intervention programs for common psychiatric disorders while emphasizing an

individualized approach to treatment. Participants will develop an appreciation for the complex nature of childhood disorders and the diversity of circumstances in which they occur. As children's behaviors occur within a multicultural context, emphasis will be placed on establishing interventions that are developmentally sensitive, culturally diverse, and ethically sound when working with children and adolescents. This course is designed to present an overview of issues and methods that will help provide participants with the awareness, skill, and sensitivity necessary to understand, communicate with and effectively treat children and their families.

**CPSY 680 – Comprehensive Exam Review
(not for credit)**

Students preparing for the comprehensive exams during terms in which no other courses are taken may register for exam review for assistance and access to campus resources.

**CPSY 680E – Introduction to DBT
1 credit**

This course is an introductory course to Dialectic Behavior Therapy (DBT). It is designed to teach doctoral students the biosocial theory of emotional dysregulation, and the empirical foundations, core intervention content and methods of delivering DBT. Implications for diverse populations will be addressed, and discussion will center on the applicability of DBT to students' work.

**CPSY 681 – Essay Comprehensive Exam
(not for credit)**

Students register for this portion of the comprehensive exam during the first term in which the exam is offered upon students' eligibility.

**CPSY 682 – Objective Comprehensive Exam
(not for credit)**

Students register for this portion of the comprehensive exam during the first term in which the exam is offered upon students' eligibility.

**CPSY 684 – Grief, Loss, and Bereavement
1 credit**

This course focuses on working with persons who are facing end-of-life issues for themselves or loved ones, or who are experiencing a loss, more broadly defined. Theoretical models for understanding grief and their applications will be discussed. Ethical and legal considerations and the role of the psychologist in end-of-life care will be introduced. Therapeutic approaches to working with persons experiencing loss or grief will be explained. Great emphasis will be placed on preparing students to work with those in grief and bereavement through introspection, self-reflection, and exposure to the types of persons and situations that may present with grief and loss as the primary presenting concern.

CPSY 684E – Special Topics: Treatment of Anxiety Disorders in Children and Adolescents

1 credit

Students will develop an appreciation for the complex nature of childhood anxiety disorders and the diversity of circumstances in which they occur. Students will become familiar with empirically supported treatments for some of the anxiety disorders of childhood and adolescents, and become cognizant of special applications of child and adolescent treatment approaches.

CPSY 685 – Cross-Cultural Assessment

3 credits

The goal of this course is to identify the principles, theories, issues and practices that help to inform the assessment of individuals from diverse cultures. Students will explore the multicultural methods of assessment needed when using “standard” objective and projective methods and techniques.

CPSY 685E – Special Topics: Treatment of Anger and Aggression in Youth

1 credit

Students will develop an appreciation for the complex nature of childhood anger and aggression and the diversity of circumstances in which anger and aggression occurs. Students will become familiar with empirically supported treatments for treating aggression and anger in children and adolescents, and become cognizant of special applications of child and adolescent treatment approaches.

CPSY 686 – Cognitive Behavioral Treatment of Crisis

3 credits

The strategies and techniques for intervening in crisis situations are the focus of this course. The goal is to provide a theoretical and conceptual basis as well as a rationale for a cognitive behavioral format for the delivery of crisis intervention services.

CPSY 686E – Special Topics: ADHD in Children and Adolescents

1 credit

Students will develop an appreciation for the complex nature of childhood ADHD. Students will become familiar with empirically supported treatments for treating ADHD in children and adolescents, and become cognizant of special applications of child and adolescent treatment approaches.

CPSY 689E – PTSD in Veterans

1 credit

This course is designed as an introduction to the phenomenology and symptomatology of posttraumatic stress in military veterans. It aims to familiarize students with posttraumatic problems specific to veterans. These issues include PTSD and other mental health problems comorbid with PTSD, special characteristics of traumatic exposure, reintegration into civilian life and different Veteran populations.

CPSY 690E – Rehabilitation Psychology

1 – 3 credits

This course introduces students to the concepts and techniques of working in rehabilitation settings. The core components of physical and cognitive rehabilitation are introduced. Special populations including stroke/TBI, amputees, chronic pain patients, cardiac and low vision will be covered. The course will describe the elements of the psychologist's role within the framework of an interdisciplinary team. Moreover, issues of working in various settings, including acute hospitals, rehabilitation hospitals, outpatient rehabilitation settings, and vision centers will be addressed. Students will be exposed to a thorough review of the practice of cognitive rehabilitation applied to patients with cognitive disorders.

CPSY 691E – Cognitive Behavioral Assessment and Treatment of Children and Families Part II: Treatment of School Phobia and Other Common Phobias of Childhood

1 credit

This course describes the causes and prevention of childhood phobia. Seventeen etiological factors linked to school phobia will be identified, as will fourteen effective treatment strategies. Students will learn to develop treatment protocols that will include practical clinical techniques for the treatment of night terrors, fear of water, small animals, thunder, insects, sleeping alone, and the after effects of molestation. Strategies for the treatment of obsessive compulsive disorders and eating disorders will also be discussed.

Note: CPSY 672 is not a prerequisite for this course.

CPSY 692E – Crisis Mental Health and Disaster Response

3 credits

This course explores key components of disaster mental health, including how disaster mental health services differ from traditional psychotherapy; the design of mental health programs needed in disaster; and how mental health systems are delivered in a disaster. This course presents an overview of issues and methods that will help provide students with the awareness, skill, and sensitivity necessary to understand how to intervene effectively with special populations and at-risk groups in a disaster, including children, older adults, people with disabilities, ethnic, and cultural groups indigenous to the area, and/or people living in poverty with few resources.

CPSY 694E – Crisis Intervention

1 credit

This course provides an overview of crisis theory, strategy, and intervention, targeting specific and frequently encountered crisis situations faced by practicing psychologists in all levels of care. The course will review evidenced-based practices, and best practices specific to those crisis scenarios, and discuss psychologist requirements and necessary skill sets. In addition, specific cognitivebehavioral interventions for specific crises scenarios will be presented, in

concert with discussion on functioning as a member of a multidisciplinary team.

CPSY 695E – Professional Development Seminar

1 credit

Each term of a 1 credit Professional Development Seminar is designed to expose students to focused topics relating to competencies of clinical psychologists that will prepare them to function in a multitude of practice settings. Topics may include leadership, diversity and individual differences as pertaining to current concerns in psychology, inter-professional collaboration and integrated health care, leading health and psychosocial problems, advocacy, trends in evidence-based practice, business practices in psychology, self-care, and others.

CPSY 697E – Special Topics: Cognitive Behavior Therapy for Posttraumatic Symptomatology

1 credit

This course is designed as a special topics course as the focus will be on specific groups when offered. It is an introduction to the cognitive-behavioral treatment of PTSD. A background on PTSD-specific treatment issues will be given as well as a brief review of the empirically supported treatments and treatment elements. The remainder of the course will consist of an introductory training in the methods of Prolonged Exposure therapy for PTSD.

CPSY 698E – Faith and Clinical Practice

3 credits

Faith is an inner resource most people possess. Yet few clinical training programs are intentional about teaching their students how to leverage their clients' faith to aid in therapy. This course will provide a model for using clients' own faith tradition as a therapeutic resource.

CPSY 699E – Cognitive Behavioral Assessment and Treatment of Panic Disorders

1 credit

This course provides an intensive and highly focused overview of relevant clinical literature about the nature, assessment, diagnosis, conceptualization, and treatment of panic disorders as well as extensive practical skill-building in assessing and treating patients with this problem.

CPSY 703 – Clinical Research Practicum

1 credit

The Clinical Research Practicum is designed to instruct students in the process of research development, data collection, data management and analysis, and data reporting of applied clinical research designed and led by core faculty. Students will often have opportunity and responsibility for direct client/patient contact, learning about empirically supported treatments or development of empirical testing of treatments, grant submission, and administering and scoring clinical measures that can be used for research and practice. Student participation and advisement/instruction may be individual or in groups.

CPSY 704 – Assessment and Treatment of Angry Patients

3 credits

This course provides an overview of the history of emotions and the normal expression of anger, as well as its psychopathology. The theories and paradigms that have been used to study anger are explored. Anger, as it presents in various populations and the special considerations this requires, is also explored.

CPSY 705 – Personality Disorders in Children and Adolescents

3 credits

Are children who manifest certain traits displaying what may be precursors to later personality disorders, or can they be diagnosed as having a personality disorder during childhood or adolescence? Clinicians have responded in a number of ways, ranging from the affirmative to the negative with a host of ethical, “legal,” and conceptual issues invoked for support. This course investigates that question and presents arguments for and against the diagnosing of children and adolescents as having a personality disorder. The issue is viewed through the lens of the cognitive behavioral model and examines what techniques would be useful for children and adolescents.

CPSY 710 – Practicum V

1.5 credits

Minimum of 8 hours/week at practicum site (12 or more hours a week are expected by most practicum sites) and a weekly seminar at PCOM performing the basics of evaluation, psychological assessment, psychotherapy skills, and other work appropriate to the role of a beginning psychologist. Supervision by PCOM faculty or designated supervisors is provided. Additional elective practicum hours are an option. Course material builds upon skills learned in Practicum I, II, III, and IV, and includes teaching, modeling and practice demonstrating patient-centered case consultation; beginning supervision skills; intermediate to advanced proficiency in interpreting and writing up of a psychological assessment or test battery; and developing a comprehensive, behavioral assessment and treatment plan derived from Needleman’s model of case formulation. Students are expected to serve as peer consultants during weekly case discussions with a focus upon diversity issues.

CPSY 711 – Practicum VI

1.5 credits

Minimum of 8 hours/week at practicum site (12 or more hours a week are expected by most practicum sites) and a weekly seminar at PCOM performing more advanced evaluation, psychological assessment, psychotherapy skills, and other work appropriate to the role of a beginning psychologist. Supervision by PCOM faculty or designated supervisors is provided. Additional elective practicum hours are an option. Building upon Practicum I through V students develop teaching skills by 1) conducting an in-service education presentation at the practicum site to demonstrate an empirically based approach to intervention, and 2) reading and grading a scholarly paper submitted by a non-matriculated student attending a workshop in cognitive behavioral therapy with a senior

faculty member. Students are expected to serve as peer consultants during weekly case discussions with a focus upon diversity issues.

CPSY 712 – Practicum VII

1.5 credits

Minimum of 8 hours/week at practicum site (12 or more hours a week are expected by most practicum sites) and a weekly seminar at PCOM performing more advanced evaluation, psychological assessment, psychotherapy skills, and other work appropriate to the role of a beginning psychologist. Supervision by PCOM faculty or designated supervisors is provided. Additional elective practicum hours are an option. Course material builds upon skills learned in Practicum I through VI, and culminates in a Capstone requirement of a comprehensive case study that includes video/audio of therapy session, assessment battery and report on same patient, a case-conceptualization and treatment plan, a tape of a supervision session, and a PowerPoint of an in-service training session led by the student. Students are expected to serve as peer consultants during weekly case discussions with a focus upon diversity issues.

CPSY 713 – Practicum VIII

1.5 credits

Minimum of 8 hours/week at practicum site (12 or more hours a week are expected by most practicum sites) and a weekly seminar at PCOM performing more advanced evaluation, psychological assessment, psychotherapy skills, and other work appropriate to the role of a beginning psychologist. Supervision by PCOM faculty or designated supervisors is provided. Additional elective practicum hours are an option. Additional Capstone requirements include demonstration of an assessment consultation work sample; supervision of a master's level student in psychology; advanced case conceptualization skills; advanced cognitive-behavioral assessment and treatment planning; and teaching and administration skills in academics and health care organizations. Students are expected to serve as peer consultants during weekly case discussions with a focus upon diversity issues.

Postdoctoral Certificates – Clinical Health Psychology and Clinical Neuropsychology

CPSY 802 – Clinical Foundations of Neuropsychology

3 credits

This course introduces the current state of the field and well-recognized and commonly used approaches in the clinical understanding of the human brain in behavior relationships.

CPSY 803 – Advanced Ethics, Health Policy, and Multicultural Competency in Medical Settings

3 credits

This course focuses on the application of the APA Code of Ethics, the Pennsylvania Licensing Law for Psychologists and the Specialty Guidelines for the Delivery of Services to delivery in multidisciplinary health care settings and in care of medical patients. The difference between legal and ethical issues and a variety of professional issues will be addressed. Emphasis will be placed on ethical decision making often encountered in working with clinical health and neuropsychology/rehabilitation populations.

CPSY 804 – Traumatic and Degenerative Brain Disorders

3 credits

This course offers a survey of clinical research as it relates to behavioral recovery following damage in the central nervous system. Recent theories and literature are stressed. Case studies and direct application to clinical work will be emphasized.

CPSY 805 – Cognitive Habilitation and Rehabilitation

3 credits

This course develops advanced clinical psychology skills specific to work within rehabilitation settings. The core components of physical and cognitive rehabilitation are built upon. Issues of working within an interdisciplinary team and in various settings, including acute hospitals, rehabilitation hospitals, outpatient rehabilitation settings, and vision centers will be addressed. Students will be exposed to a thorough review of the practice of cognitive rehabilitation applied to patients with cognitive disorders. Case studies, clinical treatment planning, and direct application to clinical work will be emphasized.

CPSY 820 – Behavioral and Health Psychology Assessment

3 credits

This advanced course familiarizes students with diagnostic techniques and clinical assessment tools and skills necessary for practice in various medical, surgical, and multidisciplinary health care settings. Measures used for clinical practice and research investigations will be covered. Students will be guided to adopt appropriate clinical decision-making skills for selection of assessment approaches, and will gain practice in the use of appropriate instruments in these settings. Students are required to have had clinical psychology assessment courses prior to enrolling in this course.

CPSY 850 – Clinical Placement: Clinical Health Psychology

1 credit

Minimum of 10-16 hours/week at a clinical site and a weekly seminar at PCOM performing more advanced evaluation, psychological assessment, psychotherapy skills, and other work appropriate to the role of a clinical health psychologist. Supervision by PCOM faculty or designated supervisors is provided. Course material builds upon certificate courses and culminates in a professional evaluation via standardized patient programs.

CPSY 860 – Clinical Placement: Clinical Neuropsychology

1 credit

Minimum of 10-16 hours/week at a clinical site and a weekly seminar at PCOM performing more advanced evaluation, psychological assessment, psychotherapy skills, and other work appropriate to the role of a clinical neuropsychologist. Supervision by PCOM faculty or designated supervisors is provided. Course material builds upon certificate courses and culminates in a professional evaluation via standardized patient programs.

NON-CREDIT COURSE

WRIT 100 – Writing Seminar

0 credits

This course is a non-credit course that is open to all students at the Philadelphia Campus. This course is designed to assist students in developing strategies for accessing their thoughts and conveying them through analytical and reason-based essay writing. It provides students with a tool kit which each can adapt to his/her specific needs to improve his/her writing. Students will also critique analytical writing for clarity and adherence to APA style. Fee \$500.00.

ACADEMIC DEPARTMENTS AND FACULTY

THE FACULTY OF PCOM - Teaching in Philadelphia

A highly qualified faculty of physicians, psychologists, physician assistants, educators, scientists and support staff implement the educational goals of the College. Faculty members are dedicated to the singular purpose of educating students for the skilled and caring practice of osteopathic medicine and the health professions. The academic programs are served by many faculty across the country who provide clinical instruction at various affiliated sites as volunteer faculty. In a real sense, education at PCOM is carried out by this larger PCOM family. Faculty concentration and dedication show in the teaching students receive. Faculty appointments are listed under the College departments in which they serve.

Biomedical Sciences

Professor and Chair

Tage N. Kvist, PhD (Anatomy)

Professors Emeriti

Walter Ceglowski, PhD (Pathology, Microbiology & Forensic Med.)
Vincent T. Cipolla, DO (Anatomy)
Henry W. Hitner, PhD (Neuroscience, Physiology & Pharmacology)
Justice James, DO (Pathology, Microbiology & Forensic Med.)
Robert J. Niewenhuis, PhD (Anatomy)

Professors

Denah M. Appelt, PhD (Neuroscience, Physiology & Pharmacology)
Brian J. Balin, PhD (Pathology, Microbiology & Forensic Med.)
Robert J. Barsotti, PhD (Neuroscience, Physiology & Pharmacology)
Marcus G. Bell, PhD (Neuroscience, Physiology & Pharmacology)
Ruth Carter Borghaei, PhD (Biochemistry & Molecular Biology)
Farzaneh Daghigh, PhD (Biochemistry & Molecular Biology)
Marina D'Angelo, PhD (Anatomy)
Camille DiLullo, PhD (Anatomy)
Kerin L. Fresa-Dillon, PhD (Pathology, Microbiology & Forensic Med.)
Frederick J. Goldstein, PhD (Neuroscience, Physiology & Pharmacology)
Charlotte H. Greene, PhD (Neuroscience, Physiology & Pharmacology)
Susan Hingley, PhD (Pathology, Microbiology & Forensic Med.)
Tage N. Kvist, PhD (Anatomy)
Gregory McDonald, DO (Pathology, Microbiology & Forensic Med.)
Peggy E. Stewart, PhD (Neuroscience, Physiology & Pharmacology)

Clinical Professors

Peter B. Berget, PhD	(Neuroscience, Physiology & Pharmacology)
Mindy George-Weinstein, PhD	(Anatomy)
Bohdan Minczak, PhD, MD	(Neuroscience, Physiology & Pharmacology)
John R. Porter, PhD	(Neuroscience, Physiology & Pharmacology)

Visiting Clinical Professor

Robert M. Fogel, DO	(Pathology, Microbiology & Forensic Med.)
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Associate Professors

Christopher S. Adams, PhD	(Anatomy)
Christopher S. Little, PhD	(Pathology, Microbiology & Forensic Med.)
Michael P. McGuinness, PhD	(Anatomy)
Michael Shank, DO	(Anatomy)
Lindon H. Young, PhD	(Pathology, Microbiology & Forensic Med.)
Dianzheng Zhang, PhD	

Assistant Professors

Cliff Akiyama, MS	(Pathology, Microbiology & Forensic Med.)
Rani Bright, MD	(Pathology, Microbiology & Forensic Med.)
Kerin M. Claeson, PhD	(Anatomy)
Heather J. Montie, PhD	(Biochemistry & Molecular Biology)
Dawn M. Shell, PhD	(Pathology, Microbiology & Forensic Med.)
Mei Xu, MD, PhD	(Anatomy)

Clinical Assistant Professors

James P. McCans, MS, PA-C	(Pathology, Microbiology & Forensic Med.)
Shannon L. Maier, RN, BSN	(Pathology, Microbiology & Forensic Med.)
Kenneth A. Myers, PhD	(Pathology, Microbiology & Forensic Med.)
Bela Peethambaran, PhD	(Pathology, Microbiology & Forensic Med.)

Research Assistant Professor

Qian Chen, PhD	(Pathology, Microbiology & Forensic Med.)
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Instructor

David M. Cavanaugh, BS	(Anatomy)
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Research Instructor

Mary C. DeJoseph, DO	(Neuroscience, Physiology & Pharmacology)
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Clinical Instructors

James F. Armstrong, RN	(Pathology, Microbiology & Forensic Med.)
Ron Artingstall	(Pathology, Microbiology & Forensic Med.)

Victor M. Berg Sr.	(Pathology, Microbiology & Forensic Med.)
George Bevilacqua	(Pathology, Microbiology & Forensic Med.)
Patricia S. Biswanger, BA, JD	(Pathology, Microbiology & Forensic Med.)
John E. Collins, BS	(Pathology, Microbiology & Forensic Med.)
John D. DeMarco, AA	(Pathology, Microbiology & Forensic Med.)
John M. Finor	(Pathology, Microbiology & Forensic Med.)
Joel S. Garblik, DDS, MS	(Pathology, Microbiology & Forensic Med.)
Lawrence J. Gentile, BS	(Pathology, Microbiology & Forensic Med.)
Kathryn M. McCans, MD	(Pathology, Microbiology & Forensic Med.)
Francis A. McCormick	(Pathology, Microbiology & Forensic Med.)
David J. McDonald	(Pathology, Microbiology & Forensic Med.)
Martin Moskowitz	(Pathology, Microbiology & Forensic Med.)
Lisa Mundy, MS	(Pathology, Microbiology & Forensic Med.)
John Newell, MS	(Pathology, Microbiology & Forensic Med.)
Dawn Perlmutter, PhD	(Pathology, Microbiology & Forensic Med.)
Mark T. Riley, JD	(Pathology, Microbiology & Forensic Med.)
Carl M. Rone, AA	(Pathology, Microbiology & Forensic Med.)
John R. Wallace, PhD	(Pathology, Microbiology & Forensic Med.)
Jessica K. Webb, JD	(Pathology, Microbiology & Forensic Med.)
Adrienne B. Williams	(Pathology, Microbiology & Forensic Med.)

Emergency Medicine

Professor and Chair

John W. Becher, DO

Professor

John W. Becher, DO

Clinical Professors

- Thomas A. Brabson, DO
- Gregory M. Johnston, MD, MS
- John J. Kelly, DO
- Rosa M. Marino, DO
- Stephen A. Pulley, DO

Associate Professor

Douglas L. McGee, DO

Clinical Associate Professors

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- Christine F. Giesa, DO
- Dennis M. Guest, DO

Michael J. Hoh, DO
Douglas L. McGee, DO
Steven J. Parrillo, DO
Eileen M. Singer, DO

Assistant Professor

Barry Burton, DO

Clinical Assistant Professors

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Charles F. Barbera, MD, MBA
Joshua Baron, DO
Robert J. Campbell, MD
Gerald A. Coleman III, DO
Steven Costalas, DO
James K. Donaldson, DO
Arthur J. Dortort, DO
John Drstvensek, MD
Daniel T. Ellis, MD
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Brett S. Greenfield, DO
Susan Hinchcliffe, DO
Russell E. James II, MD
Annahieta Kalantari, DO
Wen-Haw Liaw, MD
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Todd J. Luyber, DO
David G. MacBride, DO
Thomas Marchiondo, DO
James G. McHugh, MD
Daniel F. Merz, DO
Jeffrey M. Moldovan, DO
Clifford J. Neal, DO
Loretta Opila, MD
Andrew J. Panko, DO
Matthew D. Perry, DO
Kristen M. Sandel, MD
Henry E. Seibert, MD
Mark J. Stone, DO
Rick Sumrock, MD
Leonard P. Ulan, DO
Scott M. Urban, DO

John F. Wheary, DO
Brian J. Wieczorek, MD
Brian Wolfson, MD
Eric T. Wolk, DO
Neil W. Yoder, DO

Clinical Instructors

Janice K. Balas, MD
Jennifer J. Brown, BS, PA-C
Stuart Friedman, DO
Stella N. Kalantzis, DO
John D. Keogh, MD
Michelle Parsons Langrehr, MSN-FNP
Marc B. Lewbart, DO
Lisa Maercks, MD
Laura McElrone Mory, MD
Tina Nester, DO
Christopher Ricci, MD
Jaime Roques, MD
Ankit M. Shah, MD
Suresh Wable, MD
Nathan Welle, PA-C
Matthew Young, DO

Family Medicine

Professor and Chair

Harry J. Morris, DO, MPH

Professor Emeritus

Harold Schreiber, DO

Professors

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Harry J. Morris, DO, MPH
Kenneth J. Veit, DO, MBA

Clinical Professors

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Robert I. Danoff, DO
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Lawrence L. Silberberg, DO

Associate Professors

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Hal Bendit, DO
Mary K. Brigandi, DO
Wade A. Brosius, DO
David M. Callahan, DO
Robert Dolansky Jr., DO
Larry Doroshow, DO
Gordon R. Eck, DO
Stephen Evans, DO
Richard Frey, DO
Timothy M. Heilmann, MD
Carol L. Henwood, DO
Jeffrey A. Lindenbaum, DO
Vincent Lobo, DO
A. Scott McNeal, DO
Frank P. Matrone, DO
Katherine A. Navone, DO
Elaine Pendrak, DO
Leonard Popowich, DO
Mark K. Radbill, DO
David D. Skillinge, DO
E. Kathleen Sweeney, DO
David G. Thimons, DO
Margo L. Waitz, DO

Assistant Professors

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Joan M. Grzybowski, DO
David Kuo, DO
Allan M. McLeod, DO, JD, MBA
Marta Motel, DO
Barbara T. Williams-Page, DO
David Wood, DO

Clinical Assistant Professors

Onyeama Anakwe, DO, PhD
Gary A. Baiocchi, DO
Ronald Baird, DO

Donald M. Beckstead, MD
Christine A. Black-Langenau, DO
Joseph Blasiol, DO
John Bosi, DO
Michael J. Bradley, DO
Timothy Brooks, DO
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John M. Buonomo, DO
Jonathan J. Burke, DO
James A. Caffrey, DO
Joseph Calhoun Jr., DO
Paul M. Caracappa, DO
Jennifer A. Ciambotti, DO
Robert A. Cicuto, DO
James Clarke, DO
Mark Cohen, DO
John E. Connelly, DO
Sean Conroy, DO
Anne J. Egan, DO
Stephen Evans, DO
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Amber L. Fedin, DO
D. Daniel Files, DO
Ruth E. Frye, DO
Jay J. Glickman, DO
Jeffrey A. Gold, DO
Richard H. Goldhammer, DO
Mitchell E. Goldstein, DO
Julius Goslin III, DO
Lynda C. Graves, MD
Stephen M. Hagberg, MD
Bethann Hamm, DO
Paul Hamm, DO
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Peter R. Honig, DO
Accamma Joy, DO
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Andrew Kirschner, DO

Kieren P. Knapp, DO
Michael Kouyoumdjian, DO
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Joel Kravitz, DO
Stephen J. Kushner, DO
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Neil Lesitsky, MD
Arnold Lincow, DO
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Bradley J. Miller, DO
Lincoln B. Moser, DO
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Henry C. Novroski, DO
Christopher D. Olson, DO
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David M. Petro, DO, MPH
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Deborah Popowich, DO
George F. Reeher, DO
Rosalee Rehrig, DO
Patrick D. Rice, MD
Lisa E. Robertson, DO
Guillermo L. Rodriguez, MD
Steven F. Rubin, DO
Gabriel Ruggiero, DO
Terry S. Ruhl, MD
Andrew Ruppertsberg, DO
Armando Sallavanti, DO
Jeanne M. Sandella, DO
Timothy Schmeltzle, DO
Lawrence W. Schmitzer, DO

Harriet Schwarcz, MD
Mitchell Schwartzmann, DO
Phyllis B. Scott, MD
Janice Semeyn, DO
Armen Sevag, DO
Matthew Shore, DO
Laura J. Siems, MD
T. Clark Simpson, MD
Michael W. Semelka, DO
Curtis Swagler, DO
Donald J. Sweeney, DO
Amy E. Swindell, DO
Pamelal Q. Taffera, DO, MBA
Todd A. Taylor, DO
Marlene B. Terlingo, DO
Phillip E. Tobash, DO
Leo W. Todd, DO
James Tweedy, DO
Anthony F. Uberti, MD
Ronald Unice, DO
Monika T. VanSant, DO
Marvin Wallach, DO
Jacqueline Weaver-Agostoni, DO
Margaret M. Wilkins, DO
Kenneth Wiseman, DO
Christine Zabel, DO
Michael J. Zawisza, DO

Instructors

Kristen A. Berry, DO
Peter F. Bidey, DO
Charmaine Chan, DO
Jennifer Prescott-Coraggio, DO

Clinical Instructors

Chris Bellerieri, DO
Murray Brand, DO
Anthony Brunozzi, DO
Eileen DiGregorio, DO
Anthony E. DiMarco, DO
Paul Eberts, MD
Bradley Fink, DO
Kenneth Fox, DO

Brad Friedmann, DO
Gregory J. Gallik, DO
Winson T. George, PhD, DO
Lori I. Gerber, DO
Alvin Gore, MD
Stanley J. Gorski, DO
David Hack, MD
Lynn Johnston, MD
Joseph Kalik, DO
Stephanie B. Kaliner, DO
Royal R. Koeller, MD
Paul Kosmorsky, DO
Jeffrey Langbein, DO
Aaron Listopad, DO
Leonard Malamud, DO
Christopher Malsch, DO
Jessica Mayer, DO
Adam Mikulski, DO
Ashley J. Miller, DO
Robert Monteleone, MD
Kenneth Morris, DO
Arthur W. Morrow, DO
Matthew A. Nussbaum, DO
Larry Peck, DO
Frank Perrone, DO
Michael Roth, DO
Yana Saknovsky, DO
Kary Schroyer, DO
Woun Seok, DO
Suryakan Shah, MBBS
Deborah Snyder, DO
Jeanne Spencer, MD
Randall Stigliano, DO
Richard Stigliano, DO
Steven Thomas, DO
Michelle Thompson, DO
Lauren Trimeloni, MD
Lori Truman-Kraft, DO
Jean Wilson, DO
Richard Wozniak, MD
Charles H. Ziegler, DO

Geriatric Medicine

Professor and Chair

Katherine E. Galluzzi, DO

Professor

Katherine E. Galluzzi, DO

Associate Professor

Michael Shank, DO

Clinical Associate Professor

M. Susan Burke, MD

Assistant Professor

Nicol E. Joseph, DO

Clinical Assistant Professors

Michele L. Boornazian, DO

Joseph Hope, DO

Clinical Instructors

Gregory Busch, DO

Umar Farooq, MD

Deborah Fox, DO

Internal Medicine

Professor and Chair

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Kenneth Slavik, PhD	(Neuroscience, Physiology & Pharmacology)
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Donald W. Penney, MD	(Anatomy)
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ALUMNI ASSOCIATION

The Alumni Association of PCOM was formed on September 8, 1902, two 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 10,000 living DO alumni and over 2,000 graduate program alumni who practice throughout the United States, in five foreign countries and in every branch of the military service. In addition, the Association promotes PCOM to prospective students and provides financial support for excellence in osteopathic and health care education.

Contributions to the Alumni Association support the increasingly critical programs and services underwritten by the Association. In addition, the Association makes special gifts to support College priorities, including a gift of \$50,000 for the Alumni Association scholarship in 2011, a gift of \$100,000 in 2012, and another gift of \$100,000 in 2013 to support the renovation of the Clinical Learning and Assessment Centers on both the Philadelphia and Georgia campuses.

Throughout the year, the Alumni Association sponsors programs that benefit its members and current students. An active interest is taken in student life. Upon request, information is provided on PCOM alumni to students pursuing electives, mentors and preceptorships across the country.

The Alumni Association supports the annual PCOM Golf Classic and underwrites a large portion of the expenses associated with the annual Reunion Weekend and other events throughout the year.

The Alumni Association is governed by a Board of Directors, composed of elected representatives from regional districts around the United States and representing all academic programs of the College. Meetings are held twice a year, in January and June. All alumni of Philadelphia College of Osteopathic Medicine are members of the Alumni Association.

Alumni Association programs and services are supported by alumni and the College. The Office of Alumni Relations and Development administers the Alumni Association and keeps alumni notified of key developments. The office maintains the alumni database and supports special events for alumni on campus and at national and regional conferences.

For more information, please contact:

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