

LINCOLN MEMORIAL UNIVERSITY

SCHOOL OF MEDICAL SCIENCES



**DOCTOR OF MEDICAL SCIENCE
ACADEMIC CATALOG
2022-2023**

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<https://www.lmunet.edu/dms>

This handbook is designed to serve as a guide to the rules, policies, and services of the University; therefore, it is not intended to establish a contract, and the University reserves the right to amend, modify, or change regulations, policies, and financial charges stated in this handbook throughout the year. In such a case, the University will make reasonable efforts to notify the University community, in a timely manner, of any changes in policies and regulations. The notification shall be made via MyLMU, the University website, or to University issued e-mail accounts as deemed appropriate.

LMU Annual Security & Fire Safety Report

The LMU Annual Security & Fire Safety Report (ASFSR) will be published online by October 1st of each year and can be found at: [Campus Police and Security \(Imunet.edu\)](http://Imunet.edu)

The LMU ASFSR contains three previous years of crime statistics, campus policies and procedures, including: alcohol, drug, weapons, sexual violence, etc., and law enforcement authority. This publication is required to be in compliance with the Clery Act and the Higher Education Opportunity Act (HEOA)

To request a paper copy, contact the Clery Act Compliance Coordinator at 423-869-6301 or in person at: Tex Turner Arena, 330 Mars/DeBusk Parkway, Harrogate, TN 37752.

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MISSION AND PURPOSE OF LINCOLN MEMORIAL UNIVERSITY

Lincoln Memorial University is a comprehensive values-based learning community dedicated to providing quality educational experiences at the undergraduate, graduate, and professional levels. The University strives to give students a foundation for a more productive life by upholding the principles of Abraham Lincoln's life: a dedication to individual liberty, responsibility, and improvement; a respect for citizenship; recognition of the intrinsic value of high moral and ethical standards; and a belief in a personal God.

While primarily committed to teaching, the University supports research and service. The University's curriculum and commitment to quality instruction at every level are based on the beliefs that graduates must be able to communicate clearly and effectively in an era of rapidly and continuously expanding communication technology, must have an appreciable depth of learning in a field of knowledge, must appreciate and understand the various ways by which we come to know ourselves and the world around us, and must be able to exercise informed judgments.

The University believes that one of the major cornerstones of meaningful existence is service to humanity. By making educational, service, and research opportunities available to students, Lincoln Memorial University seeks to improve life for the students it serves. While serving students from throughout the state, nation, and many other countries, the University retains a commitment to enrich the lives of people and communities in the Appalachian region.

Revised July 6, 2017; approved by Board of Trustees, November 10, 2017

Institutional Goals

Lincoln Memorial University is a private, independent, non-sectarian University with a clearly defined mission that distinguishes it from other educational institutions. While the University cherishes its heritage and rich traditions, it recognizes that dynamic growth and change are required to meet the needs of today's students. The University has identified the following institutional goals, which are derived from its mission and reflect its vision for the future:

1. Make educational opportunities available to all persons without reference to social status. The University seeks to maximize enrollment by strengthening recruitment efforts and increasing student retention through the creation of an academic and social environment that facilitates success and rewards achievement.
2. Maintain fiscal integrity in all its activities, programs and operations through concerted efforts to continuously increase its endowment and financial standing.
3. Provide quality educational experiences that have their foundation in the liberal arts and professional studies, promote high personal standards and produce graduates with relevant career skills to compete in an ever-changing, increasingly global market.
4. Advance the Cumberland Gap and Appalachian region through community service programs in continuing education, healthcare, leadership development, recreation and the fine and performing arts.
5. Serve as a critical educational, cultural, and recreational center for the area, and to develop and maintain facilities, which are safe, accessible, and conducive to the development of body, mind and spirit.
6. Attract and retain a diverse and highly qualified faculty and staff, committed to teaching, research and service.
7. Commit resources to support the teaching, research, and service role of the Institution.

8. Support faculty and staff development programs with priority for allocation of resources determined by institutional needs.
9. Increase technology for all educational sites. Specifically, the University seeks to continuously improve its computer and other technological resources for faculty, staff and students.
10. Develop and implement academic programs in response to anticipated or demonstrated educational need, and to continuously evaluate and improve the effectiveness of current programs.
11. Provide a caring and nurturing environment where students, faculty and staff with varied talents, experiences and aspirations come together to form a diverse community that encourages students to grow intellectually and personally to meet their academic and career goals.
12. Provide quality educational opportunities through selected degree programs for students who live or work a significant distance from the Lincoln Memorial University main campus, and for whom other options are not as accessible or satisfactory.

Non-Discrimination Policy

Lincoln Memorial University is an Equal Opportunity and Affirmative Action educational institution. In support of its Mission Statement, LMU is committed to equal opportunity in recruitment, admission, and retention for all students and in recruitment, hiring, training, promotion, and retention for all employees. In furtherance of this commitment, Lincoln Memorial University prohibits discrimination on the basis of race, color, ethnicity, religion, sex, national origin, age, ancestry, disability, veteran status, sexual orientation, marital status, parental status, gender, gender identity, gender expression, and genetic information in all University programs and activities.

SCHOOL OF MEDICAL SCIENCES MISSION

The School of Medical Sciences seeks to improve access to high-quality medical and health care services to underserved communities within rural, underserved regions with its primary focus on Appalachia, thereby improving the quality of life and satisfaction required to sustain these communities.

Diversity Statement

The School of Medical Sciences supports the LMU principles and practices on diversity. As a school of professional health programs, we strive for a community comprised of individuals with, and respect for varying ideas, strengths, abilities, opinions, experiences, and backgrounds for the goal of promoting innovation and vitality while being unwaveringly committed to professionalism and quality.

DOCTOR OF MEDICAL SCIENCE MISSION

The mission of the Lincoln Memorial University Doctor of Medical Science program is to equip qualified clinicians and medical educators with evidence-based, advanced knowledge and skills to meet the needs of primary care, to develop leaders in the medical profession, and to promote scholarship, mentorship and discipline-specific expertise.

The DMS program seeks to achieve this mission by focusing on these goals:

1. Attract high-quality medical and education specialists who are experts in their field
2. Promote and model the highest standard of professionalism, mentorship and moral values
3. Employ the most effective technologies for teaching

4. Advance medical knowledge and critical thinking skills
5. Leverage current professional and or clinical settings to advance student competencies
6. Promote leadership in evolving medical education effectiveness and strategies

Revised and Approved 02/17/2022

OFFICE OF ADMISSIONS AND STUDENT ADVANCEMENT

The Office of Admissions and Student Advancement, located in the School of Medical Sciences, is responsible for admissions, recruitment, retention, securing financial services, student health insurance, records, tracking of outcome data, and counseling for students. Also, the Office is a center of campus life and oversees all student activities, student government functions, student clubs, the student representative program and all other non-academic student life issues. The Office commitment is to create an environment that is conducive to learning so that all DMS students fully reach their academic potential. The Office works closely with various college and university committees to create an environment that facilitates student learning. The Office has an open-door policy, and students are encouraged to come by the Office at any time of the day to ask questions, bring up concerns, or to simply stop in and say hello.

The Lincoln Memorial University Office of Student Services will provide students with information on parking, meal plans, housing, events, ticket sales, etc. in cooperation with the Office of Admissions and Student Advancement.

ADMISSION

Please direct admissions questions to DMSadmissions@lmunet.edu, or 423-869-7415

Academic Criteria

- A graduate of an ARC-PA accredited program or international equivalent.
- Current physician assistant certification (NCCPA or other) or unencumbered licensure as a physician assistant in the U.S.A. or International Jurisdiction within 9 months post matriculation.
- Demonstrated potential for success in an advanced rigorous doctoral-level program (e.g., GPA & extracurricular activities).
- No history of negative legal, administrative, or licensure action related to the practice of medicine or medical education.
- Successful interview.

Employment Requirement

- Continue to practice medicine as a physician assistant or be actively teaching in graduate medical education while enrolled in the program is preferred, but not required.
- ❖ *A candidate interested in applying to the general medicine cognate must have earned a master's degree in physician assistant studies or equivalent from an ARC-PA accredited program within 9 months of matriculation into the DMS degree program.*
- ❖ *The program reserves the right to deny admission based on public professionalism issues.*

Application Process

The DMS program uses a rolling admissions process until all seats are filled. Each cognate will have a maximum capacity per cohort. In addition to the application process outlined below, acceptance will be dependent on the student's ability to meet the program residency requirements.

The Doctor of Medical Science application is available on the LMU-SMS web page.

- Candidates must furnish:
 1. Completed DMS application
 2. Two Application Rating Forms completed by:
 - A doctoral-level medical practitioner
 - Professional colleague
 3. Official transcript from all degree-granting institutions.
 4. Official copy of evidence of licensure (if applicable) or NCCPA certification within 9 months of matriculation into the program
 5. Current CV
 6. Personal statement – to include your motivation for enrolling in the LMU DMS Degree Program and personal and professional goals

- Test of English as a Foreign Language (TOEFL) for applicants when English is not their first language.

Virtual Interviews

Once the application and all the supporting material is received in the DMS admissions office, the admissions committee will review the applicant's file. The admission's process operates on a rolling acceptance policy thus it is in the candidate's best interest to apply as early as possible.

Admissions Notifications

Following the interview and receipt of all necessary information, the admissions committee will again review the applicant's file. Applicants are then assigned to one of the following categories: 1) Accept, 2) Alternate/Hold, or 3) Reject. Applicants will be notified in writing as soon as possible following the committee's decision.

Non-U.S.A. citizens

In addition to meeting the above criterion, if English is not the native language of the applicant, he/she must submit her/his official score report from the Test of English as a Foreign Language (TOEFL). Minimum acceptable scores are either 600 on the paper-based version, 100 on the internet-based version, or 250 on the computer-based version. The candidate must also display proficiency in English during the interview.

Non-U.S.A. citizens must furnish evidence demonstrating means of financial support while enrolled at the University. All above documentation must be received and admission granted before issuance of an I-20 form, necessary for obtaining a student visa. The international student granted admission to LMU-SMS will receive a letter of acceptance; the letter and the I-20 form furnished by the University must be presented to the Consular Officer of the United States to whom the student applies for a student visa. LMU-SMS will not enroll any student not approved by the Department of Homeland Security; LMU-SMS will not enroll students issued visas for enrollment at other colleges or universities.

RECRUITMENT

The SMS-DMS recruitment program has three goals:

- 1) ***To increase the visibility of the DMS program to qualified Physician Assistant Candidates.*** SMS is actively engaged in meeting with potential DMS candidates and the public to discuss the college and the goals of the DMS degree. Institutions and professional organizations are visited as often as possible on a rotating basis.
- 2) ***To attract students from the Appalachian area who are committed to serving this area.*** SMS will pursue qualified candidates, including recent SMS PA graduates, from the Appalachian region, with special attention to clinicians currently practicing in a primary care venue.

- 3) ***To promote the advancement of higher education among qualified clinicians.*** SMS will pursue clinicians ready for an academic challenge and in support of advancing health care in innovative ways.

Off-Campus Recruiting

Throughout the year, admissions staff, the faculty, and various administrators make visits to professional organizations, hospitals, conferences, and graduate school fairs. Anyone interested in having a representative from the SMS DMS program make a presentation at their school, conference or meeting should contact the Office of Admissions and Student Advancement.

STUDENT ADVANCEMENT

Academic Advisement

Each student will be given a course curriculum plan prior to matriculation. The admission coordinator will provide course registration instructions for each academic semester. The student bears ultimate responsibility for effective planning, progression, and completion of all requirements for the DMS degree, but the program will provide advisement to ensure successful course registration. The required course registration instruction and expectations can be found in the *LMU Graduate Catalog*, *SMS-DMS Student Catalog*, LMU website, and LMU email for information and communication regarding program requirements.

Counseling (Psychological Services)

The Office of Admissions and Student Advancement work closely with the faculty advisors to track individual student problems. In the case of any academic or non-academic issues that are impeding a student's progress, the advisor will refer the student to the Associate Dean and Program Director for the DMS or the Dean for the School of Medical Sciences. The Associate Dean or Dean will then call the student to discuss the problems in a timely manner.

LMU counselors are available to help current students with personal, career and academic concerns that affect academic success and quality of life. The counseling offices are located in Grant Lee 102. The Director of Counseling, Jason Kishpaugh, can be contacted at jason.kishpaugh@lmunet.edu or 423.869.6401 (800-325-0900 ext. 6401). All meetings are confidential.

Student Records

Student grades are recorded, stored, and secured with the Lincoln Memorial University Registrar. All other student records maintained in the Office of Admissions and Student Advancement. The privacy of student records noted under Public Law 93-980. A student must submit a written request to have their records released. Verification of enrollment can be made only for educational reasons. For instance, verifications will not be made to employers or landlords. In these cases, the students should use letters of acceptance, transcripts, or receipts of payment. DMS students wishing to review their records must call X7415 and make an appointment with the director of admissions.

Right to Privacy under Public Law 93-980

The University complies with the provisions of the Family Education Rights and Privacy Act (FERPA), 1974, as amended. This law maintains that the institution will provide for the confidentiality of student education records.

No one outside the institution shall have access to, nor will LMU disclose any information from students' education records without the written consent of students. Exceptions are to personnel within the institution, to officials of other institutions in which students seek enrollment, to persons or organizations providing students financial aid, to accrediting agencies carrying out their accreditation function, to persons in compliance with a judicial order, and to persons in an emergency in order to protect the health and safety of students or other persons. Additionally, according to 1998 Higher Education Amendments, the University is authorized by law to contact parents or guardians when students under the age of 21 commit serious or repeated violations directly or indirectly involving our drug and alcohol policies. All the exceptions are permitted under the Act.

Students may not inspect and review financial information submitted by their parents; confidential letters and

recommendations associated with admissions, employment or job placement, or honors to which they have waived their rights of inspection and review; or education records containing information about more than one student. LMU will permit access only to that part of the record which pertains to the inquiring student.

Students can access their "student information" by using the Web Advisor account. Students' assigned pin number provides each student access to the following information: schedule, transcript, financial records, and financial aid. This information will remain confidential as long as students secure their PIN numbers.

Lincoln Memorial University maintains a list of all persons, except other college officials, who have received a copy of the student's education record.

FINANCIAL SERVICES

The Director of Financial Services is responsible for providing qualified students the appropriate documentation and counseling for securing financial assistance in the form of loans, scholarships, and grants.

Tuition and Fees

Academic Year 2021-2022

Tuition	
Tuition (per credit hour)	\$810.00
Estimated Total Tuition (based on 45 credits)	\$36,450.00

For full cost of attendance please visit the LMU cost of attendance website <https://www.lmunet.edu/student-financial-services/graduate/cost-of-attendance.php>

Veterans

In accordance with the Veterans Benefits and Transition Act of 2018, Section 367(e) of title 38 (Public Law 115-407), a student who is entitled to educational assistance under Chapter 31, Vocational Rehabilitation & Employment, or Chapter 33, Post 9/11 GI Bill® *benefits shall be permitted to attend or participate in the course of education during the period beginning on the date on which the individual provides to the educational institution a Certificate of Eligibility for entitlement to educational assistance under Chapter 31 or 33 (a Certificate of Eligibility can also include a "Statement of Benefits" obtained from the Department of Veterans Affairs website- eBenefits, or a VAF 28-1905 form for Chapter 31) and ending on the earlier of the following dates:

1. The date on which payment from the VA is made to the institution.
2. 90 days after the date the institution certified tuition and fees following receipt of the Certificate of Eligibility.

The university shall not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or require the student to borrow additional funds, in order to meet his or her financial obligations to the institution due to the delayed disbursement funding form VA under Chapter 31 or 33.

Beginning with the terms starting after December 17, 2021, students using their Post 9/11 GI Bill will be required to verify their enrollment at the end of each month. Students receiving the Montgomery GI Bill will not be impacted by this change. They are already required to verify their enrollment.

After December 17, 2021, all impacted students with a US mobile phone number on file with the VA will receive an opt-in text as their next enrollment period approaches. Students who do not have a mobile phone number on

file will not be able to use text verify. They will be automatically enrolled into email verification.

* GI Bill is a registered trademark of the US Department of Veteran Affairs.

Payment of base tuition and fees or Certificate of Eligibility are required prior to the start of each semester. Completed and approved student financial aid for loans, grants and scholarships will be applied to these charges. Registration for courses at LMU will be completed when all financial obligations are met.

If there is a balance remaining after financial aid has been expended, payment may be made in the form of cash, check, money order, VISA, or MasterCard.

LMU offers three options allowing graduate students to divide the cost of their education into more manageable monthly payments, free of any periodic interest charge.

All payments must be made in U.S. currency.

Any additional charges incurred during the semester should be paid upon receipt of the next billing. The University reserves the right to change fees and charges without notice.

All purchases from the LMU bookstore must be paid for at the time of purchase. Students may charge bookstore items to their account if the student's account has a credit balance prior to the time of purchase.

Unpaid accounts that are more than 30 days past due are subject to the following:

- The account will be considered delinquent and will accrue interest at 1.5% monthly until paid in full.
- The student may not be able to register for the subsequent semester.
- The account may be turned over to a collection agency and subject to additional collection fees in the amount of 33.3% of the principal balance, including court fees, attorney's fees, interest and service charges.
- The account may be reported to credit reporting agencies and appear on the credit report of all responsible parties.
- The student may be administratively withdrawn from Lincoln Memorial University for failure to pay. Lincoln Memorial University will NOT release final grades and/or transcripts until balances are paid in full.

Cancellation and Refund Policy:

Cancellation of enrollment must be made in writing or by electronic mail.

Students can terminate or cancel enrollment for any reason prior to the semester starting date and will receive a full refund excluding the payment plan enrollment fees, if applicable.

In the event a student drops one or more classes, withdraws, or is administratively dismissed from the University for disciplinary or for financial reasons after registration is completed and prior to the end of a semester of enrollment, the student's eligibility for a refund of appropriate institutional tuition charges will be prorated as indicated.

A student must complete a Change of Schedule form (obtained from the Office of the Registrar) for dropping one or more classes.

Any situation in which all classes are dropped is considered a withdrawal from the University. The student initiates this process by completing a withdrawal form (can be found online) and submitting this to the Registrar's Office.

Should the student fail to complete this process, all semester charges will become immediately due and payable (refer to "Withdrawal from the University").

The official withdrawal process begins in the Office of the Registrar. A withdrawal form must be completed,

and all the necessary signatures obtained. Oral requests do not constitute official notification.

The University's official date of withdrawal used to compute the refund is based on the date the withdrawal form is recorded by the Registrar. Applicable institutional charges for fall and spring semesters will be refunded according to the following schedule:

During the first week of the semester	100%
During the second week of the semester.....	75%
During the third week of the semester	50%
During the fourth week of the semester	25%
After the fourth week of the semester.....	0%

No refund of institutional charges will be made after the fourth week of the semester.

Specific dates affecting the schedule of refunds appear on the Registration Policies page of the electronic class schedule, WebAdvisor, which is available on the LMU web site by selecting the Current Students and Faculty link; and/or the Office of Student Services, the Office of the Registrar, and the Office of Finance. If it is determined that a refund is due the student, refunds will be disbursed within 30 days of the withdrawal date.

Refund schedules pertaining to summer are adjusted to the varying length of the terms. They are also available in WebAdvisor by selecting the given term.

Should a student choose to cancel an enrollment agreement, such cancellation must be given in writing or by e-mail. Cancellation submitted within 3 working days from the student signing an enrollment agreement eliminates any financial obligation, other than a book and supply assessment for supplies, materials, and kits, which are not returnable because of use. If registration has been completed at the time of cancellation, an official withdrawal form must also be completed, and the refund schedule above will apply. Email finaid@LMU.net with any further questions.

The Return of Title IV Funds (Federal): The Higher Education Amendments of 1998 regulate how colleges and universities handle Title IV funds when a recipient withdraws from school. This policy is separate from the university's refund of institutional charges. The return of Title IV funds includes Pell Grants, Federal Supplemental Educational Opportunity Grants, PLUS/GRAD PLUS Loans, Perkins Loans and Stafford Loans. The policy states that up through the 60% point in each semester a pro-rata schedule will be used to determine how much Title IV aid the student has earned. For example, if the student has attended 31% of the enrollment period, the student has earned 31% of his/her Title IV aid and 69% of the aid must be returned to the federal government. After the 60% point in the semester, the student has earned 100% of the aid for which the student was eligible. Additional information on the return of Title IV funds available from the Office of Admissions and Student Advancement.

The official date of a student's withdrawal is the date that the Office of Admissions and Student Advancement receive the student's written notification of withdrawal or request for a leave of absence. The percentage of time completed in the enrollment period determined by dividing the number of days completed by the number of days in the enrollment period. If 60% of the semester completed, there is no return of Title IV funds.

Financial Commitment Policy

For value received the student will be responsible for paying to the order of Lincoln Memorial University, Harrogate, TN the total of all costs incurred for their education while attending LMU, for all times of attendance. Interest (1.5%) will accrue at the end of each month on all outstanding balances, except balances due from approved third parties. The student will also be responsible for paying attorney fees (if applicable) and all other costs of collection in the event the account is placed in the hands of an attorney or an outside collection agency. Graduating students must pay any outstanding account balance three weeks before graduation if paying by personal check. If paying by cashier's check, cash, money order or VISA/MASTERCARD/DISCOVER/AMERICAN EXPRESS, payment can be made up to the date of graduation rehearsal. Accounts must be paid in full before a student may participate in the graduation ceremony or receive a diploma.

Outstanding Balance / Collection

If a student account is referred to a third-party collection agency or collection by suit, the student will be charged reasonable collection costs or court costs or both. If this account becomes delinquent, the student will pay to LMU any principal amount as well as collection costs of 33.3% of the principal balance, including court costs, attorney's fees, interest, and service charges."

ACADEMICS

Institutional Accreditation

Lincoln Memorial University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate, baccalaureate, masters, specialist, and doctorate degrees. Questions about the accreditation of Lincoln Memorial University may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (www.sacscoc.org).

DMS CURRICULUM

The DMS curriculum is a professional medical education didactic program resulting in a Doctor of Medical Science (DMS) degree. The curriculum will stress the interdependence of the biological, clinical, behavioral, and social sciences. The emphasis will be on educating clinicians for primary care medicine, employing the distinctive medical model for the maintenance of health and treatment of disease.

A physician assistant must be skilled in problem-solving and demonstrate expertise in diagnosis. The DMS curriculum will advance students' medical knowledge; provide an opportunity for students to collaborate with medical experts for the advancement of problem-solving skills and diagnosis. The emphasis will be on educating clinicians to address primary care medicine in all health care settings and will employ the distinctive medical model for the maintenance of health and treatment of disease.

The curriculum will address both fundamental scientific concepts and advanced clinical medicine. The core curriculum will advance the student's knowledge of the anatomical, biochemical, and radiographic sciences, provide advanced clinical competence in nine (9) medical specialties, and prepare the student to navigate and produce publishable medical literature.

DMS CORE MEDICAL COMPETENCIES

The DMS curriculum aligns with the six (6) core competency domains of standard medical professions to build on the physician assistant training and medical model.

COMPETENCY DOMAINS

- I. Medical Knowledge:** Medical Providers must demonstrate the ability to master clinical foundational science and apply it to patient evaluation and decision-making. Critical thinking is necessary to assimilate patient care data and develop appropriate management plans. The Medical Provider must be able to:
- Apply current medical science to patient care;
 - Recognize the presentation of common medical disease;
 - Discover normal and abnormal patient data using conventional evaluative methods;
 - Develop plans for wellness and health improvement/management.

- II. Interpersonal and Communication Skills:** Medical providers must be able to effectively communicate with patients, families, and caregivers for the appropriate exchange of information to promote health and wellness by:
- Establishing rapport using both verbal and non-verbal communication;
 - Effectively eliciting and providing health-related information;
 - Showing authentic compassion without compromising therapeutic and ethical principles;
 - Creating accurate and legible patient care documentation.
- III. Patient Care:** The assessment and management of patients must be safe, effective, quality, and acceptable by:
- Establishing and maintaining patient autonomy; being willing to remove oneself from patient care in the event of a personal conflict with this autonomy;
 - Utilizing appropriate time and skills to obtain accurate and appropriate medical information;
 - Daily pursuing the art of clinical judgment;
 - Utilizing appropriate time and skills to establish and implement care plans;
 - Perform appropriate medical and surgical procedures as part of the patient care plan;
 - Promoting education, disease prevention, and health maintenance ;
 - Using technology, where appropriate, to support patient care decisions and education.
- IV. Professionalism:** Professionalism is the conscious and subconscious embodiment of behaviors that demonstrate an attitude of servitude, selflessness, and respect. Clinicians must wholly represent themselves as professionals by:
- Committing to abide by legal and regulatory requirements;
 - Interacting with patients, families, and the healthcare team in a manner that promotes the value and respect of each individual;
 - Holding oneself accountable to patients and society while committing to remain teachable in all circumstances;
 - Committing to on-going professional development;
 - Committing to ethical principles and adhering to judicial judgment when confronted with conflicts of interest in patient care and the business of healthcare;
 - Leading by exemplary personal health behaviors and life decisions.
- V. Practice-Based Learning and Improvement:** Clinicians should always seek to improve their patient care and patient care practices. This is done by:
- Committing to continually review practice patterns and behaviors in an effort to improve cost, quality, and access for the patients;
 - Staying abreast of current medical literature and scientific updates and applying it where appropriate to patient care and practice;
 - Where appropriate, utilize technology for improved cost, quality, and access for the patients;
 - Commit to lifelong learning.
- VI. Systems-Based Practice:** Systems-based practice is the successful integration of one's practice within the larger health care system. The system is improved when clinicians:
- Have a solid understanding of the system's delivery and funding mechanisms;
 - Intentionally provide and advocate for cost-effective, safe health care without compromise in the quality of care;

- Assume the responsibility of being part of the solution to easing the difficulty of navigating the system;
- Collaborate with other health care providers to deliver effectively, quality health care;
- Recognize areas of one's practice that attribute to a decrease in patient access.

DMS COURSE DESCRIPTIONS

DMS-800 Research Design & Writing for the Health Professional (1 credit hour)

The purpose of this course is to help students develop and refine their knowledge about conducting literature reviews and action research projects centered on pertinent topics, issues, and concerns in the practice of health maintenance, the provision of healthcare services, or medical education. Students will identify a research topic, develop a problem statement and one or more high-quality research questions to guide their research. In addition, students will learn how to use Microsoft Word, Zotero, and style sets to help them develop and practice their skills in writing for the medical community.

DMS 812: Medical Conference I (3 credit hour)

The student will attend on-campus training in the use of ultrasound and its application to common ultrasound-guided diagnostics and procedures, such as a FAST exam, vascular access, and identification of DVT, pneumothorax, fractures, and foreign bodies, retinal detachment, abscess I&D, and more.

DMS 820: Medical Science Module I- Nephrology (3 credit hours)

The course takes a systematic approach to advanced clinical Nephrology. The epidemiology, pathophysiology, diagnosis, and management of system diseases, as they relate to primary care will be evaluated. The course will integrate relevant clinical anatomy, imaging, and pharmacotherapy to maximize the student's applicability in clinical practice.

DMS 821: Medical Science Module II- Neurology (3 credit hours)

The course takes a systematic approach to advanced clinical Neurology. The epidemiology, pathophysiology, diagnosis, and management of system diseases, as they relate to primary care will be evaluated. The course will integrate relevant clinical anatomy, imaging, and pharmacotherapy to maximize the student's applicability in clinical practice.

DMS 822: Medical Science Module III- Psychiatry (3 credit hours)

The course takes a systematic approach to advanced clinical Psychiatry. The epidemiology, pathophysiology, diagnosis, and management of system diseases, as they relate to primary care will be evaluated. The course will integrate relevant clinical anatomy, imaging, and pharmacotherapy to maximize the student's applicability in clinical practice.

DMS 823: Medical Science Module IV- Pulmonology (3 credit hours)

The course takes a systematic approach to advanced clinical Pulmonology. The epidemiology, pathophysiology, diagnosis, and management of system diseases, as they relate to primary care will be evaluated. The course will integrate relevant clinical anatomy, imaging, and pharmacotherapy to maximize the student's applicability in clinical practice.

DMS 824: Medical Science Module V- Cardiology (3 credit hours)

The course takes a systematic approach to advanced clinical Cardiology. The epidemiology, pathophysiology, diagnosis, and management of system diseases, as they relate to primary care will be evaluated. The course will integrate relevant clinical anatomy, imaging, and pharmacotherapy to maximize the student's applicability in clinical practice.

DMS 825: Medical Science Module VI- Gastroenterology (3 credit hours)

The course takes a systematic approach to advanced clinical Gastroenterology. The epidemiology, pathophysiology, diagnosis, and management of system diseases, as they relate to primary care will be evaluated. The course will integrate relevant clinical anatomy, imaging, and pharmacotherapy to maximize the student's applicability in clinical practice.

DMS 826: Medical Science Module VII- Endocrinology (3 credit hours)

The course takes a systematic approach to advanced clinical Endocrinology. The epidemiology, pathophysiology, diagnosis, and management of system diseases, as they relate to primary care will be evaluated. The course will integrate relevant clinical anatomy, imaging, and pharmacotherapy to maximize the student's applicability in clinical practice.

DMS 827: Medical Science Module VIII- Hematology (3 credit hours)

The course takes a systematic approach to advanced clinical Hematology. The epidemiology, pathophysiology, diagnosis, and management of system diseases, as they relate to primary care will be evaluated. The course will integrate relevant clinical anatomy, imaging, and pharmacotherapy to maximize the student's applicability in clinical practice.

DMS 828: Medical Science Module IX- Infectious Disease (3 credit hours)

The course takes an advanced systematic clinical approach to Infectious disease. The epidemiology, pathophysiology, diagnosis, and management of system diseases, as they relate to primary care will be evaluated. The course will integrate relevant clinical anatomy, imaging, and pharmacotherapy to maximize the student's applicability in clinical practice.

DMS 829: Advanced Clinical Rheumatology (3 credit hours)

The course takes a systematic approach to advanced clinical Rheumatology. The epidemiology, pathophysiology, diagnosis, and management of system diseases, as they relate to primary care will be evaluated. The course will integrate relevant clinical anatomy, imaging, and pharmacotherapy to maximize the student's applicability in clinical practice.

DMS 889 Scholarship in the Practice of Medicine I (1 credit hour)

In this course, students will learn about survey research, the nature and structure of documents describing action research and literature reviews and will examine methodologies researchers in the medical field commonly use to conduct qualitative and quantitative research. Additional foci will include: (a) different strategies for collecting data; (b) using Excel as a data organization, manipulation, basic analysis, and preparation tool; (c) critiquing published research, and (d) the cautions and procedures required of researchers who conduct research that involves human subjects.

DMS 900: Scholarship in the Practice of Medicine II (1 credit hour)

This course focuses on helping students execute their research by: (a) collecting, organizing, and analyzing their data; (b) organizing and documenting their findings; (c) completing at least one draft of their complete document and receiving at least one round of feedback from the instructor. During the course, the instructor will introduce students to various applications that help researchers analyze and interpret data collected through both qualitative and quantitative designs. Course topics will include issues surrounding professionalism and ethics as they relate to designing, conducting, analyzing, and reporting research related to the teaching and practice of medicine. The course will also include instruction in effective use of PowerPoint, which can be used in the presentation of the student's final research project.

DMS 910 Adult Learning Principles (3 credit hours)

Learning is in every component of the human experience. Understanding how adults learn and apply expertise

to practical everyday situations provides the student opportunities to broaden understandings regarding the capacity of the human mind, what motivates learning and empowers others. This course introduces student to the theory and practice of adult education emphasizing those theories, models, and principles applied to the workplace and other adult learning venues. Students will explore adult learning in different contexts and become acquainted with relevant issues as well as the philosophies and methodologies utilized within adult education.

DMS 911 Perspective and Strategies in Teaching and Learning (3 credit hours)

The focus of this course is on examining the symbiotic relationship between teaching and learning (instructor-student) in the framework of higher education programs. The instructor and students will introduce and model various research-based strategies and learning and instruction theories regarding their nature and use. Students will also explore issues surrounding the effective use of different instructional strategies in teacher-student interactions.

DMS 912 Group Methods and Processes (3 credit hours)

This course focuses on communication skills for upper-level education leaders. Students will explore group dynamics, communication within groups, controversy, and creativity, managing conflict, and team development. Students will apply course concepts through self-analysis, teamwork, case studies, action research projects, and simulations. Other course concepts will include group goals, social interdependence and trust, power, decision-making, and diversity.

DMS 914 Organizational Assessment and Evaluation (3 credit hours)

The content of this course focuses on the processes associated with different models and approaches to program evaluation, problem identification and formulation, and the factors that impact assessment and evaluation in organizations. Considerations will include analytical procedures associated with developing and maintaining learning organizations with the goal of establishing sustained quality improvement based on data acquisition, analysis, and distribution among stakeholders. Students will research, discuss, and describe how to implement standards and methods associated with managing quality within social organizations and will compare and contrast those with equivalent approaches in manufacturing systems.

DMS 930: Clinical Application in Primary Care (6 credit hours)

The course seeks to build on the clinical knowledge achieved in the medical science modules and to develop clinical reasoning skills for professional practice in primary care. A variety of clinical case scenarios of undifferentiated patient complaints will develop and enhance each practitioner's critical thinking skills and enhance the breadth and depth of medical knowledge.

Students will be challenged to work through cases and provide their clinical reasoning to peers and faculty through discussion boards and video conferencing. These cases draw from a variety of clinical settings and have a broad application to patient care.

DMS 930 - E: Clinical Application in Emergency Medicine (6 credit hours)

The course seeks to build on the clinical knowledge achieved in the medical science modules and to develop clinical reasoning skills for professional practice in emergency medicine. A variety of clinical case scenarios of undifferentiated patient complaints will develop and enhance each practitioner's critical thinking skills and enhance the breadth and depth of medical knowledge.

Students will be challenged to work through cases and provide their clinical reasoning to peers and faculty through discussion boards and video conferencing. These cases will require care from the emergency medicine clinician's perspective. The student will develop knowledge and skills for practice in the emergency room.

DMS 930 - I: Clinical Application in Internal Medicine (6 credit hours)

The course seeks to build on the clinical knowledge achieved in the medical science modules and to develop clinical reasoning skills for professional practice in hospital medicine. A variety of clinical case scenarios of undifferentiated patient complaints will develop and enhance each practitioner's critical thinking skills and enhance the breadth and depth of medical knowledge.

Students will be challenged to work through cases and provide their clinical reasoning to peers and faculty through discussion boards and video conferencing. These cases will require care from the hospitalist's perspective. The student will develop knowledge and skills for practice in the hospital setting.

DMS 940: Clinical Residency (6 credit hours)

The residency is designed to enhance the student's application of clinical knowledge and skills while employed and practicing in the clinical setting. The student will demonstrate competency development in the six core competency areas of patient care; medical knowledge; practice-based learning and improvement; interpersonal and communication skills; professionalism; and systems-based practice. Additionally, this course will encourage the student to explore ways to overcome the common threats to successful clinical practice, such as provider burnout, work satisfaction, lack of resource access and more.

**DMS Clinical Medicine
Curriculum Plan**
(17 Months, 4 semesters)

<i>1st Semester: Fall</i>	
DMS 824: Medical Science Module V: Cardiology (3cr.)	
DMS 820: Medical Science Module I: Nephrology (3cr.)	
DMS 829: Advanced Clinical Rheumatology (3cr.)	
DMS 800: Research Design and Writing for the Health Care Professional (1cr.)	
<i>2nd Semester: Spring</i>	
DMS 826: Medical Science Module VII: Endocrinology (3cr.)	
DMS 828: Medical Science Module IX: Infectious Disease (3cr.)	
DMS 821: Medical Science Module II: Neurology (3cr.)	
DMS 812: Medical Conference I (3cr.)	
DMS 889: Scholarship in the Practice of Medicine I (1cr.)	
<i>3rd Semester: Summer</i>	
DMS 823: Medical Science Module IV: Pulmonology (3cr.)	
DMS 822: Medical Science Module III: Psychiatry (3cr.)	
DMS 825: Medical Science Module VI: Gastroenterology (3cr.)	
<i>4th Semester: Fall</i>	
DMS 930: Clinical Application in either EM, IM or PC (6cr.)	
DMS 940: Clinical Residency (6cr.)	
DMS 900: Scholarship in the Practice of Medicine II (1cr.)	
Total credits: 45	

- *Nine (9) credit hours per semester is considered a full-time course load.*
- *Medical Science Modules and Rheumatology courses are taught in 5-week blocks.*
- *Medical Conference I: Hands-on-ultrasound training (45 hours scheduled over 5 days.).*
- *Scholarship in the Practice of Medicine: Presentation of Scholarly Project.*

**DMS Medical Education
Curriculum Plan**
(21 months, 5 semesters)
(Summer matriculation only)

<i>1st Semester: Summer</i>
DMS 910: Adult Learning Principles (3cr.)
DMS 911: Perspective & Strategies in Teaching & Learning (3cr)
<i>2nd Semester: Fall</i>
DMS 824: Medical Science Module V: Cardiology (3cr.)
DMS 820: Medical Science Module I: Nephrology (3cr.)
DMS 829: Advance Clinical Rheumatology (3cr.)
DMS 800: Research Design and Writing for the Health Care Professional (1cr)
<i>3rd Semester: Spring</i>
DMS 826: Medical Science Module VII: Endocrinology (3cr.)
DMS 828: Medical Science Module IX: Infectious Disease (3cr.)
DMS 821: Medical Science Module II: Neurology (3cr.)
DMS 812: Medical Conference I (3cr.)
DMS 889: Scholarship in the Practice of Medicine I (1cr.)
<i>4th Semester: Summer</i>
DMS 823: Medical Science Module IV: Pulmonology (3cr.)
DMS 822: Medical Science Module III: Psychiatry (3cr.)
DMS 825: Medical Science Module VI: Gastroenterology (3cr.)
<i>5th Semester: Fall</i>
DMS 912: Group Methods & Processes (3cr)
DMS 914: Organizational Assessment & Evaluation (3cr)
DMS 900: Scholarship in the Practice of Medicine II (1cr.)
Total credits: 45

- *Nine (9) credit hours per semester is considered a full-time course load.*
- *Medical Science Modules and Rheumatology courses are taught in 5-week blocks.*
- *Medical Conference I: Hands-on-ultrasound training (45 hours scheduled over 5 days.).*
- *Scholarship in the Practice of Medicine: Presentation of Scholarly Project.*

DMS Clinical Medicine
Part-Time Curriculum Plan
 (21 Months, 5 semesters)
 (Summer matriculation only)

<i>1st Semester: Summer</i>	
DMS 823: Medical Science Module IV: Pulmonology (3cr.)	
DMS 822: Medical Science Module III: Psychiatry (3cr.)	
DMS 825: Medical Science Module VI: Gastroenterology (3cr.)	
<i>2nd Semester: Fall</i>	
DMS 824: Medical Science Module V: Cardiology (3cr.)	
DMS 820: Medical Science Module I: Nephrology (3cr.)	
DMS 829: Advanced Clinical Rheumatology (3cr.)	
DMS 800: Research Design and Writing for the Health Care Professional (1cr)	
<i>3rd Semester: Spring</i>	
DMS 826: Medical Science Module VII: Endocrinology (3cr.)	
DMS 828: Medical Science Module IX: Infectious Disease (3cr.)	
DMS 821: Medical Science Module II: Neurology (3cr.)	
DMS 812: Medical Conference I (3cr.)	
DMS 889: Scholarship in the Practice of Medicine I (1cr.)	
<i>4th Semester: Summer</i>	
DMS 940: Clinical Residency (6cr.)	
<i>5th Semester: Fall</i>	
DMS 930: Clinical Application in either EM, IM or PC (6cr.)	
DMS 900: Scholarship in the Practice of Medicine II (1cr.)	
Total credits: 45	

- *Nine (9) credit hours per semester is considered a full-time course load.*
- *Medical Science Modules and Rheumatology courses are taught in 5-week blocks.*
- *Medical Conference I: Hands-on-ultrasound training (45 hours scheduled over 5 days.).*
- *Scholarship in the Practice of Medicine: Presentation of Scholarly Project.*

DOCTOR OF MEDICAL SCIENCE
Summer 2022 – FALL 2023
SCHEDULE
 Revised 12.12.2022

<i>SUMMER 2022</i>	
Summer Term	May 9 – August 21
<i>Fall 2022</i>	
Fall Term	August 22 – December 18
Fall Break	Nov. 21 –Nov. 27
Scholarship in the Practice of Medicine Presentation Week	Dec. 12 - Dec 16
Graduation	December 17
<i>Spring 2023</i>	
Spring Term	January 9 – May 7
Spring Break	March 6 – March 12
Medical Conference I	May 1 – May 5
University’s Commencement	May 6
<i>Summer 2023</i>	
Summer Term	May 8 – August 20
<i>Fall 2023</i>	
Fall Term	August 21 – December 10
Fall Break	November 20 – November 26
Scholarship in the Practice of Medicine Presentation Week	December 4– December 8
Graduation	December 9

COURSE DELIVERY METHOD AND SETTING

Online courses include both synchronous and asynchronous mode of instruction. The course content is communicated via the Lincoln Memorial University Blackboard Learning Management System and Zoom. The course Blackboard page may include, but is not limited to, the syllabus, notes, PowerPoints, interactive and/or independent assignments, study information, reference materials, discussion boards, class announcements, journals, and assessments.

Active course engagement, frequent participation, and professional communication are required. Reading assignments will involve required course texts and articles, as well as materials freely available through the online [Reed Health Systems Library](#).

It is the student's responsibility to purchase any required texts prior to the course start date.

ACADEMIC STATUS (GRADING)

The academic status or grading of the student's performance is determined at the end of each semester. Grades determined by averaging scores collected through assignment(s) scores, quiz(s), practical results, and course/system exams as outlined in the syllabus. Each course has a syllabus which will explain in detail how the grades are calculated.

Grades

For both preclinical and clinical courses, within seven working days after the final course/system/rotation exam, the course/system/ director submits a final grade report. The grade report includes the percentage grade achieved in the class and a letter grade – either A, B, C or F. Pluses and minuses are not used. At the end of every semester, the students will receive an unofficial copy of their transcript. The GPA on the transcript is calculated based on the letter grades (A, B, C, or F) for each course. Percentage grades are not reported on the transcripts.

In Progress (IP) Grades

A grade of in progress (IP) is given when the student has not completed all coursework before the end of the semester or module. A student must complete all coursework for DMS courses 800, 889, & 900 by the end of the following semester in which the student registered for the course. If a student does not complete all coursework by the end of the following semester, the IP will automatically become an "F" grade.

All clinical courses (medical science module I-IX, DMS 829, DMS 812, DMS 940, and DMS 930, 930I & 930E) coursework must be completed by the end of the course otherwise, the student will receive a grade of IP, and must complete the course the next semester it is offered. If a student does not complete the clinical course the next time it is offered, the IP will automatically become an "F" grade.

The IP grade removal policy does not apply to students on a leave of absence.

Course and Faculty Evaluation

Student feedback is essential to ensure the highest level of academic effectiveness. At the end of each semester, students are provided evaluation form(s) for the purpose of collecting feedback on the course and the faculty involved in teaching the course. Data from this evaluation is kept confidential and used for faculty and course developmental purposes. No punitive action made to students completing the evaluation.

Progression

Students successfully completing each semester will progress to the subsequent semester as outlined by the curricular map. Students repeating a course will work with the Student Progress Committee on an individual basis to

determine the best course of action for progression. A repeat of a course will depend on the timing of the course's next offering, the student's progress in the curriculum continuum, the student's clinical or professional schedule, and the committee's opinion on the likelihood of success. See SPC policy in the student handbook for additional information.

Professionalism and Grades

Since professionalism is one of the six core medical education competencies, it is often evaluated with an alphanumeric grade throughout the program. Any DMS student assigned a grade less than a "B" in professionalism on any rubric will be automatically referred to the Student Progress Committee for review.

ACADEMIC INFORMATION

Official Academic Records

The Office of the Registrar houses official academic records. The student's permanent academic record may contain the following:

- Name
- Social Security number or numeric identifier
- Chronological summary of Lincoln Memorial University coursework and grades
- Transfer credits, special credits (SC), and credits by examination (CE)
- Degree earned
- Date(s) degree requirements completed and degree conferred

Students receive their grades electronically through WebAdvisor. Any student wishing to receive a printed copy of his/her grades must submit a written request to the Registrar's Office. To receive due consideration, any challenge regarding the accuracy of a student's academic record must be submitted in writing by that student to the Registrar within one year of the term in question.

The student may obtain or have forwarded to designated parties' copies of his/her academic transcript by submitting a written request to the Office of the Registrar. The University cannot transmit any transcripts electronically (FAX). The cost of each transcript is \$4.00 for paper copy and \$6.75 for electronic copy. The student's account with the Finance Office must be paid in full, and Perkins's student loans must be in a current non-defaulted status before the release of any official grades or academic transcripts.

Promotion and Matriculation

DMS students will advance only after having met the academic, financial, and professional requirements of LMU for the academic year. The maximum time allowed to complete the program is 4 calendar years.

GRADUATION REQUIREMENTS

The student must successfully complete all degree requirements in no more than four years. Students whose graduation date is delayed may walk across the stage with the next graduating cohort.

The student must complete the following requirements before earning the Doctor of Medical Science degree.

1. Complete all courses specified in the approved program of study;
2. Achieve a minimum Grade Point Average (GPA) of 2.0 (C) for all coursework;
3. Ensure payment of all tuition and fees;
4. Have no outstanding financial obligation (parking ticket, transcript fee, etc.) to the University;
5. Demonstrate the ethical, personal and professional qualities deemed necessary for the successful and continued study and practice of medicine;
6. Complete all course, and faculty and program evaluations;

7. Complete a Student Advising Worksheet;
8. Complete an Intent to Graduate form.

Student Transfers / Advanced Standing

Due to the nature of the program and its curriculum, the DMS program will not accept transfers from other graduate medical programs.

Due to the nature of the program, no advanced standing will be considered.

Student Advisement

The DMS program maintains an open-door policy with regard to the students. All faculty, advisors, and administrators are available for advice and counsel. The input and opinion of the student are important. Students are encouraged to meet with faculty and staff as needed to facilitate success in the program. Students are encouraged to interact with faculty by e-mail, telephone, web conference, in person or by Blackboard course communications. Any student who feels that they have a question or request that has not been addressed should notify the Assistant Dean and Program Director for the DMS Program.

Posthumous Degree

Upon the recommendation of the faculty, the LMU Board of Trustees may confer a posthumous degree or degrees the student was pursuing if all requirements were likely to have been completed during the final year for which the student was registered had it not been for the intervention of death.

DEGREE CONFERRED

The DMS curriculum is a professional medical education didactic program resulting in a Doctor of Medical Science (DMS) degree.

The student can opt to focus his/her medical education in the study of Primary Care Medicine, Internal Medicine, Emergency Medicine, or Medical Education.

UNIVERSITY ADMINISTRATION

President's Cabinet

Clayton Hess, PhD	President
Stacy Anderson, PhD, DVM, MS	Dean, College of Veterinary Medicine
Blaze Bowers, JD	Assist. V-President, Academic & Student Support Services
Ryan Brown, JD	General Counsel
Jody Goins, EdD	Executive Vice President for Administration
Christy Graham, MBA, MAc	Vice President for Finance & Administration
Christopher J. Loyoke, DO, FACOFP	Dean, DeBusk College of Osteopathic Medicine
Matthew Lyon, JD, MPA	Vice President and Dean, Duncan School of Law
Cynthia Whitt, MEd	Vice President for University Advancement

Academic Administrators

Teressa Bicknell, EdD	Dean, Carter & Moyers School of Education
Tammy Dean, DNP	Dean, Caylor School of Nursing
Christopher J. Loyoke, DO	Dean, DeBusk College of Osteopathic Medicine
Ryan Overton, PhD, PE	Dean, School of Engineering
James Maxwell, DMgt, PhD	Dean, School of Business
Adam Rollins, PhD	Dean, School of Mathematics and Sciences
Martin Sellers, PhD	Dean, School of Arts, Humanities, and Social Sciences
Michael Stephens, DMS, PA-C	Dean, School of Medical Sciences
Denise Terese-Koch, DDS, FAGD, MBA	Dean, College of Dental Medicine
Elizabeth Burchette Thompson, DVM, EdD	Dean, School of Allied Sciences

SMS Administration

Michael Stephens, DMS, PA-C	Dean
Paula Miksa, DMS, PA-C	Associate Dean
Michael Rudolph, PhD	Assistant Dean of Academic Affairs

DMS Faculty

Roger Brooksbank, MD	Emergency Medicine & Family Medicine
Michael Burger, EdD,	Associate Professor, Graduate Education
James B. Crum, DO	Assistant Professor of Clinical Medicine
Randal Dabbs, MD	Instructor of Clinical Medicine
Ryan Dabbs, MD	Orthopedic Surgery
Susan Dodd, MD	Obstetrics & Gynecology
Elizabeth Douglas, MD	Family Medicine
David Escalante, MD	Internist and Endocrinologist
Jacob Gibson, DO	Cardiology
Fred Wenger, DO	Psychiatry
Aisha Hussein, DMS, PA-C	Faculty Instructor
Ravindra Murthy, MD	Gastroenterology
Dante Pappano, MD	Pediatric Emergency Medicine
Michael Sanders, DO	Pulmonology

Paul Serrell, MD	Nephrology
Brett Smith, DO	Rheumatology
Hiediliza Tan, MD	Infectious Disease
Fred Wenger, DO	Emergency Medicine
Noor Yono, MD	Neurology

SMS/DMS Staff

Shannon Ingram, MBA	Director of Outreach and Alumni Relations
Monika Slowinski, B.Ed, B.S	Executive Administrative Coordinator
Jason Tyler, MS	Instructional Designer