

Lincoln Memorial University – DeBusk College of Osteopathic Medicine

# CATALOG 2023-2024



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This edition of the LMU-DCOM Academic Catalog is effective July 1, 2023. For more detailed information about the University's professional degree programs or undergraduate degree programs refer to the applicable catalog.

The policies, programs, curricula, and fees set forth in this catalog are subject to change at any time at the discretion of Lincoln Memorial University (LMU). Because of the possibility of change or undetected error, important points of fact and interpretation should be confirmed by the appropriate University official.

## General Information

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### University Equal Opportunity, Affirmative Action, and Nondiscrimination 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, military status, sexual orientation, marital parental status, gender, gender identity, gender expression, and genetic information in all University programs and activities. Lincoln Memorial University prohibits retaliation against any individual for 1) filing, or encouraging someone to file, a complaint of discrimination; 2) participating in an investigation of discrimination; or 3) opposing discrimination. "Retaliation" includes any adverse action or act of revenge against an individual for filing or encouraging someone to file a complaint of discrimination, participating in an investigation of discrimination, or opposing discrimination. The Office of Institutional Compliance investigates allegations of prohibited discrimination, harassment, and retaliation involving members of the LMU community.

This policy is widely disseminated in university publications, including the employee handbook and all LMU student catalogs and handbooks. All members of the University community bear responsibility for compliance with this policy. Compliance is monitored and reported annually through the offices of the Executive Vice President for Academic Affairs; the Executive Vice President for Administration; the Assistant Vice President for Academic and Student Support Service; the Office of Human Resources; and the Institutional Compliance Office.

This policy is in compliance with federal and state law, including the provisions of Title VII of the Civil Rights Act of 1964, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendment of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, the ADA Amendments Act of 2008, Executive Order 11246, the Vietnam Era Veterans Readjustment Act of 1974 as amended by the Jobs for Veterans Act, the Uniformed Services Employment and Reemployment Rights Act, as amended, the Genetic

Information Nondiscrimination Act of 2008, and the Tennessee Human Rights Act.

Use the link below to access the policy website:

<https://www.lmunet.edu/office-of-institutional-compliance/equal-opportunity-affirmative-action-and-nondiscrimination-policy>

### LMU-DCOM Diversity Statement

LMU-DCOM recognizes that fostering diversity among its students, faculty, staff, and administration is essential to prepare outstanding health professionals and educators. Only by reflecting, embracing, and nurturing the varied traits, values, and interests of the people across Appalachia and beyond can LMU-DCOM effectively train physicians to provide quality and compassionate health care for all.

Diversity, equity, and inclusion are important concepts that govern how LMU-DCOM operates. Diversity involves embracing a wide range of varied backgrounds, identities, characteristics, experiences, and perspectives. Equity involves fairness and justice in access, treatment, and opportunity. Inclusion involves intentional, active participation and contribution by everyone. LMU-DCOM values and supports a community that is diverse in race, ethnicity, culture, sexual orientation, sexual identity, gender identity and expression, socioeconomic status, language, national origin, religious affiliation, spiritual practice, mental and physical ability/disability, physical characteristics, veteran status, political ideology, age and any other status protected by law in the recruitment and admission of students, recruitment and employment of employees, and in the operation of all its programs, activities, and services.

We acknowledge the strengths and weaknesses of our history and are continually trying to cultivate a community that values diversity, challenges discrimination and injustices, and addresses disparities and inequities.

LMU-DCOM is committed to providing equal access to educational and employment opportunities. We strive to maintain an environment that is safe, civil, respectful, humane, and free of all forms of harassment and discrimination. LMU-DCOM pledges to train highly educated, culturally sensitive professionals who mirror the diverse populations they serve.

*Approved by LMU-DCOM Dean's Council May 4, 2022*

## Accreditation

### Institutional Accreditation

Lincoln Memorial University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate, baccalaureate, masters, educational specialist, and doctorate degrees. Lincoln Memorial University also may offer credentials such as certificates and diplomas at approved degree levels. 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](http://www.sacscoc.org)).

### Professional College Accreditation

Lincoln Memorial University-College of Osteopathic Medicine (LMU-DCOM) is accredited by the Commission on Osteopathic College Accreditation (COCA) to offer an academic program leading to the Doctor of Osteopathic Medicine (D.O.) degree. The degree is conferred by the Board of Trustees of LMU on those candidates recommended by the faculty of LMU-DCOM. COCA is the only accrediting agency for predoctoral osteopathic medical education and is recognized by the United States Department of Education (USDE).

The most recent accreditation review and site visit took place August 2022. The COCA granted LMU-DCOM **Accreditation with Exceptional Outcome** on December 9, 2022. LMU-DCOM was found to be in compliance with all standards and all elements were met. For schools with this status, accreditation will be granted for **ten years**. Monitoring is conducted through submission of the COCA annual report and the mid-cycle report that is due in year five.

Additional information on accreditation can be found at <http://www.aococa.org/>.

American Osteopathic Association  
Commission on Osteopathic College Accreditation  
142 E. Ontario Street  
Chicago, IL 60611-2864  
[predoc@osteopathic.org](mailto:predoc@osteopathic.org)  
Phone: (312) 202-8124

### Accreditation Grievances

LMU-DCOM wishes to comply and exceed all standards to achieve and maintain accreditation from Commission on Osteopathic College Accreditation. If faculty, staff, students, and the public have concerns or complaints regarding a

violation(s) of an accreditation standard(s) or procedure(s) against LMU-DCOM or COCA, written complaint(s) may be sent directly to the Dean's office or directly to AOA COCA toward adjudication and resolution. Individuals may file a confidential complaint directly with the COCA and/or the DeBusk College of Osteopathic Medicine.

Students may file a complaint or grievance without fear of retaliation. Retaliation (in any form) towards students filing complaint(s) or grievance(s) is strictly prohibited.

[Accreditation Standard Complaint Form and Procedures](#)

## LMU Governance

### Board of Trustees

Lincoln Memorial University is a private, non-profit institution controlled by a self-perpetuating Board of Trustees. Board members are elected on the basis of commitment to the programs and purposes of Lincoln Memorial University. Board members receive no remuneration but work on behalf of the University. The Board establishes the broad guidelines of philosophy and institutional purpose and names the President to carry out their guidelines.

Officers:

- **Autry O. V. (Pete) DeBusk, Chairman**
- **Brian C. DeBusk, First Vice-Chairman**
- **Gary J. Burchett, Second Vice-Chairman**
- **James A. Jordan, Third Vice-Chairman**
- **Sam A. Mars, III, Secretary**

Members:

- Roger A. Ball - Tazewell, TN
- Arthur (Art) D. Brill - Martinsville, IN
- Gary J. Burchett - Harrogate, TN
- Jerome (Jerry) E. Burnette - Knoxville, TN
- Autry O.V. (Pete) DeBusk - Knoxville, TN
- Brian C. DeBusk - Knoxville, TN
- Frederick S. Fields - San Francisco, CA
- Robert W. Finley, Sr. - Lockport, IL
- Richard A. Gillespie - Knoxville, TN
- Charles W. Holland - Knoxville, TN
- James A. Jordan - Lauderdale-by-the-Sea, FL
- Terry L. Lee - Harrogate, TN
- Sam A. Mars, III - Harrogate, TN
- Timothy B. Matthews - Knoxville, TN
- Alan C. Neely - New Tazewell, TN
- Dorothy G. Neely - Tazewell, TN
- Mark M. Padgett - Sarasota, FL
- Noah Patton, *Alumni Representative* - Tazewell, Tennessee
- Todd E. Pillion - Abingdon, VA
- Carroll E. Rose - Tazewell, TN
- James Jay Shoffner - Middlesboro, KY
- Joseph F. Smiddy - Church Hill, TN
- E. Steven (Steve) Ward - Knoxville, TN
- Jerry W. Zillion - Germantown, MD

\*Alumni Representative

## Officers of the University

<b>Clayton Hess, Ph.D.</b>	<b>President, Lincoln Memorial University</b>
<b>President's Cabinet</b>	
Stacey Anderson, Ph.D., DVM, MS	Dean, Lincoln Memorial University-Richard A. Gillespie College of Veterinary Medicine (LMU-CVM)
Blaze Bowers, J.D.	Assistant Vice President, Academic and Student Support Services
Ryan Brown, J.D.	General Counsel, President's Office
Jody Goins, Ed.D.	Executive Vice President, Administration
Christopher J. Loyke, D.O., FACOFP	Dean and Chief Academic Officer, Lincoln Memorial University-DeBusk College of Osteopathic Medicine (LMU-DCOM)
Matthew Lyon, J.D., MPA	Vice President and Dean, Lincoln Memorial University Duncan School of Law (LMU Law)
Jay Stubblefield, Ph.D.	Executive Vice President, Academic Affairs
Cynthia Whitt, MEd	Vice President, University Advancement

## LMU-DCOM Administration

Christopher J. Loyke, D.O., FACOFP	Dean and Chief Academic Officer
Jeffrey Martin, PhD	Chief Operating Officer and Associate Dean of Academic Affairs
Michael Wieting, DO	Senior Associate Dean
Natalie Freeman, PhD	Associate Dean of Research
Justina Hyfantis, PhD	Associate Dean of Students
Sherry Jimenez, EdD	Senior Associate Dean of IPE, Simulation and Accreditation
Kali Weaver, PharmD	Assistant Dean of Students
Anya Cope, DO	Associate Dean of Clinical Affairs
Robert Augustyniak, PhD	Assistant Dean of Basic Medical Sciences and Curricular Innovation
Syed Quadri, PhD	Assistant Dean of Basic Medical Sciences
Cassi Jones, DO	Assistant Dean of Clinical Medicine (K)
Beverly Hamilton, PhD	Assistant Dean of Diversity, Equity, and Inclusion
Robin Mace, MBA	Assistant Dean of Admissions
Chloe Ruff, PhD	Assistant Dean of Assessment and Faculty Development

## LMU-DCOM Faculty

Arshad Ahsanuddin, MD	Associate Professor of Pathology
Paula Archer, DO	Assistant Professor of Osteopathic Manipulative Medicine
Robert Augustyniak, PhD	Chair and Associate Professor of Physiology
MaryBeth Babos, PharmD	Chair and Professor of Pharmacology
Stephen Bergman, DO	Assistant Professor of Osteopathic Manipulative Medicine
Christopher Bonn, DO	Part-Time Assistant Professor of Internal Medicine
Teresa Campbell, MD	Chair and Associate Professor of Pathology
Jeffrey Chesnut, DO	Professor of Clinical Medicine
Anya Cope, DO	Associate Professor of Internal Medicine
James Crum, DO	Part-Time Assistant Professor of Medicine
Danielle Darter, MD	Assistant Professor Family Medicine
Gina DeFranco, DO	Chair and Associate Professor of Family Medicine
Elizabeth Douglas, MD	Assistant Professor of Internal Medicine
Timothy Elledge, PhD	Assistant Professor of Ethics

Jessica Enderson, DO	Assistant Professor of Surgery
Natalie Freeman, PhD	Assistant Professor of Biochemistry
Brandy Fuesting , DPH	Assistant Professor of Public Health
Ethan Fulwood, PhD	Assistant Professor of Anatomy
John Gassler, PT, DPT	Associate Professor of Anatomy
Johnathan Greene, EdS	Life Support Training Instructor
Adam Gromley, PhD	Professor of Molecular/Cellular Biology
Zeynep Gromley, PhD	Chair and Professor of Biochemistry of Molecular Sciences
Gayle Hamann, DO	Assistant Professor of Clinical Medicine
Beverly Hamilton , PhD	Associate Professor Microbiology/Immunology
Anthony Harper, PhD	Assistant Professor of Anatomy
Donna Hermey, PhD	Chair and Professor of Anatomy
Justina Hyfantis, PhD	Assistant Professor of Psychiatry
Thomas Jensen, MD	Part-Time Assistant Professor of Psychiatry
Sherry Jimenez, EdD	Associate Professor of Medical Education
Cassi Jones, DO	Assistant Professor of Internal Medicine
Gregory Keagy, DO	Part-Time Assistant Professor of Surgery
Dennis Kiick, PhD	Professor of Biochemistry
Adam Kolatorowicz, PhD	Vice Chair and Associate Professor of Anatomy
Stan Kunigelis, PhD	Professor of Physiology
Jordan Lakin, DO	Part-Time Assistant Professor of Family Medicine and OMM
Christopher Loyke, DO	Professor of Family Medicine
Jeffrey Martin, PhD	Associate Professor of Physiology
Richard McGill, DO	Chair and Assistant Professor of Pediatrics
Lori McGrew, PhD	Professor of Pharmacology
Lindsey Miller, PhD	Associate Professor of Physiology
Debasis Mondal, PhD	Associate Professor of Microbiology and Infectious Disease
Teanna Moore, DO	Chair of OPP/OMM and Assistant Professor of Family Medicine
Arthur Muse, DO	Part-Time Assistant Professor of Emergency Medicine
Maurice Nida, DO	Chair and Assistant Professor of Internal Medicine
Donald Noah, DVM, MPH	Part-Time Professor of One Health
Dominic Palazzolo, PhD	Professor of Physiology
Syed Quadri, PhD	Associate Professor of Pharmacology
Charles Robinson , DO	Part-Time Assistant Professor of Osteopathic Manipulative Medicine
Mohammed Sayed, PhD	Assistant Professor of Pharmacology
Tanzid Shams, MD	Part-Time Associate Professor of Neurology
Brett Smith, DO	Part-Time Assistant Professor of Internal Medicine
Leah Snodgrass, MD	Chair and Associate Professor of Psychiatry
Brent Thompson, PhD	Associate Professor of Anatomy
Tammy Troutman, MD	Part-Time Assistant Professor of Pediatrics
Kenneth Trzil, MD	Assistant Professor of Internal Medicine
Jun Wang, MD	Associate Professor of Pathology
Kali Weaver, PharmD	Associate Professor of Pharmacology
Fred Kip Wenger, DO	Chair and Part-Time Assistant Professor of Emergency Medicine
Douglas Weston, DO	Associate Professor of OMM
J. Michael Wieting, DO	Professor of Osteopathic Manipulative Medicine

John Williamson, MD	Chair and Associate Professor of OB/GYN
Robert Wilmoth, MD	Chair of Surgery and Associate Professor of General Surgery
R. Christopher Yonts, DO	Associate Professor of Family Medicine
Anne Marie Zeller, DO	Associate Professor of Family Medicine & OMM
Jan Zieren, DO	Part-Time Professor of Family Medicine

## DCOM Academic Calendar 2023-24

<b>Fall Semester 2023</b>	
Anatomy Boot Camp	June 26-July 14, 2023
Orientation	July 17-21, 2023
Classes Begin	July 24, 2023
Labor Day Break	September 4, 2023
Thanksgiving Break	November 22-24, 2023
End of Semester	December 8, 2023
Winter Break	December 11-January 1, 2024
<b>Spring Semester 2024</b>	
Classes Begin	January 2, 2024
Martin Luther King Day	January 15, 2024
Spring Break	March 25-29, 2024
Good Friday	March 29, 2024
Class of 2023 Graduation	May 11, 2024
OMS-II End of Semester	May 17, 2024
OMS-I End of Semester	May 24, 2024

## Admissions

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The Director of Admissions is the primary contact for students completing applications to LMU-DCOM.

### AACOMAS Application

LMU-DCOM participates in a centralized application service, the American Association of Colleges of Osteopathic Medicine Application Service (AACOMAS). The American Association of Colleges of Osteopathic Medicine (AACOM) offers prospective students a convenient, centralized on-line application service for accredited osteopathic medical schools. Through AACOMAS, students can file one electronic application. AACOMAS then verifies and distributes the information to each of the colleges designated by the applicant. AACOMAS can be reached at [www.aacom.org](http://www.aacom.org) or AACOMAS, 7700 Old Georgetown Road, Suite 250, Chevy Chase, Maryland, 20814, (301) 968-4100.

Applicants are required to submit a letter of reference from a physician and a premedical advisory committee. If the student's undergraduate institution does not have a premedical advisory committee, the student may submit letters from two science professors. Information on contacting an osteopathic physician in your community is available at [www.DO-online.com](http://www.DO-online.com) or through your state osteopathic association.



## LMU-DCOM Supplemental (Secondary) Application

Upon receipt of a verified AACOMAS application the applicant will receive an email with a link to the LMU-DCOM secondary application. There is a non-refundable application processing fee.

Once the secondary application and all the supporting materials have been received the applicant's file will be reviewed by the Admissions Office. Interviews will be scheduled from September to April. The admissions process operates on a rolling acceptance policy; thus, it is in the student's best interest to apply as early as possible.

## Undergraduate Course Requirements

1. **Completion of no less than 75 percent of the credits required for a baccalaureate degree from a regionally accredited college or university.** It is recommended that the applicant has an overall GPA of at least 3.0 and a minimum 3.0 science GPA. Because of the demanding nature of the program, it is expected that most students will have cumulative and science GPAs of at least 3.2. Most candidates accepted for admission have earned a baccalaureate degree prior to matriculation. Students who have attended a foreign college must have their grades certified by an LMU-DCOM approved vendor.
2. **Biology:** A minimum of eight semester hours, including two hours of laboratory work. It is highly recommended that in addition to the minimum biology requirements, the student also take at least some advanced coursework in the biological sciences available at their undergraduate institution. It is not necessary to take every advanced biology course, but, in the past, students who have taken at least some courses from the following list have had a less difficult time making the transition to medical school: physiology, genetics, biochemistry, cell biology, neuroscience, microbiology, behavioral science, human anatomy, and immunology.
3. **General Chemistry:** A minimum of eight semester hours, including two semester hours of laboratory work.
4. **Organic Chemistry:** A minimum of eight semester hours, including two semester hours of laboratory work. Biochemistry may be substituted with approval.
5. **Physics:** A minimum of eight semester hours, including two hours of laboratory work.
6. **English:** A minimum of six semester hours of composition and literature.

## Medical College Admissions Test (MCAT)

All candidates must submit their most recent scores on the Medical College Admission Test (MCAT). Scores older than three years will not be considered. The average MCAT score of successful candidates to medical school is typically 500 or greater.

## Admissions Procedures

Following receipt of the applicant's completed file, the Admissions Office will review the file and decide which applicants to invite for an interview. Following the interview and receipt of all necessary information, the applicant's file will be reviewed holistically by the Admissions Committee and assigned to one of the following categories: 1) Accept, 2) Waitlist/Hold, or 3) Reject. Applicants will be notified in writing as soon as possible following the committee's decision.

AACOMAS provides LMU-DCOM with official and verified transcripts; however, prior to matriculation, the applicant/student must update LMU-DCOM with official transcripts for any additional coursework and or degree conferred transcripts. **All acceptances are conditional upon the student completing all pre-requisite requirements and the Admissions Office receiving all required documents.**

## Student Transfers

LMU-DCOM accepts transfer students from medical schools and colleges accredited by the AOA-COCA or by the LCME. Applications for transfer will be evaluated by the Associate Dean of Students and the Director of Admissions. Transfer credits must meet the following criteria:

- Credits are only given if the student is eligible for readmission to the previously attended College of Osteopathic Medicine (COM) or other Liaison Committee on Medical Education (LCME) medical school.
- When a student transfers from another COM, the last two years of instruction must be completed at LMU-DCOM.
- When students transfer from an LCME accredited medical school or college to a COM, at least two years of instruction must be completed within the COM.
  - In the case of LCME transfers, the COM requirement for osteopathic manipulative medicine must be completed prior to graduation.
- The curriculum of the school from which the student is transferring must be equivalent to the LMU-DCOM curriculum. Decisions about curriculum equivalence between institutions will be decided by the LMU-DCOM Curriculum Committee, regardless of individual student's qualifications. Because first year curricula vary from school to school, it is often not feasible to transfer between the first and second years of medical school. In general, transferring into the third year of medical school is more feasible. Students transferring into the third year must have passed COMLEX-Level I.
- When deciding about whether to accept a transfer student, the following criteria will also be taken into consideration: undergraduate coursework and GPA, medical school coursework and GPA, MCAT scores, letters of recommendation, performance in clinical skills courses in medical school. The interview, and verification of good standing from the transferring institution.
- In some cases, first-year medical students can be given credit for individual coursework taken at another institution. The coursework will be evaluated on an individual basis. In this case, the student is only given credit for individual coursework and not advanced standing. e.g., They have taken gross anatomy at another institution, so they are given credit for gross anatomy, but they are still a first-year medical student.

## Recruitment

The LMU-DCOM recruitment program has three goals:

1. **To increase the visibility of LMU-DCOM primarily in the Southeast region of the United States.** LMU-DCOM is actively engaged in meeting with undergraduate students and the general public to discuss the College and the osteopathic profession. Institutions in the Cumberland Gap region and surrounding areas in Appalachia are visited as often as possible on a rotating basis. Institutions outside the Southeast region are also visited.
2. **To attract students from the Appalachian area who are committed to serving this area.** LMU-DCOM will maintain close ties with undergraduate institutions and premedical advisors in the Appalachian region. LMU-DCOM hosts tours of the LMU campus for premedical advisors and premedical students. LMU-DCOM also works closely with high schools in the Appalachian region to educate students about the osteopathic profession.
3. **To create a diverse student body.** LMU-DCOM believes that a diverse student body is important for the development of all future physicians. Recruitment efforts focus on underrepresented minorities by maintaining close ties with premedical advisors and premedical clubs whose focus is on minority students. In addition, LMU-DCOM representatives will also attend conferences and career fairs with an emphasis on minority students.

## Osteopathic Medicine Awareness Conferences

LMU-DCOM periodically holds Osteopathic Medicine Awareness Conferences (OMAC). These are half-day events held on the LMU-DCOM campus designed for interested students and premedical advisors to learn about the College and the Osteopathic Profession. These conferences are also open to members of the local community and school systems who wish to learn more about osteopathic medicine. Attendees hear presentations on osteopathic medicine, the pre-clinical curriculum, the clinical curriculum, and the admissions process.

Following these presentations, there is a more informal question and answer panel-discussion with current LMU-DCOM students. The conference ends with a tour of the facilities and a light lunch. During the lunch the applicants have the chance to talk one-on-one with the faculty, staff, administrators, and current LMU-DCOM students.

## Off-Campus Recruiting

During the fall and spring semesters, members of the admissions staff, the faculty, and various administrators make visits to premedical clubs, career fairs, graduate school fairs, Dean's Days, and other such conferences. Anyone interested in having a representative from LMU-DCOM make a presentation at their school should contact the Office of Admissions and Student Services.

## Grade School and High School Visits

To increase the likelihood that LMU-DCOM produces a significant number of graduates who practice in the Appalachian region, the college visits grade schools and high schools several times a year to educate young students about the benefits of the osteopathic profession. Young students, especially those in underserved areas, are not always aware about different career options. Heightened awareness about the profession and LMU-DCOM will hopefully motivate some of these students, who otherwise might not have ever considered being a physician, to enter the profession. LMU-DCOM also has several sessions a year for high school students on the LMU-DCOM campus.

## Early Identification Program

LMU-DCOM has an early identification program with the undergraduate Admissions Department at LMU that will allow students accepted to the undergraduate program to apply and interview with the DeBusk College of Osteopathic Medicine for conditional acceptance. Undergraduate students in the program will work closely with faculty advisors to ensure maintenance of educational standards. The students will also be involved with events at LMU-DCOM, so that they gain an early exposure to osteopathic medicine.

### **LMU Guaranteed Professional Admission (GPA) Program**

Students in the LMU undergraduate program will take and complete all core requirements and prerequisite courses approved by LMU-DCOM for the Doctor of Osteopathic Medicine (DO) program and work towards a Baccalaureate degree.

### **Admission Requirements (prior to beginning Undergraduate coursework):**

- Submit LMU online undergraduate application. Recommended program: Bachelor of Science, pre-health professions track (Biology Pre-Med, Chemistry Pre-Med, and Psychology Pre-Med).
- Minimum of 25 composite ACT or 1250 composite SAT score
- High school GPA of 3.7 (unweighted)
- Submit a written personal statement demonstrating interest in health career & leadership experience
- Submit GPA Program application (and required reference letters). These reference leaders should reference community service & leadership, while also addressing character & skills.

### **Undergraduate Benchmarks/Requirements (to be completed during undergraduate study):**

- Maintain a minimum of 3.3 or higher GPA (3.3 science GPA, 3.2 non-science GPA)
- C+ is minimum grade for all required courses; however, B or better is generally needed
- Complete & submit the MCAT with a minimum of 494 total.
- Submit application to DCOM through Association of Colleges of Osteopathic Medicine (ACOMAS). This includes additional recommendations and a second interview.

## Financial Services

The LMU Student Financial Services Office provides and communicates information on financial aid and student accounts. In addition to student billing and collections, this office helps students apply for and receive student loans, grants, scholarships, and other types of financial aid. More information can be found at: <https://www.lmunet.edu/student-financial-services/graduate/index>, including the Knoxville and Harrogate Cost of Attendance.

## Repeating Semesters

In some instances, as approved by the Student Progress Committee and Dean, students may be required to repeat a year of coursework. Students will be charged \$5,000 for a semester in which they did not fail any coursework but were required to repeat. Students will be charged \$10,000 for a repeat semester with at least one failure in their coursework.

## Reimbursement of Funds

According to institutional policy, the LMU Student Financial Services Staff will calculate a tuition refund for any student who withdraws within the established refund period. Refunds will be based on the following schedule: If the student withdraws during the first week of the semester, 100% of tuition dollars will be refunded; during the second week, 75% will be refunded; during the third week, 50% will be refunded; and during the fourth week 25% will be refunded. Students who withdraw after four weeks will not receive any refund.

## 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 Federal Direct 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 their 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 may be obtained from the Student Financial Services Office.

The official date of a student's withdrawal is when the Office of Admissions receives the student's written notification of withdrawal or request for a leave of absence. The percentage of time completed in the enrollment period is determined by dividing the number of days completed by the number of days in the enrollment period. If 60% of the semester has been completed, Title IV funds are not returned. The final determination on the 60% point of the semester is determined by the US Department of Education, Federal Student Aid Division.

## 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 for 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. 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 and/or court costs. If this account becomes delinquent, the student agrees to pay LMU any principal amount and collection costs of 33.3% of the principal balance, including court costs, attorney's fees, interest, and service charges.

## Additional Information

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### International Students

International students will not be considered for admission to LMU-DCOM. Deferred Action Childhood Arrival (DACA) students will not be considered for admission to LMU-DCOM.

## Applicants with Foreign Coursework

Applicants who wish to use coursework completed outside the United States must submit their transcripts for evaluation to one of the following services:

<a href="#">World Education Services</a>	<a href="#">Josef Silny &amp; Associates</a>
P.O. Box 745	7101 SW 102 Avenue
Old Chelsea Station	Miami, FL 33173
New York, NY 10113-0745	305.273.1616
212.966.6311	<a href="http://www.jsilny.com">www.jsilny.com</a>
<a href="http://www.wes.org">www.wes.org</a>	

A course-by-course evaluation is required, and all course work must be designated as undergraduate, graduate, or professional. LMU-DCOM will only honor evaluations from one of the above services. The evaluation must be included with the application packet.

## 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 from 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.

## Academic Policies

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### Official Academic Records

The LMU Office of the Registrar houses official academic records. Permanent academic records may contain the following:

- Name
- Social Security number or numeric identifier
- Chronological summary of LMU 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 LMU Registrar's Office. 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 request using the following link: <https://www.lmunet.edu/registrar/transcript-requests.php>. The student may choose to request an electronic transcript or printed transcript. The cost of an electronic transcript is \$6.75; the cost of a printed transcript is \$10.00. The University cannot transmit any transcripts electronically (FAX). The student's account with the Finance Office must be paid in full, and Perkins student loans must be in a current non-defaulted status prior to the release of any official grades or academic transcripts.

## Student Records

Student grades are recorded, stored, and secured with the Lincoln Memorial University Registrar. All other student records will be maintained in the Office of Admissions and Student Services. The privacy of student records is noted under the Family Education Rights and Privacy Act (FERPA), 1974, as amended. Requests from students to have their records released must be made in writing. Verification of enrollment will only be made for educational reasons. For instance, verifications will not be made to employers, landlords, or family members. In these cases, the students should use letters of acceptance, transcripts, or receipts of payment. LMU- DCOM students wishing to review their records must call the Office Admissions and Student Services and make an appointment with the Dean of Students or the Director of Admissions.

## Right to privacy under FERPA

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 medical student education records. No one outside the institution shall have access to, nor will LMU disclose any information from, medical students' education records without the written consent of medical students except to personnel within the institution, to officials of other institutions in which medical students seek enrollment, to persons or organizations providing medical 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 medical students or other persons.

Additionally, according to 1998 Higher Education Amendments, the University is authorized by law to contact parents or guardians when medical 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.

Medical 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 medical student, in which case LMU-DCOM will permit access only to that part of the record which pertains to the inquiring medical student.

Medical students can access their "medical student information" by using the Web Advisor account. Each medical student is given a secure personal identification number to access the following information: schedule, transcript, financial records, and financial aid.

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

### **Annual Notification of Rights under FERPA**

The Family Educational Rights and Privacy Act (FERPA) affords eligible students certain rights with respect to their education records. (An "eligible student" under FERPA is a student who is 18 years of age or older or a student of any age who attends a postsecondary institution.) These rights include:



1. The right to inspect and review the student's education records within 45 days after the day LMU receives a request for access. A student should submit to the Registrar a Request to Inspect and Review Education Records that identifies the record(s) the student wishes to inspect. The Registrar will make arrangements for access and notify the student via LMU email of time and place where the records may be inspected. If the records are not maintained by the Registrar, the student will be advised of the official to whom the request has been directed.
2. The right to request the amendment of the student's education records which the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

A student who wishes to ask LMU to amend a record should submit to the Registrar a Request to Amend Education Records. This request should clearly identify the part of the record the student wants changed, and specify why it should be changed.

If LMU decides not to amend the record as requested, LMU will notify the student in writing of the decision, the student's right to appeal the decision denying the request for amendment, and information regarding the appeal process. A student seeking to appeal the decision must submit a Request for FERPA Hearing to the Registrar.

3. The right to provide written consent before LMU discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by LMU to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office  
 U.S. Department of Education  
 400 Maryland Avenue, SW  
 Washington, DC 20202

## Public Notice Designating Directory Information

LMU designates the following information contained in students' education records as "directory information." Directory information may be disclosed by the university without the student's prior consent pursuant to the provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA). However, the university is not required to disclose directory information and, therefore, carefully evaluates requests for information. At LMU, directory information includes the student's name, address, telephone number, email address, date and place of birth, photographs, major and minor field(s) of study, dates of attendance, class (freshman, sophomore, etc.), enrollment status (undergraduate or graduate; full or part-time), participation in officially recognized activities or sports, height and weight of student-athletes, degrees, honors (including Dean's List) and awards received, and the most recent educational agency or institution attended.

Currently enrolled students may withhold disclosure of directory information under FERPA. To withhold disclosure, students must submit a Request to Restrict Release of Directory Information to the Registrar. Former students may not submit a request to restrict disclosure of directory information on their education records, but they may request removal of a previous request for nondisclosure.

### **Below is a list of disclosures that LMU may make without student consent, in accordance with FERPA:**

FERPA permits the disclosure of PII from students' education records, without consent of the student, if the disclosure meets certain conditions. A postsecondary institution may disclose PII from the education records without obtaining prior written consent of the student -

1. To other university officials, including professors, within LMU whom the university has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the university has outsourced institutional services or functions.
2. To officials of another school where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer

3. To authorized representatives of the U. S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as a State postsecondary authority that is responsible for supervising the university's State-supported education programs. Disclosures under this provision may be made in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf.
4. In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid.
5. To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction.
6. To accrediting organizations to carry out their accrediting functions.
7. To parents of an eligible student if the student is a dependent for IRS tax purposes.
8. To comply with a judicial order or lawfully issued subpoena.
9. To appropriate officials in connection with a health or safety emergency
10. Information the school has designated as "directory information"
11. To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding.
12. To the general public, the final results of a disciplinary proceeding, if the school determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the school's rules or policies with respect to the allegation made against him or her.
13. To parents of a student regarding the student's violation of any Federal, State, or local law, or of any rule or policy of the school, governing the use or possession of alcohol or a controlled substance if the school determines the student committed a disciplinary violation and the student is under the age of 21.

The University is required to record disclosures, except for disclosures made to the student or disclosures made under sections a, h, and j listed above. Eligible students have a right to inspect and review the record of disclosures. To request to such review, contact the Registrar's office.

Any questions regarding FERPA or this annual notification of rights should be directed to the Registrar.

## Matriculation and Promotion

Medical students will advance only after having met the academic, financial, and professional requirements of LMU-DCOM for each academic year. Students taking nine or more credits are considered full-time students. Each year the Faculty Assembly will vote on promotion of the class.

## Attendance

Students are responsible for all material presented in lectures and laboratories. Regular attendance to lectures is strongly encouraged as a component of professional development and academic preparedness.

Attendance is mandatory for the following:

- Specialty lectures as designated on the course calendar as \*mandatory\*
- Basic Science Laboratories
- Clinical Skills Laboratories
- Team-Based and Case-Based Learning Exercises
- Written and Practical Examinations

A student may request an excused absence from a mandatory event for personal, health-related, professional, religious, or emergency reasons. All first- and second-year student requests for an excused absence must be made in writing to the Assistant/Associate Dean of Students using the email address: [DCOMDOS@LMU.net](mailto:DCOMDOS@LMU.net). Upon written approval from the



Assistant/Associate Dean of Students, it is the student's responsibility to communicate and coordinate a make-up session. All third- and fourth- year student requests for an excused absence must be made in writing to the Assistant/Associate Dean of Clinical Medicine or Assistant/Associate Dean of Clinical Affairs. Some activities and points, for example TBLs, may not be able to be made up even with an excused absence.

## Examinations:

Students must follow the examination instructions outlined on the LMU-DCOM Examination Instructions and Policy – DO Students located at [www.examssoft.com/lmudcom](http://www.examssoft.com/lmudcom). Failure to follow examination policies and procedures may result in referral to the Community Standards Committee or Student Progress Committee for professionalism deficiencies. Recommendations can include but are not limited to losing points in the course(s), professionalism warning, professionalism probation, and dismissal from LMU-DCOM. Make-up examinations for students with excused absences will be given on a day the university is open within 10 calendar days of the original exam date. Make-up examinations will consist of multiple-choice questions and possibly subjective format questions such as essay, short-answer, or fill in the blank items.

If the final course grades must be submitted to the registrar prior to the date of the make-up exam, the student will receive a grade of "Incomplete" (I). Once the student takes the make-up exam, the final course grade will be calculated and submitted to the registrar. At that point the "Incomplete" grade will be changed to the grade the student achieved in the course.

Due to the amount of material presented within each examination block, students cannot make-up more than one block exam per semester, unless approved by the Assistant/Associate Dean of Students based on extenuating circumstances. If a student must miss two or more exams per semester, the student will be advised to pursue a different course of action, including a leave of absence or withdrawal.

## Excused Absences

Excused Absences may be approved for the following reasons:

- Medical necessity: acute illness of the student or member of the immediate family
- Death in the family: death of an immediate family member, significant other, close relative, or friend
- Special circumstances/other: includes vehicle accidents, court appearance, weddings *requiring* participation, approved religious observances, and other qualifying absences as approved by the Assistant/Associate Dean of Students

\*Excused absences are not granted to allow for additional study time or make up for missed study time.

Students will not receive credit for any unexcused absences. Unexcused absences may also result in a student meeting with the Assistant/Associate Dean of Students, Community Standards Committee, and/or the Student Progress Committee. An unexcused absence from a clinical rotation may result in the immediate end to that rotation, possible failure, and/or a directive to meet with the Assistant/Associate Dean of Clinical Affairs, Assistant/Associate Dean of Clinical Education, Community Standards Committee, and/or the Student Progress Committee.

LMU-DCOM reserves the right to require students to attend a meeting or activity on campus, in-person, as needed.

## Mediasite Policy

Class recordings are distributed for the exclusive use of students in the LMU- DeBusk College of Osteopathic Medicine class that was recorded. Student access to and use of class recordings are conditioned on agreement with the terms and conditions set out below. Any student who does not agree to them is prohibited from accessing or making any use of such recordings.

Any student accessing class recordings (1) acknowledges the Lincoln Memorial University's intellectual property rights in recorded lectures and class materials and that distribution of any part of the recordings violates the LMU-DCOM Copyright Policy; (2) recognizes the privacy rights of fellow students who speak in class; (3) accepts that distributing, posting, or

uploading either partial or entire class recordings to students or any other third party not authorized to receive them or to those outside LMU- DCOM is a professionalism violation; and (4) agrees that recordings are to be accessed and used only as directed by the faculty member(s) teaching the course.

It is expressly forbidden to make audio or video recordings of any lectures by either the in-house or adjunct faculty members without prior written permission. Likewise, it is forbidden to distribute such material.

## COMLEX-USA

*Comprehensive Osteopathic Medical Self-Assessment Examination (COMSAE):* COMSAE is a self-assessment examination for osteopathic students and residents to gauge the base of their knowledge and ability as they prepare to take a COMLEX-USA cognitive examination. Each COMSAE examination consists of 200 questions that are in a format and structure like COMLEX-USA cognitive examinations. Scoring and reporting are also similar. Students will be required to take at least one school-organized COMSAE during the Spring semester of the OMS-II year. Based on the COMSAE score and other academic criteria, LMU-DCOM will determine eligibility for students to take the COMLEX Level 1 during the summer following the OMS-II year. Students must take and pass COMLEX Level 1 within 1 year following the completion of didactics.

*Comprehensive Osteopathic Medical Licensing Examination (COMLEX):* The COMLEX-USA series, administered by the National Board of Osteopathic Medical Examiners (NBOME), is an examination sequence with three levels. While all examination Levels have the same two-dimensional content structure, the depth and emphasis of each Level parallels the educational experiences of the candidate. This progressive nature of the COMLEX-USA examinations ensures the consistency and continuity of the measurement objectives of the osteopathic medical licensing examinations ([www.nbome.org](http://www.nbome.org)).

All LMU-DCOM medical students are required to take and pass COMLEX Level 1, Level 2-CE, and Level 2-PEthe Clinical Skills Workshop prior to graduation. Examination dates will be provided to the students. Students are responsible for the fees associated with the COMLEX exams. LMU-DCOM does not pay for the COMLEX exams. A student who fails any COMLEX level exam (either 1, 2- CE, or 2-PE) 3 times will be required to present before the Student Progress Committee.

*Comprehensive Osteopathic Medical Achievement Test (COMAT):* The NBOME's COMAT Series include eight core clinical disciplines: Emergency Medicine, Family Medicine, Internal Medicine, Obstetrics/Gynecology, Osteopathic Principles and Practice, Pediatrics, Psychiatry, and Surgery. Each subject examination is designed for standardized assessment in core osteopathic medical disciplines. COMAT examinations assess an osteopathic student's achievement level on those subjects, with an emphasis on clinical application. COMAT provides DCOM with readily available, nationally standardized examination modules to assess their students, including for the purposes of evaluating education across varied clinical rotation sites. Students are allowed a maximum of three COMAT attempts per discipline. Students must re-take failed COMATs within 90 days of the failed attempt.

## Grades

The academic status or grading of student performance is determined at the end of each course and/or semester. Grades are determined based on scores collected throughout the course, including assignments, quizzes, practical exam results, and course exams. Each course has a syllabus that explains in detail how the grades are calculated. It is the student's responsibility to read the course syllabi to ensure understanding of course grading policies.

For both pre-clinical and clinical courses, within approximately seventeen working days after the final course/system/rotation exam and receipt of preceptor evaluation (as applicable), the course/system/rotation 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. At the end of every semester, 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. A = 90- 100%, B = 80-89%, C = 70-79%, F < 70%. Percentage grades are not reported on the transcripts; however, they are used in class rank calculation. For example, a percentage score of 87% in a course would appear as a B on the transcript, and the multiplier used to calculate the GPA would be 3.0.

However, for determining class rank the actual percentage grade of 87% would be used. Likewise, a grade of 81% percent would be recorded as a B on the transcript, 3.0 would be the multiplier used in the GPA calculation, and 81% would be used for calculating class rank.

## Class Rank

Class rank is determined at the end of the first two academic years. Class rankings will be reported in the fall semester for the previous year's coursework. To treat all students fairly, the rank order will be based on students who went through a similar program. Therefore, students who complete approved and equivalent coursework prior to matriculating with LMU-DCOM (e.g., LMU Master's students) will not be given a class rank designation. Likewise, students who remediate or retake coursework during medical school will not be included in class rank.

## Student Grievances Regarding Grades

**Academic Due Process - Exam Grade or Final Grade Reconsideration:** if a student has a grievance about an exam or a final course grade policy and/or procedure, the student should discuss the matter with the course/system director within 24 hours of the grade being posted.

Appeal of the exam or final course grading policies and/or procedures must be addressed to the Assistant/Associate Dean of Students within 24 hours of the grade being posted. If the letter meets "good cause" for the purpose of appeal, the Assistant/ Associate Dean(s) of Students will arrange a meeting with the student, the appropriate Dean(s) (Preclinical or Clinical), and the course director. Within five working days after the meeting, the student will be notified in writing of the decision.

Students should note that Grade Reconsiderations are based on the examination and grading policies and procedures, not on disagreements with the course requirements, or the grading standards established by the professor. Good faith on the professor's part shall be presumed unless the student can offer convincing arguments to the contrary. The student's desire or "need" for a particular grade, while compelling to the individual on a personal level, shall not be considered "good cause" for purposes of appeal.

## Course and Faculty Evaluation

Student feedback is essential to ensure the highest level of academic effectiveness. To assess its courses and faculty, LMU-DCOM utilizes student assessment teams. Students are randomly assigned and may serve once or twice during didactic years. Students may be asked to volunteer for a third assessment team, if needed. Assessment teams are official LMU-DCOM committees that prepare and present assessment reports on an assigned course and the faculty teaching within that course. Students are expected to participate using the highest level of professionalism and courtesy. Students serving as SGA President, 1st Vice President, and 2nd Vice President are excused from Assessment Team officer roles but are still required to be participating members of their assigned assessment team(s). Attendance to all assessment team meetings is mandatory and failure to attend will result in referral to the Assistant/Associate Dean(s) of Basic Medical Sciences and the Assistant/ Associate Dean(s) of Students. Students who are struggling academically or have other extenuating circumstances may petition to be excused from an assessment team. Students who fully participate in their assessment teams will receive a special commendation on their MSPE.

## Graduation Requirements

A medical student who has fulfilled all the academic requirements may be granted the degree Doctor of Osteopathic Medicine, provided the medical student has:

- Complied with all the curricular, legal, and financial requirements of LMU-DCOM;
- Successfully completed all coursework requirements in no more than six years\*;
- Taken and passed COMLEX-USA Level 1, Level 2-CEadministered by the National Board of Osteopathic Medical Examiners (NBOME) in no more than three (3) attempts per examination\*;
- Taken and passed the LMU-DCOM administered Clinical Skills Workshop (CSW)
- Demonstrated the ethical, personal, and professional qualities deemed necessary for the successful and continued study and practice of osteopathic medicine;

*\*in the case of extenuating circumstances some requirements may be waived or adjusted with approval from the LMU-DCOM Dean.*

Students whose graduation date is delayed will be allowed to participate in commencement with their incoming class if they have received a passing score on COMLEX Level 1 and Level 2-CE, and will complete their rotations and all other graduation requirements before July 1st of the same year. Faculty Assembly will ratify the list of graduates prior to graduation.

## Posthumous Degree

Upon the recommendation of the faculty, the LMU Board of Trustees may confer a posthumous degree 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.

# Academic and Professionalism Deficiencies

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## Student Progress Committee

The purpose of the Student Progress Committee (SPC) is to ensure that every graduate of LMU-DCOM has the skills, knowledge, and judgment to assume the responsibilities of an osteopathic doctor. The Committee will monitor student progress and ensure that all students meet the academic and professional requirements necessary for advancement in the curriculum and graduation. The role of the Committee is not to approve all students for promotion into the next academic year, that is the job of the Faculty Assembly. The Committee, appointed by the Dean of LMU-DCOM, is composed of faculty members and the [Assistant/Associate Deans of LMU-DCOM](#) (non-voting, ex-officio members).

## Committee Procedures for Academic Deficiencies

At the end of every grading period, once final course grades have been assigned, a designee of the LMU-DCOM Dean schedules a meeting date, informs students of the meeting via the University-issued email address at least three (3) calendar days prior to the start of the meeting, provides an agenda to the members, and convenes the meeting. Minutes will be kept by a recording secretary. All proceedings are confidential. The meetings are closed to anyone not in the University community. All matters are submitted to a vote, with a simple majority ruling. The chair will be a non-voting member except in the instance of a tie.

The committee will review each student who has an academic deficiency. For students with one course failure, the committee may not require the student's physical presence at the meeting. The committee's responsibility is to meet with the student and to discuss the grades that have been assigned by the course directors. It is not within the Committee's purview to delve into issues relating to how individual grades were assigned. All matters pertaining to how a grade was assigned must be resolved before the SPC meeting with the student. In the interest of due process, if a student is in the midst of filing a grade appeal or intends to file a grade appeal, the meeting will be put on hold until the issue pertaining to the grade is resolved. If the student intends on filing a grade appeal, it is the student's responsibility to make the designee of the LMU-DCOM Dean aware of their intent so that the meeting can be put on hold.

The only individuals allowed to attend an SPC meeting include the student, the student's advisor (at the student's request), the recording secretary, the committee members, and any pertinent faculty/staff members and/or Assistant/Associate Deans. The committee's recommendation will be forwarded to the Dean of LMU-DCOM within five (5) working days. The student's entire academic and professional record will be examined at an SPC meeting.

## Students in the Preclinical Years (1 and 2)

For students failing one course in a given academic year, the SPC may recommend one of the following:

1. The student must take the course at an approved off-campus summer program. designed for medical students (this only applies to failure of Medical Gross Anatomy).
2. The student must take a remediation exam or exams, given by the LMU-DCOM faculty.
3. The student must repeat all or a portion of the entire academic year.

For students who fail two or more courses in the same year, the SPC may recommend one of the following:

1. The student must repeat all or a portion of the entire academic year.
2. The student will be dismissed from LMU-DCOM.

For students who fail two or more courses in different academic years, the SPC may recommend one of the following:

1. The student must take a remediation exam or exams, given by the LMU-DCOM faculty.
2. The student must repeat all or a portion of the entire academic year.
3. The student will be dismissed from LMU-DCOM.

*Note: Failures are cumulative across all semesters and years in the program.*

## Students in the Clinical Years (3 and 4)

Students who fail one or more rotations will appear before the SPC for evaluation. The SPC may recommend the following:

1. Repeat the rotation.
2. Repeat all or a portion of the academic year.
3. Dismissal from LMU-DCOM.

## Academic Deficiency Outcomes

Any student who demonstrates failure to make academic progress by failing a course and/or failing to complete all requirements set forth by LMU-DCOM will be placed on academic probation. The student will remain on probation until the specified course(s), modules, rotations, or semester(s) have been successfully remediated. Once the specified failures have been resolved, the student will be removed from academic probation and placed on academic warning for the remainder of enrollment at LMU-DCOM.

Students on academic probation may not:

1. Hold any leadership positions in student clubs, organizations, or student government
2. Serve as a member of an LMU-DCOM committee
3. Receive LMU-DCOM funding for travel to local or national medically related conferences

Once the student is removed from academic probation and placed on academic warning, they are eligible to resume participation in the above-mentioned extracurricular activities. Participation in events outside of academic requirements should not interfere with the student's academic responsibilities. Therefore, students should use discretion when participating in events.

## Remediation Policy

When a student is granted permission to remediate a single course failure, then it is the student's responsibility to meet with the Course Director to discuss the remediation process. The student will also be required to meet with the Director of Academic Support at their location to develop a plan of action. Successful remediation consists of achieving a final score of 70% or greater on each individual course component of an exam. If a student fails one of the remediation courses components, they will fail the remediation.

If remediation is successful, the student will be assigned a letter grade of "C" and a numeric grade of 70%. Remediation grading is completely independent of grades achieved during the course. A failure with subsequent successful remediation of the course will be reported on the student's transcript as "F/C". Under no circumstances will any other grade than F/C with a numeric score of 70% be reported. Failure of a remediation is considered a failure of another course and will result in a referral to SPC.

When a student repeats a rotation during the OMS-III and OMS-IV clinical years, the highest grade the student may earn is a "C" (70%). Students repeating a rotation may be required to do so during their vacation month. Remediation grades, repeated courses during OMS-I and OMS-II years, and repeated rotations will all be noted on the student's transcript.

## Committee Procedures for Professionalism Deficiencies

Any student who demonstrates failure to uphold LMU-DCOM's professionalism and/or conduct policies may be subject to disciplinary actions. The student may be referred to the Community Standards Committee or the Student Progress Committee. The student's entire academic and professional record can be examined during the meeting.

### Community Standards Committee

The Community Standards Committee is designed to promote optimal student professionalism in-and-out of the classroom. The Committee is comprised of the Assistant Dean of Students, Associate Dean of Students, and other relevant LMU-DCOM administration as deemed necessary by the specific circumstance. The goal of the Committee is to ensure that students can engage in professional learning opportunities while gaining mentorship from LMU-DCOM administration. A student's failure to comply with the Community Standards Committee will result in a referral back to the Student Progress Committee.

At any time, a grievance or concern regarding another student can be made to the Assistant/Associate Dean of Students. All parties in receipt of a student grievance will respond as soon as possible but should take no longer than five (5) working days following receipt of the grievance. The Assistant/Associate Dean of Students and/or Community Standards Committee shall determine the appropriate course of action to address the grievance.

### Student Progress Committee

The purpose of the Student Progress Committee (SPC) is to ensure that every graduate of LMU-DCOM has the skills, knowledge, and judgment to assume the responsibilities of an osteopathic doctor. The Committee will monitor student progress and ensure that all students meet the academic and professional requirements necessary for advancement in the curriculum and graduation. The role of the Committee is not to approve all students for promotion into the next academic year, that is the job of the Faculty Assembly. The Committee, appointed by the Dean of LMU-DCOM, is composed of faculty members and the Assistant/Associate Deans of LMU-DCOM (non-voting, ex-officio members).

For students who are required to appear before SPC for evaluation of professionalism violations, SPC may recommend the following:

1. Referral to the Community Standards Committee
2. Professionalism Probation
3. Dismissal from LMU-DCOM

## Professionalism Deficiency Outcomes

When a student is referred to the Community Standards Committee, they will be required to discuss the violation with the committee. They will then be required to complete criteria specified by the Committee. Given that circumstances surrounding professionalism violations are unique to each student's situation, the conditions of the required criteria will be provided to the student in writing at the beginning of the warning period.

Upon completion of specified criteria, the student will be removed from Professionalism Warning. Further professionalism violations or failure to comply with Professionalism Warning conditions may result in being placed on Professionalism Probation or dismissal from LMU-DCOM.

Under Professionalism Probation, students are required to complete criteria specified by the Assistant/Associate Dean of Students, Senior Associate Dean, and/or the LMU-DCOM Dean. The student will remain on Professionalism Probation until they graduate from LMU-DCOM.

## Alcohol and Drug Charges or Convictions

Students who are charged by law enforcement for on-campus or off-campus alcohol, drug, or other violations must inform the Assistant/Associate Dean of Students immediately. The Assistant/Associate Dean of Students will work with the student



to make sure that the student's health and welfare are of primary importance. During the legal proceedings, the student must keep the Assistant/Associate Dean of Students informed of the status and disposition of the case. The Assistant/Associate Dean of Students will also keep the Student Progress Committee Chair informed of this information. Following the court's decision and keeping in mind that no two cases are the same, the student will meet with the Student Progress Committee, who will make a recommendation to the LMU-DCOM Dean about the appropriate course of action. Students must recognize that a student with an untreated alcohol or other substance abuse issue is, by definition, unfit to continue in a patient care capacity. During any legal proceedings related to drug or alcohol abuse, the student may be placed on a leave while the case moves through the courts.

Following the court's decision, and after meeting with the student, the Student Progress Committee (SPC) may recommend that the student is dismissed from medical school, or that the student enters substance abuse counseling for later re-evaluation by the committee. Following a prescribed course of treatment, the student will report to the Assistant/Associate Dean of Students for further evaluation regarding ability to continue as a medical student. The student may be required to reappear before the SPC at any time during or after treatment is complete.

## Drug Screen Violations

The practice of medicine requires the physician to demonstrate integrity and good judgment. The use of controlled substances that are not prescribed by a licensed physician or the use of illegal substances violates good judgement. Physician impairment is a serious concern of licensing boards due to the potential harm it poses to patients. The inability to provide a screening urine specimen that is free of these substances is, at most, concerning for student impairment and, at least, a sign of poor judgment.

Students that return a drug screen that is positive for substances that are not prescribed by a licensed physician or substances whose use are in violation of LMU policy, local, state or federal law(s) will be referred to a qualified provider for assessment. Students on clinical rotations will be immediately suspended from rotations until such time as they are cleared by a qualified provider as safe to return to the clinical environment. The "qualified" provider must be approved by LMU-DCOM in advance and qualified/experienced in drug abuse assessment/treatment. The student will pay for all costs associated with the assessment and any recommended treatment(s.)

All students with positive drug screens will meet with SPC. The SPC will follow-up with the student after their initial assessment. The SPC will follow the progress and treatment (if any) of the student until the student graduates DCOM.

Students who are recommended to participate in drug treatment/therapy must comply with all recommendations/requirements of treatment. Failure to satisfactorily complete the recommended treatment will result in the student's immediate dismissal from LMUDCOM.

## The Dean's Actions

For all issues presented to the SPC, the Dean of LMU-DCOM will review the SPC's recommendation and affirm, amend, or reverse the recommendation within five (5) working days of the receipt of the SPC's recommendation. The LMU-DCOM Dean or designee will notify the student in writing of the decision within five (5) working days.

## Appeal Process

A student wishing to appeal the LMU-DCOM Student Progress Committee policies and procedure, must submit a letter to the Admissions and Student Services Coordinator within five (5) working days of receiving notification of that decision. Upon receipt, the Admissions and Student Services Coordinator will submit the letter to the Appeals Board for review. The student's status will remain unchanged until the appeal process is finalized. Appeals may only be made in reference to the SPC and/or the LMU-DCOM Dean following LMU-DCOM policies and procedures; no other grounds for appeal will be accepted.

Appeals Board: The Appeals Board is composed of the LMU-DCOM Senior Associate Dean, a basic medical science faculty member, and the LMU Vice President of Academic Affairs. The Appeals Board will review all written information pertaining to the case. The job of the Appeals Board is to determine if LMU-DCOM policies and procedures relating to the case were

followed and that no gross misapplication of fact(s) occurred. They may meet with the student but not with witnesses or other complainants. The decision of the Appeals Board will be forwarded in writing by the chair to the LMU-DCOM Dean, who will forward it to the student by certified mail to his or her last official address or hand-delivered with receipt. All decisions of the Appeals Board will be final and binding. No further option for appeal will be considered.

## Interruption in Academic Program Progression

Progression in a student's academic program can be interrupted for various reasons, resulting in gaps within the scheduled curriculum. These interruptions may include a leave of absence, a recession, withdrawal, or dismissal. It is important to note that regardless of the reason behind the interruption, students must complete the DCOM curriculum within six (6) years from the initial program start date.

### Leave of Absence

A leave of absence may be granted from LMU-DCOM for one of the following reasons:

1. a medical emergency
2. a financial emergency
3. maternity
4. a call to active military service
5. pursuit of an academic endeavor other than the regular classroom work, either on campus or at another recognized institution or teaching facility prior to beginning the final year of medical school with approval from the Office of the Dean of Students and the Office of Clinical Education
6. time to study for the COMLEX exam

The Assistant/Associate Dean of Students or LMU-DCOM Dean can grant a leave of absence. Leave of absences are granted for conditions/circumstances that will impact the student's ability to complete coursework in the future.

For a student to request a leave of absence, the student must submit a written request and meet with the Assistant/Associate Dean of Students to discuss the reasons for the leave. LMU-DCOM will then notify the student in writing about the decision regarding the leave and any requirements about the student's return to campus. Leave of absences are granted for up to one year.

Before a student's leave of absence can begin, they must go through LMU-DCOM's prescribed checkout procedure. The student must meet with the LMU Student Financial Services Office to discuss how the leave will affect their financial aid eligibility. The official date of the leave of absence will be the date of receipt of the student's official request. Any tuition refunds or outstanding balances will be based on this date.

Students seeking to return from a leave of absence must ensure that all approved terms and conditions of the leave have been met and are submitted in writing before reinstatement will be granted. The submission of this paperwork is the responsibility of the student and must be submitted in writing to the Assistant/Associate Dean of Students.

### Recession

Upon approval from the SPC committee and LMU-DCOM Dean, a student may be recessed by being removed from their current academic cohort and allowed to return as a member of the cohort one graduation year behind.

### Withdrawal

Students considering a withdrawal from LMU-DCOM must inform the Assistant/Associate Dean of Students. The official date of the withdrawal will be the date of the receipt of the student's official request. If a student withdraws from LMU-DCOM, the Office of Student Financial Services and the LMU Student Accounts Office will determine any refund calculations and balances due.

When a student withdraws from the university *with three weeks or more remaining in the semester*, their transcript will reflect a combination of the following:



- The grade earned for all completed courses
- WD for any course not yet started or in progress

When a student withdraws from the university with *less than three weeks remaining in the semester*, their transcript will reflect a combination of the following:

- The grade earned for all completed courses
- F for any course in progress

## Dismissal

LMU-DCOM reserves the right to dismiss any medical student at any time prior to graduation. Circumstances warranting such action may be of an academic, legal, or professional nature. Any student dismissed from LMU-DCOM will meet with the LMU-DCOM Dean and the Assistant/Associate Dean of Students. They will also be required to communicate with the LMU Student Financial Services Office.

# Curriculum

LMU-DCOM's curriculum is a four-year, full-time academic and clinical program leading to granting the degree of Doctor of Osteopathic Medicine (DO). The curriculum will stress the interdependence of the biological, clinical, behavioral, and social sciences. The emphasis will be on educating physicians for primary care medicine, employing the distinctive osteopathic principles for the maintenance of health and treatment of disease.

A physician must be skilled in problem solving and demonstrate expertise in diagnosis. To achieve this goal, LMU-DCOM's curriculum will emphasize the integration of the basic and clinical sciences in medical practice. The curriculum will be divided into a pre-clinical phase and a clinical phase.

## Pre-Clinical Curriculum

The first and second years of osteopathic medical school will introduce the student to the fundamental scientific concepts as they apply to the study of medicine. Exposure to clinical medicine with an emphasis on osteopathic principles and practice is woven throughout the curriculum. The first year of the curriculum focuses on basic medical science disciplines including anatomy, histology, biochemistry, molecular and cellular biology, genetics, immunology, microbiology, physiology, and pharmacology. The second-year curriculum is organized by organ systems, with integration of the basic sciences, pathology, clinical medicine, and osteopathic principles and techniques. The first-year curriculum focuses on normal structure and function as they pertain to the maintenance of health. The second-year curriculum focuses on the pathophysiology of disease and when normal system goes awry.

## Doctor of Osteopathic Medicine Curriculum Digest

### Degree Type

Doctorate in Osteopathic Medicine Curriculum

### OMS-I Fall 2023

Item #	Title	Credits
DOSYS-701	Medical Gross Anatomy	7
DOSYS-711	Molecular Fundamentals of Medicine I	7
DOSYS-714	Medical Histology	4
DOSYS-731	Osteopathic Principles & Practice I	2
DOSYS-741	Essentials of Patient Care I	2
DOSYS-781	Foundations of Modern Hlthcare I	3

## OMS-II Fall 2023

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
DOSYS-724	Musculoskeletal	4
DOSYS-751	Hematology & Lymph	3
DOSYS-720	Clinical Neuroscience	3
DOSYS-753	Cardiovascular	5
DOSYS-755	Renal	3
DOSYS-757	Respiratory	3
DOSYS-733	Osteopathic Principles & Practices III	2
DOSYS-743	Essentials of Patient Care III	4

## OMS-I Spring 2024

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
DOSYS-712	Molecular Fundamentals of Medicine II	7
DOSYS-716	Medical Physiology	6
DOSYS-717	Medical Basic Pharmacology	4
DOSYS-715	Medical Neuroanatomy	4
DOSYS-732	Osteopathic Principles & Practices II	2
DOSYS-742	Essentials of Patient Care II	2
DOSYS-782	Foundations of Modern Healthcare II	3

## OMS-II Spring 2024

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
DOSYS-762	Reproductive/GU	5
DOSYS-760	Endocrine	3
DOSYS-764	Gastrointestinal	3
DOSYS-768	Integument	2
DOSYS-722	Behavioral Medicine	3
DOSYS-734	Osteopathic Principles & Practices IV	2
DOSYS-744	Essentials of Patient Care IV	3
DOSYS-783	Foundations of Modern Healthcare III	3

## OMS III Rotations

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
DOCLIN-801	Behavioral Health	8
DOCLIN-802	Internal Medicine/Hospital Medicine I	8
DOCLIN-803	Internal Medicine/Hospital Medicine II	8
DOCLIN-804	Women's Health	8
DOCLIN-805	Surgery	8
DOCLIN-806	Pediatrics	8
DOCLIN-807	Family Medicine/Primary Care I	8
DOCLIN-808	Family Medicine/Primary Care II	8

## OMS III Selective Rotations

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
DOCLIN-816	Surgical Selective	8

## OMS III Elective Rotations

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
DOELEC-825	Elective	8
DOELEC-826	Elective	8
	Independent Study	8

## OMS IV Rotations

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
DOCLIN-903	Emergency Medicine	8
DOCLIN-904	Rural/Underserved Outpatient	8

## OMS IV Elective Rotations

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
DOELEC-924	Elective	8
DOELEC-925	Elective	8
DOELEC-926	Elective	8
DOELEC-927	Elective	8
DOELEC-928	Elective	8
DOELEC-929	Elective	8
DOELEC-930	Elective	8
DOELEC-931	Elective	8
	Independent Study	8
	<b>Total Credits</b>	<b>282</b>

## Calculation of Credit Hours

Calculation of credit hours is based on the following formula: twelve lecture hours and a minimum of two hours out of class student work per week for approximately twelve weeks equals one credit hour, twenty-four laboratory hours equals one credit hour, and four weeks of rotation equals eight credit hours.

## OMS I and II

1.0 Credit Hour = 12 Lecture or Seminar Hours

1.0 Credit Hour = 24 Lab Hours

S/U = Satisfactory/Unsatisfactory

Rounding Scale:

0.0 - 0.29 = 0.0

0.3 - 0.69 = 0.5

0.7 - 1.00 = 1.00

## OMS III and IV

1 month = 8.0 Credit Hours

S/U = Satisfactory/Unsatisfactory

## Clinical Curriculum

The clinical curriculum (OMS-III and OMS-IV years) will consist of mostly hospital and office-based training. All clinical adjunct faculty and clinical preceptors are approved by LMU-DCOM based on credentialing processes. The clinical curricula will reflect the mission of the college through planning and evaluation in the Curriculum Committee and the input, review, and approval of the Dean's Council. Students must follow the policies and procedures outlined in the Clinical Rotations Manual for clinical rotations.

Educational activities consist of an online didactic component and a patient care component. The Office of Clinical Education is composed of an experienced team including the Assistant Dean of Clinical Affairs, Assistant Dean of Clinical Medicine, Director of Clinical Affairs, Director of Clinical Partnerships, Rotations Director, Clinical Affiliations Manager, Clinical Relations Manager, Clinical Relations Coordinator, and Rotation Coordinators to ensure the execution of affiliation agreements with hospital sites, development of educational standards, and assignment of students to rotation sites. Student rotation evaluations, self-assessments, core site evaluations, and site visits ensure that consistent educational objectives are being met at each rotation site.

Core rotation site assignments are determined prior to the end of the OMS-II year through a schedule optimization program ("The Lottery") based on individual student's ranking of each core site. LMU-DCOM will provide assigned core rotations for the students to complete their OMS-III rotations. The student may elect to do Selective and Elective rotations elsewhere if the site/rotation is approved at least sixty (60) days in advance by the Office of Clinical Education. All rotations are in four (4) week blocks unless otherwise specified.

To be eligible to begin OMS-III clinical rotations, students must successfully complete the entire OMS-II curriculum. To be eligible to begin OMS-IV clinical rotations, students must successfully complete all components of the OMS-III curriculum.

Students are required to submit proof of health insurance, urine drug screen, influenza vaccine, and PPD test yearly in their CastleBranch. Additional requirements can be found in the Student Handbook and Clinical Rotations Manual.

Most rotation sites will require proof of COVID vaccination or exemption. Students will upload documentation to E\*Value. Students who are unable to comply with a training site's vaccination requirement(s), due to declining the vaccine or inability to obtain a valid exemption accepted by the training site, may not be able to complete clinical rotations.

## Curriculum Design

Students will complete twenty-one (21) clinical rotations throughout their OMS-III and OMS-IV years. Each clinical rotation is a four-week block, represented as a single (1) course on the student's transcript. The OMS-III year is comprised of eleven (11) four-week rotation blocks.

The OMS-IV year is comprised of ten (10) four-week rotation blocks. Students have one (1) four-week block of independent study in OMS-III year and one (1) four-week block of independent study in OMS-IV year. Didactic activities provided by LMU-DCOM will be completed in addition to and concurrent with clinical experiences and are a required part of the curriculum. Didactic activities assigned by the Core Site and independent preceptors must also be completed by the student.

## Core Rotations

The Core Rotations that must be completed by OMS- III students are Behavioral Medicine, Internal Medicine I, Internal Medicine II, Obstetrics/Gynecology, General Surgery, Pediatrics, Family Medicine/Primary Care I, Family Medicine/Primary Care II, and the Core GME rotation. The OMS- IV Core rotations are Emergency Medicine and Rural/Underserved Outpatient Care. The OMS -IV curriculum is intended to build on the foundational experience provided in the OMS -III year. These experiences are in settings where more demands for independence can be expected of the senior medical student.

## Selective Rotations

There is one Selective rotation during the OMS III year. The Surgical Selective can be fulfilled with one of the surgical subspecialties noted below:

- Cardiothoracic Surgery, Ear, Nose, & Throat, General Surgery, Gynecological Surgery, Neurological Surgery, Ophthalmology, Orthopedic Surgery, Plastic Surgery, Surgical Critical Care, Trauma Surgery, Urology, Vascular Surgery.

## Electives

Elective rotation experiences are meant to offer the opportunity to gain insight and experience into the vast array of medical education experiences particular to each student's interest. It may also be time used in exploring residency training opportunities. Students will have two electives in the OMS-III year. Prior to COVID-19 up to two Elective rotations during the

OMS-IV year may be done outside the United States with prior approval of the Assistant Dean of Clinical Affairs. This can only occur in locations deemed safe by the US Department of State and in accordance with COVID policy guidelines. Students can do no more than six (6) Elective/Selective rotations in the same specialty.

## Clinical Rotation Information

### Report for Rotation

Each rotation is four weeks, beginning on a Monday and ending on a Friday. It is the responsibility of each medical student to be present on the commencement of each rotation. In the event of unavoidable tardiness to or absence from the rotation, it is the responsibility of the medical student to notify the supervising physician and the Office of Clinical Education.

### Training Hours

It is the philosophy of LMU-DCOM that medical students are in a period of training that mimics the practice as demonstrated by the supervising physician. For guidance purposes only, as per national guidelines, the following may be considered:

- A typical workday is usually 12-hours in duration.
- A typical work week should be a minimum of 40 hours and a maximum of 80 hours in duration averaged over a four-week period.
- The maximum duration on-duty should be no longer than 24 hours followed by a minimum of 12 hours off duty.
- Two days out of every 14 days should be provided as a break.

### Student Evaluation (Grades)

At the end of each rotation block, the designated supervising physician or preceptor completes an evaluation of the medical student's performance as it relates to knowledge, skills, and performance. These assessments cover the core competencies, Osteopathic Principles and OMM, Medical Knowledge, Patient Care, Professionalism, Interpersonal and Communications Skills, Practice Based Learning and Improvement, and Systems Based Practice. The final grade is given by LMU-DCOM faculty serving as Rotation directors and is based on the grading components noted in each course syllabus.

Students must successfully pass all grading components to receive a passing grade for the rotation. More information on the specifics of grading for clinical rotations is available in the LMU-DCOM Clinical Rotations Manual.

### Patient Confidentiality

All medical students must complete the Health Information Portability and Accountability Act (HIPAA) training provided by LMU-DCOM. The training notification is provided to all affiliated clinical training facilities.

## Additional Certificates Offered

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### DO/MBA Degree

The Dual Degree MBA Program for LMU-DCOM students is comprised of 30 semester hours of coursework. Twelve credit hours of MBA coursework will be complete during the DO/MBA candidate's first summer within the MBA program. The remaining credit hours can be completed during the student's summers and third and fourth rotation years. The program has been designed to provide the student with excellent career options and practice management and administration skills at the same time they are preparing to become a well-trained osteopathic physician. Completion of the professional MBA degree at the time of pursuing the DO Degree should prepare the dual degree graduate with the knowledge and skills to assume a leadership role more quickly in clinical practice in an outpatient or hospital setting. You can find more information here: <https://www.lmunet.edu/debusk-college-of-osteopathic-medicine/do/academics/domba-program/index>

# Course Descriptions

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## DCOM Clinical

### DOCLIN-801 : Behavioral Health

The rotation is a four-week clinical training experience designed to prepare medical students to promote positive behavior changes necessary for the most effective patient care regardless of the students' ultimate specialty choice. The rotation will invite and encourage self-reflection and challenge basic assumptions about the nature of human behavior. Under the supervision of clinical faculty/preceptors, students will have the opportunity to observe, interview, examine, and manage where appropriate a variety of patients with common neuropsychiatric disorders.

Emphasis is placed on the medical student learning the triage and community integration of treatment models treating the patient in the setting closest to home rather than in the inpatient psychiatric hospital. This rotation will offer the integration of the inpatient psychiatric model with the goal of community treatment and placement for the mentally ill.

**Credits 8.0**

### DOCLIN-802 : Internal Medicine/Hospital Medicine I

This competency-based rotation is designed to introduce the student to Internal Medicine and instill within them the basic abilities of the Internist. The student will learn about the treatment of acute and chronic diseases of Internal Medicine. This 4-week rotation concentrates on the care of the adult patient in the inpatient and outpatient setting. The student will learn to apply clinical knowledge while learning how to function as part of a healthcare team. IM/Hospital Medicine I has a corresponding rotation of IM/Hospital Medicine II. It is recommended that, when possible, IM/Hospital Medicine II be completed in the inpatient setting but at least one of the rotations must be completed in the inpatient setting.

**Credits 8.0**

### DOCLIN-803 : Internal Medicine/Hospital Medicine II

This competency-based rotation is designed to introduce the student to Internal Medicine and instill within them the basic abilities of the Internist. The student will learn about the treatment of acute and chronic diseases of Internal Medicine. The student will add to their fund of knowledge resulting from Internal Medicine/Hospital Medicine I rotation. This 4-week rotation concentrates on the care of the adult patient in the inpatient and outpatient setting. The student will learn to apply clinical knowledge while learning how to function as part of a healthcare team. IM/Hospital Medicine II has a corresponding rotation of IM/Hospital Medicine I. It is recommended that, when possible, IM II be completed in the inpatient setting but at least one of the rotations must be completed in the inpatient setting.

**Credits 8.0**

### DOCLIN-804 : Women's Health

This rotation will provide students with comprehensive knowledge and practical skills in the field of Women's Health. This rotation focuses on developing an understanding of the unique aspects of women's health care including preventative care, reproductive health, gynecological disorders, and common obstetric conditions. Students will have the opportunity to work alongside experienced healthcare professionals in a variety of clinical settings to gain hands-on experience and develop critical thinking skills. Students may also gain experience assisting and/or performing common obstetrical or gynecologic procedures if deemed appropriate based upon the professional judgement of the preceptor.

**Credits 8.0**

### DOCLIN-805 : Surgery

The Third Year Core Rotation in General Surgery consists of a four-week period during which students will actively participate in the evaluation and management of patients with common surgical disorders. Students will actively participate in both the inpatient and outpatient settings. Students are expected to participate in the operating room.

**Credits 8.0**

#### DOCLIN-806 : Pediatrics

The Pediatrics core rotation should expose the student to general pediatric medicine in multiple settings and all age groups including infants, children, and adolescents. Most of the rotation will be in an outpatient setting. Some students will also be exposed to the nursery, NICU and inpatient pediatric setting depending on their preceptor and rotation site.

**Credits 8.0**

#### DOCLIN-807 : Family Medicine/Primary Care I

During the Family Medicine/Primary Care rotation, students will work with a primary care physician where the full range of preventative and acute care of male and female patients of all ages is experienced. The role of preventative healthcare, triage and specialty referral process are included as an essential part of the experience. At least one of the four-week rotations (Family Medicine/Primary Care I and Family Medicine/Primary Care II) must be completed with a family medicine preceptor. The other rotation may be completed in family medicine, outpatient internal medicine or internal medicine/ pediatrics, or geriatrics.

1. Students will observe and participate in ambulatory patient care which includes performing and documenting histories & physicals, routine office visits, urgent care visits, and other ambulatory care activities. It is anticipated that students will interact with all clinic personnel and learn from each about their specific responsibilities.
2. It would also benefit students to observe and participate in hospital-based patient care, which includes performing and documenting care under the supervision of their preceptor.

**Credits 8.0**

#### DOCLIN-808 : Family Medicine/Primary Care II

This rotation will build on the clinical skills obtained during the Family Medicine/Primary Care I rotation. Students will work with a primary care physician where the full range of preventative and acute care of male and female patients of all ages is experienced. The role of preventative healthcare, triage, and specialty referral process are included as an essential part of the experience. At least one of the four-week rotations (Family Medicine/Primary Care I and Family Medicine/Primary Care II) must be completed with a family medicine preceptor. The other rotation may be completed in family medicine, outpatient internal medicine or internal medicine/pediatrics, or geriatrics.

1. Students will observe and participate in ambulatory patient care, which includes performing and documenting histories & physicals, routine office visits, urgent care visits, and other ambulatory care activities. It is anticipated that students will interact with all clinic personnel and learn from each about their specific responsibilities.
2. It would also benefit students to observe and participate in hospital-based patient care, which includes performing and documenting care under the supervision of their preceptor.

**Credits 8.0**

#### DOCLIN-902 : Rural/Underserved Inpatient Care

This four week rotation will take place in a smaller, rural community hospital. During these weeks, the student will be exposed to a wide variety of health problems and participate in care of hospitalized patients under the supervision of hospital staff physicians. The student will be responsible for all facets of hospital care for patients and will be exposed to systems of care, treatments, community services, and public health issues in a rural hospital setting.

**Credits 8.0**

#### DOCLIN-903 : Emergency Medicine

The four-week emergency medicine (EM) rotation is intended to familiarize the fourth-year student with the broad spectrum of emergency medicine, ranging from pre-hospital care to the stabilization, diagnosis and treatment in the emergency department and subsequent patient disposition. The rotation should allow the student to gain an understanding of a systems approach of the practice of medicine as emergency medicine which utilizes all aspects of the health care system to deliver care to patients. In addition, the students should obtain a broad range of clinical and procedural experiences from the various patient encounters. Further, the students should be able to apply their osteopathic skills to participate in the diagnosis and treatment of emergency department patients. Students are required to complete 2 case writeups in a standard SOAP note H&P format (additional details given below) and submit them to Blackboard/Canvas for grading purposes. Students are also required to complete 2 online quizzes for final grade points, and these are found on Blackboard/Canvas menu under the "Learning Unites".

**Credits 8.0**

#### DOCLIN-904 : Rural/Underserved Outpatient

During the 904 Rotation, students will work with a physician in a Rural or Underserved Outpatient Primary Care clinic setting in the United States. There are three realms for the students to encompass on this mandatory fourth-year rotation. First, under the tutelage of the preceptor, the student will gain further clinical exposure to and medical management experience of patients with both acute and chronic conditions in a rural or underserved outpatient setting. A second, but major focus, is understanding how barriers impede the physician's ability to manage the patients' care – appreciating how many barriers exist which impact patients' health, their lives, and ability to acquire healthcare. This rotation revisits the Social Determinants of Health taught in the first year of medical school and challenges the students to apply this knowledge in clinical settings as they seek resources to overcome the barriers. While researching for these solutions, students will have opportunities to be interactive with other office personnel and professionals. Working with clinic patients, the student will focus on the patients' barriers to healthcare, identify applicable ICD 10 Z codes, search for appropriate solutions, and then discuss the resolution, documenting these reports using the case template. The third focus of the rotation directs the student to perform osteopathic structural evaluations on a select number of patients, identify their medical diagnoses with their correct ICD 10 codes, correlate with Chapman's viscerosomatic Reflexes, and document the findings on the OPP log template.

**Credits** 8.0

#### DOCLIN-915 : Medical Selective

**Credits** 8.0

## DCOM Clinical Rotation

#### DOCR-940 : Visiting Student Rotation

**Credits** 8.0

## DCOM Elective

#### DOELEC-825 : Elective

During an elective rotation, students will work with physician in the hospital and/or ambulatory clinic. Students will pre-round, attend rounds, and/or office visits at the discretion of the preceptor. Students will also observe and participate in patient care at the discretion of the preceptor. It is anticipated that students will interact with all clinic personnel and learn from each of them about their specific responsibilities.

**Credits** 8.0

#### DOELEC-826 : Elective

During an elective rotation, students will work with physician in the hospital and/or ambulatory clinic. Students will pre-round, attend rounds, and/or office visits at the discretion of the preceptor. Students will also observe and participate in patient care at the discretion of the preceptor. It is anticipated that students will interact with all clinic personnel and learn from each of them about their specific responsibilities.

**Credits** 8.0

#### DOELEC-924 : Elective

During an elective rotation, students will work with physician in the hospital and/or ambulatory clinic. Students will pre-round, attend rounds, and/or office visits at the discretion of the preceptor. Students will also observe and participate in patient care at the discretion of the preceptor. It is anticipated that students will interact with all clinic personnel and learn from each of them about their specific responsibilities.

**Credits** 8.0



#### DOELEC-925 : Elective

During an elective rotation, students will work with physician in the hospital and/or ambulatory clinic. Students will pre-round, attend rounds, and/or office visits at the discretion of the preceptor. Students will also observe and participate in patient care at the discretion of the preceptor. It is anticipated that students will interact with all clinic personnel and learn from each of them about their specific responsibilities.

**Credits 8.0**

#### DOELEC-926 : Elective

During an elective rotation, students will work with physician in the hospital and/or ambulatory clinic. Students will pre-round, attend rounds, and/or office visits at the discretion of the preceptor. Students will also observe and participate in patient care at the discretion of the preceptor. It is anticipated that students will interact with all clinic personnel and learn from each of them about their specific responsibilities.

**Credits 8.0**

#### DOELEC-927 : Elective

During an elective rotation, students will work with physician in the hospital and/or ambulatory clinic. Students will pre-round, attend rounds, and/or office visits at the discretion of the preceptor. Students will also observe and participate in patient care at the discretion of the preceptor. It is anticipated that students will interact with all clinic personnel and learn from each of them about their specific responsibilities.

**Credits 8.0**

#### DOELEC-928 : Elective

During an elective rotation, students will work with physician in the hospital and/or ambulatory clinic. Students will pre-round, attend rounds, and/or office visits at the discretion of the preceptor. Students will also observe and participate in patient care at the discretion of the preceptor. It is anticipated that students will interact with all clinic personnel and learn from each of them about their specific responsibilities.

**Credits 8.0**

#### DOELEC-929 : Elective

During an elective rotation, students will work with physician in the hospital and/or ambulatory clinic. Students will pre-round, attend rounds, and/or office visits at the discretion of the preceptor. Students will also observe and participate in patient care at the discretion of the preceptor. It is anticipated that students will interact with all clinic personnel and learn from each of them about their specific responsibilities.

**Credits 8.0**

#### DOELEC-930 : Elective

During an elective rotation, students will work with physician in the hospital and/or ambulatory clinic. Students will pre-round, attend rounds, and/or office visits at the discretion of the preceptor. Students will also observe and participate in patient care at the discretion of the preceptor. It is anticipated that students will interact with all clinic personnel and learn from each of them about their specific responsibilities.

**Credits 8.0**

#### DOELEC-931 : Elective

During an elective rotation, students will work with physician in the hospital and/or ambulatory clinic. Students will pre-round, attend rounds, and/or office visits at the discretion of the preceptor. Students will also observe and participate in patient care at the discretion of the preceptor. It is anticipated that students will interact with all clinic personnel and learn from each of them about their specific responsibilities.

**Credits 8.0**

## DCOM Selective

### DOSELE-815 : Medical Selective

Third and fourth year Selective Physician Rotations are at sites designated by the Office of Clinical Education. Each student will be assigned to one physician/physician group to follow and work with faculty throughout their schedule of clinical activity. All physicians will be approved by the College of Osteopathic Medicine's Office of Clinical Education. The Office of Clinical Education will offer a pre-approved set of rotation sites from which students may choose the required Selective Rotations. Site evaluations are collected and reviewed. Selective rotations will include surgical and medical specialties or subspecialties.

**Credits** 8.0

### DOSELE-816 : Surgical Selective

Third and fourth year Selective Physician Rotations are at sites designated by the Office of Clinical Education. Each student will be assigned to one physician/physician group to follow and work with faculty throughout their schedule of clinical activity. All physicians will be approved by the College of Osteopathic Medicine's Office of Clinical Education. The Office of Clinical Education will offer a pre-approved set of rotation sites from which students may choose the required Selective Rotations. Site evaluations are collected and reviewed. Selective rotations will include surgical and medical specialties or subspecialties.

**Credits** 8.0

### DOSELE-817 : Primary Care Selective

**Credits** 8.0

### DOSELE-915 : Medical Selective

**Credits** 8.0

## DO Scholar

### DOSCH-850 : OMS Scholars Program I

**Credits** 12.0

### DOSCH-851 : OMS Scholars Program II

**Credits** 12.0

## Doctor of Osteopathy

### DOSYS-700 : Intro Gross Anatomy

The course is designed for incoming medical, veterinary, and masters students who wish to start learning Gross Anatomy prior to the start of their program. Course material will be presented through small group discussions and time in the LMU-DCOM anatomy lab. There will be a heavy emphasis on the clinical aspects of anatomy so that the student can equate various physical signs and symptoms with anatomical pathology. Students will begin each day at 8:30 a.m. with a test over the previous day's material. Each test is cumulative to encourage long-term mastery of anatomy. There will also be heavy emphasis on the most efficient ways to study anatomy and other related medical disciplines.

**Credits** 6.0

### DOSYS-701 : Medical Gross Anatomy

Medical Gross Anatomy is the study of the body's structure. The course is organized according to the major body regions: back and upper limb; thorax and abdomen; pelvis and lower limb; and head and neck. Laboratory dissections will be utilized throughout the entire course. Supplemental lectures and tutorials will also be given. The student is expected to learn anatomical terminology, three-dimensional and radiological anatomy. Throughout the course students will be challenged to relate the anatomy to solving clinical problems. The latter is an integral part of the anatomy curriculum. Students will be evaluated by a series of four written examinations and four laboratory practical exams.

**Credits** 6.5

### DOSYS-711 : Molecular Fundamentals of Medicine I

The Molecular Fundamentals of Medicine I (MFM I) course is designed to provide each student with an integrated understanding of the basic biochemical, molecular, and cellular principles underlying cell structure and function in health and disease. The course integrates the basic science disciplines of molecular and cellular biology, biochemistry and metabolism, pathology, and medical genetics within the context of their clinical applications to basic biomedical sciences. This course will provide a fundamental scaffold of knowledge in basic biological sciences necessary for completion of subsequent medical school curricula, preparation for the COMLEX and USMLE, and success in independent medical practice.

Students will gain an understanding of (1) human molecular biology and genetics; (2) cellular biology and metabolism (3) cellular, molecular, and metabolic abnormalities resulting in pathological conditions and disease; and (4) the molecular basis for clinical diagnosis and therapy.

**Credits** 6.5

### DOSYS-712 : Molecular Fundamentals of Medicine II

MFM II focuses on the function of the human immune system and the infectious diseases that afflict humans. The immunology module explains how our body uses normal microbiota and various components of the immune system for self-regulation, self-healing, and health preservation to protect us from infection and disease. The microbiology content is delivered in a "bug parade" manner to study the characteristics, disease presentation and pathology caused by individual microorganisms allowing students to determine diagnosis and treatments of infectious diseases. It is an integrated course introducing the student who may be unfamiliar with microbiology to foundations of bacteriology, virology, parasitology, and mycology.

**Credits** 7.0

### DOSYS-714 : Medical Histology

Medical Histology is designed to give students a foundation in the basic structural and functional organization of cells and tissues in the human body. The course focuses on histologic study of basic tissue types and the microscopic anatomy of major organs and organ systems. The understanding of the normal histology presented in this course is critical for the student's ability to: (1) envision the cellular/tissue structures associated with the biochemical and physiological processes explained in other courses, and (2) identify and comprehend the histopathology presented in the second-year systems courses

**Credits** 4.0

### DOSYS-715 : Medical Neuroanatomy

This course provides a thorough survey of the central, peripheral, and autonomic nervous systems. The basic science components will include embryologic neural development, neuroanatomy, neurophysiology.

**Credits** 3.5

### DOSYS-716 : Medical Physiology

This course is a comprehensive study of normal human physiology organized by system, with an emphasis on integration and control, and the osteopathic principles based on the body's innate capacity for regulation and healing. Students are also introduced to failures of the regulatory systems, due either to internal or external pathology. The major class activities are lectures.

**Credits** 6.0

### DOSYS-717 : Medical Basic Pharmacology

The course is designed to build a foundation of pharmacologic knowledge. Drug modes of action and physiologic effects that stem from drug actions are introduced systematically by pharmacologic class with emphasis placed upon prototypical and commonly used members from each pharmacologic class.

**Credits** 3.5

### DOSYS-720 : Clinical Neuroscience

This course will provide a thorough survey of clinically relevant neurological pathology, epidemiology, and clinical presentation. Treatment strategies for common neurological diseases will be introduced. A concentration will be maintained on those neurological illnesses commonly seen in primary care settings. Collecting basic clinical data, integrating a comprehensive neurological exam, and developing familiarity with terminology common to the practice of neurology will be highlighted.

**Credits** 2.5

### DOSYS-722 : Behavioral Medicine

This course will provide a thorough review of clinically relevant topics in psychiatry to better prepare students to evaluate and treat mental illness. A concentration on psychiatric issues seen in primary care settings will be maintained. Behavioral medicine will emphasize epidemiology, diagnosis, medication and psychotherapeutic management, as well as the physician's role in promoting behavioral change. The psychiatric diagnostic interview and DSM 5 criteria will be reviewed and applied. This course prepares students for their clinical core rotation in psychiatry as third year students and for their eventual practice of medicine regardless of chosen specialty.

**Credits** 2.5

### DOSYS-724 : Musculoskeletal

This course provides the student with an interdisciplinary approach to the primary care focused evaluation and treatment of conditions involving the neuromusculoskeletal system. Foundations of anatomy and biomechanics, physiology, pharmacology, and pathology are included to enhance the understanding of fundamental clinical concepts. Basic science and aspects of clinical neuromusculoskeletal medicine are considered with emphasis upon osteopathic medical practice; familiarity with previous coursework will be assumed and expected. Topics in the areas of orthopedic surgery, sports medicine, radiology, rheumatology, physical medicine and rehabilitation, and pain management are included in the course. Methods of examining the neuromusculoskeletal system will be addressed in conjunction with the Essentials of Patient Care when possible.

**Credits** 4.0

### DOSYS-731 : Osteopathic Principles & Practice I

This course serves as the foundation of the OPP courses. Diagnosis of somatic dysfunction as well as the application of osteopathic principles are introduced and explored. This will occur in both the didactic and skills laboratory settings. OPP I will facilitate understanding of scientific mechanisms, diagnosis, integration and application of osteopathic manipulative treatment as part of a comprehensive approach to patient care.

**Credits** 2.0

### DOSYS-732 : Osteopathic Principles & Practices II

This course builds on the foundations of manipulative medicine taught in the previous course. Diagnosis of somatic dysfunction and application of osteopathic manipulative treatment will continue to be applied to regions of the body in both a didactic and skills laboratory setting. Students will learn how to apply Osteopathic manipulative techniques to various body regions as we begin to integrate major concepts.

**Credits** 2.0

### DOSYS-733 : Osteopathic Principles & Practices III

This course is a continuation of OPP II. This course will primarily focus on the diagnosis and treatment of somatic dysfunction within the upper and lower extremities. Students will learn more about the Osteopathic prescription as well as exercise prescription. Some integration of other systems will be included, as well.

**Credits** 2.0

#### DOSYS-734 : Osteopathic Principles & Practices IV

This course is a continuation of OPP III and provides students with a contextual framework for understanding the scientific mechanisms, diagnosis, integration and application of Osteopathic manipulative treatment as part of holistic, comprehensive care for patients with presentations considered in the concurrent systems course(s). This course includes both a didactic and skills component.

**Credits** 2.0

#### DOSYS-741 : Essentials of Patient Care I

An adequate history and physical examination are fundamental to the clinical diagnosis and treatment of medical conditions. To that end, this course will teach the student how to perform a medical history and thorough physical examination and accurately record the findings.

The Essentials of Patient Care (EPC) curriculum consists of four semester-long courses. During EPC I & II, basic history and physical examination skills are taught from an organ systems-based approach. This is accomplished through a multifaceted approach of didactic instruction, hands-on experiential instruction and standardized patient encounters. Additionally, the student is introduced to features of common pathologic conditions associated with these systems in order to bring relevance to early clinical learning. Throughout these two semesters and the following two, emphasis is placed on the patient-centered approach to clinical medicine.

The specific subject matter of this course is as follows:

- Essentials of Patient Care I - [Obtaining and recording a patient history using patient-centered communication techniques, general survey, vital signs, skin, hair, nails, HENT, neck, eye and pulmonary exam.](#)

**Credits** 2.0

#### DOSYS-742 : Essentials of Patient Care II

An adequate history and physical examination is fundamental to the clinical diagnosis and treatment of medical conditions. To that end, this course will teach the student how to perform a medical history and thorough physical examination and accurately record the findings.

The Essentials of Patient Care (EPC) curriculum consists of four semester-long courses. During EPC I & II, basic history and physical examination skills are taught from an organ systems-based approach. This is accomplished through a multifaceted approach of didactic instruction, hands-on experiential instruction and standardized patient encounters. Additionally, the student is introduced to features of common pathologic conditions associated with these systems in order to bring relevance to early clinical learning. Throughout these two semesters and the following two, emphasis is placed on the patient-centered approach to clinical medicine.

The specific subject matter of this course is as follows:

- Essentials of Patient Care II - Cardiac, abdominal, lymphatic, neurologic and musculoskeletal exams. Incorporating exams head to toe. Case presentations.

**Credits** 2.0

#### DOSYS-743 : Essentials of Patient Care III

During EPC III and IV, the organ systems are revisited in conjunction with the system being covered in the basic science curriculum. The same teaching modalities employed in the first year are repeated here. During these two semesters, history-taking and physical examination skills are enhanced through the introduction of more advanced technique incorporating the students' developing recognition of pathologic findings. The students will learn basic clinical skills in preparation for their clinical rotations.

The specific subject matter of this course is as follows:

- Essentials of Patient Care III - [Advanced interpersonal skills, advanced musculoskeletal, neurologic, cardiovascular and pulmonary exams](#)

**Credits** 3.5

### DOSYS-744 : Essentials of Patient Care IV

During EPC III and IV, the organ systems are revisited in conjunction with the system being covered in the basic science curriculum. The same teaching modalities employed in the first year are repeated here. During these two semesters, history-taking and physical examination skills are enhanced through the introduction of more advanced technique incorporating the students' developing recognition of pathologic findings. The students will learn basic clinical skills in preparation for their clinical rotations.

The specific subject matter of this course is as follows:

- Essentials of Patient Care IV - Advanced interpersonal skills, advanced HEENT, abdominal exams. Male and female genitourinary exam.

**Credits** 3.0

### DOSYS-751 : Hematology & Lymph

This course provides the medical student with an interdisciplinary, integrated approach to the basic science and clinical medicine framework for understanding the fundamentals of the hematopoietic and lymphatic systems. The course will introduce students to biochemical, genetic, pathologic, pharmacologic and immunologic considerations as the basis for an approach to the pathophysiology, clinical evaluation and treatment of hematologic disease. Topics include anemia, hemoglobinopathies, benign white blood cell disorders, primary immunodeficiency disorders, hematopoietic neoplasms, hemostasis disorders, platelet disorders, lymphedema, select infectious disease considerations, along with other specialized topics. Familiarity with previously completed coursework in medical school will be assumed.

**Credits** 3.0

### DOSYS-755 : Renal

The purpose of this course is to present relevant clinical information of the pathophysiology and diagnosis and treatment of renal diseases to allow the student to develop an in-depth knowledge of the structures and functions of the human renal system and how they are altered by various specific renal and systemic disease processes. This second-year renal course will build on and augment what the student has already learned in the various first year courses and will develop a more comprehensive understanding of the structure and function of the renal system in health and illness and how it is evaluated. This course will also introduce and reinforce for the student the systemic manifestations of renal disease impacting other organ systems and how pathophysiological processes in other organ systems impact renal function. The course will also provide an introduction to the understanding of the alterations of the pharmacology of various medications as a result of the presence of renal disease.

**Credits** 2.5

### DOSYS-757 : Respiratory

The Respiratory Course is designed to instruct students about the pathologic conditions of the Respiratory system. The course is organized by disease types and has the pathophysiology early and integrated throughout the course. The course instructs students about the diagnostic and therapeutic tools used to evaluate and manage patients with pathology of the respiratory system. Numerous disciplines such as anatomy, microbiology, and pharmacology are used to instruct the students about the evaluation and treatment of the pathology of the respiratory system. Familiarity with previous coursework will be assumed and expected. The greater design of the course is to teach the osteopathic student how to diagnose and treat problems originating from or related to the respiratory system. Methods of examining the respiratory system will be addressed in conjunction with the Essentials of Patient Care when possible.

**Credits** 3.0

### DOSYS-760 : Endocrine

This course applies the physiologic principles of hormone production and function to pathologic processes of endocrine disorders. It also explores metabolic dysfunction, including the pathophysiology of type 2 diabetes and other obesity related conditions. Clinical manifestations, diagnosis, and treatment of common adult and selected pediatric endocrine disorders are covered. Emphasis is placed on understanding the interplay of endocrine regulatory mechanisms as they relate to appropriate treatment of endocrine dysfunction.

**Credits** 3.0

#### DOSYS-762 : Reproductive/GU

This course will familiarize the student with the female and male reproductive system. The basic science and clinical information regarding the normal structure and function of the genitourinary system, the pathophysiology of genitourinary system disorders, and the clinical characteristics and epidemiology of these disorders. Students will receive an introduction to clinical obstetrics and gynecology including basic management principles and introduces principles of clinical diagnosis and management of genitourinary disorders.

**Credits** 4.5

#### DOSYS-764 : Gastrointestinal

This course tasks the student with applying basic principles of histology, embryology, anatomy, genetics, microbiology, physiology, pharmacology and pathology in order to diagnosis and initially manage gastrointestinal diseases in the adult and pediatric population. Basic concepts of nutrition will also be covered in this system.

**Credits** 3.0

#### DOSYS-768 : Integument

This course explores the anatomy of the skin, pathologies of the skin and the pharmacology of dermatologic drugs. Clinical manifestations of skin disorders of various ages are presented in lecture format categorized by classification of lesions and/or diseases. Treatment explanations, including OMM, are incorporated in the course lectures.

**Credits** 2.0

#### DOSYS-781 : Foundations of Modern Hlthcare I

This course will introduce students to the structure and function of the healthcare system. The course will also lay the groundwork in establishing the student as a lifelong learner who will uphold the professional and ethical standards of the osteopathic physician.

**Credits** 2.5

#### DOSYS-782 : Foundations of Modern Healthcare II

This course will introduce students to the structure and function of the healthcare system. It is comprised of two modules covering specific topics as part of a series using material outlined in the NBOME Blueprint as competencies required for generalist physicians to deliver safe and effective osteopathic medical care.

##### Module 3: PUBLIC HEALTH/HEALTH POLICY/EPIDEMIOLOGY

This module will introduce students to Public Health, Health Policy, and Epidemiology. In this module students will develop an understanding of a physician's role in public health and how to use public health in practice. Students will be taught fundamental concepts of public health, epidemiology, and disaster preparedness that will be used in practice.

##### Module 4: VULNERABLE POPULATIONS/CULTURAL COMPETENCY

This module will introduce students to Vulnerable Populations and Cultural Competency. In this module students will develop an understanding of vulnerable populations as well as social inequalities, how these affect health outcomes, and the physician's roles and responsibilities in these patients' care. Students will also be introduced to cultural competency in health care and the importance of demonstrating respect, minimizing potential barriers, and integrating culture into the practice of medicine.

**Credits** 2.5

### DOSYS-783 : Foundations of Modern Healthcare III

This course will address several components of the healthcare system. It is comprised of two modules covering specific topics, intended to complete the series of material outlined in the NBOME Blueprint as competencies required for generalist physicians to deliver safe and effective osteopathic medical care.

#### Module 5: BIOSTATISTICS & RESEARCH METHODS

This module will introduce students to Biostatistics and Research Methods. In this module students will learn common research designs and biostatistical concepts to help determine clinical significance of research evidence. Additionally, students will develop the skills to evaluate the relevance and validity of research and interpret literature for evidence-based patient care.

#### Module 6: PERSONAL & PRESCRIPTIVE HEALTH CARE

This module will introduce students to Personal and Prescriptive Health Care. In this module students will identify strategies for personal self-care as well as identify their patient's capacity for self-care. Students will learn how to provide for their personal care by applying principles of wellness and disease prevention in their personal and professional life. Students will also learn to deal with patients and how to recommend similar strategies of wellness and disease prevention for future patients.

**Credits** 2.5

### DOSYS-799 : Elective Credit