

OSTEOPATHIC MEDICINE (DO)

DO 100 — Cellular and Biochemical Foundations of Medicine

Cellular and Biochemical Foundations of Medicine is a 13 week course that presents to first year medical learners the foundational components of cellular processes and biochemical pathways that are vital to understanding and treating disease. During this course, core concepts presented include cell regulation, biochemical processes, histology, nutrition, metabolism, genetics, and development.

6 credits

In-Person

DO 101 — Infection and Immunity

Infection and Immunity is a 13 week course that presents to first year medical learners the foundational components of the immune system and the subsequent interactions with the various microbes that are essential to both preventing and treating human disease. During this course, topics presented include bacterial infection, fungal infections, viral infections, parasitic infections, zoonotic infections, inflammation, the normal immune response to microbial infection, autoimmune conditions, and immunodeficiency.

6 credits

In-Person

DO 104 — Foundations of Cardiovascular and Pulmonary Medicine

Foundations of Cardiovascular and Pulmonary Medicine is a 3 week course that presents to first year medical learners the opportunity to gain an understanding of the essential components of the cardiovascular and pulmonary systems, especially as it relates to normal structure and function. This information is vital to building the foundation to further understand how pathologic disease can then alter these same processes. During this course, learners will be presented with the anatomy, physiology, histology, development, and embryology relevant to the cardiovascular and pulmonary systems.

3.5 credits

In-Person

DO 105 — Foundations of Renal, Endocrine, and Gastrointestinal Medicine

Foundations of Renal/Endocrine/Gastrointestinal Medicine is a 5 week course that presents to first year medical learners the opportunity to gain an understanding of the essential components of the renal, endocrine, and gastrointestinal systems, especially as they relate to normal structure and function. This information is vital to building the foundation to further understand how pathologic disease can then alter these same processes. During this course, learners will be presented with the anatomy, physiology, histology, development, and embryology relevant to the renal, endocrine, and gastrointestinal systems.

3.5 credits

In-Person

DO 106 — Foundations of Research

Foundations of Research is a 13 week course that presents to first year medical learners the opportunity to gain an understanding of the essential components of research, and the ability to apply them to both future research endeavors and their clinical practice. During this course, learners will be exposed to a variety of topics ranging from research design and methodologies, statistical methods, data analysis, literature navigation, and source evaluation.

1 credits

In-Person

DO 107 — Foundations of Reproductive and Genitourinary Medicine

Foundations of Reproductive and Genitourinary Medicine is a 2 week course that presents to first year medical learners the opportunity to gain an understanding of the essential components of the reproductive and genitourinary systems, especially as they relate to normal structure and function. This information is vital to building the foundation to further understand how pathologic disease can then alter these same processes. During this course, learners will be presented with the anatomy, physiology, histology, development, and embryology relevant to the reproductive and genitourinary systems.

2 credits

In-Person

DO 108 — Head, Eyes, Ears, Nose, and Throat and Neuroscience

HEENT and Neuroscience I is a 5 week course that presents to first year medical learners the opportunity to gain an understanding of the essential components of the HEENT system and its relation to neuroscience, especially as they relate to normal structure and function. This information is vital to building the foundation to further understand how pathologic disease can then alter these same processes. During this course, learners will be presented with the anatomy, physiology, histology, development, and embryology relevant to the HEENT and nervous systems.

4 credits

In-Person

DO 109 — Introduction to Human Disease and Therapeutics

Introduction to Human Disease and Therapeutics is a 6 week course that presents to first year medical learners the opportunity to gain an understanding of how pathological processes can alter normal system functions, as well as the pharmacologic principles governing the effects of drugs used by physicians to treat disease. During this course, learners will be exposed to a variety of topics including cellular injury, cellular repair, inflammation, cellular dysplasia, neoplasia, and a brief introduction to the pathophysiology of the various systems. Additional topics covered include pharmacokinetics, pharmacodynamics, and the pharmacology of select drug classes.

5.5 credits

In-Person

DO 112 — Foundations of Physiology and the Musculoskeletal System

Foundations of Physiology and the Musculoskeletal System is a course that presents to first year medical learners the opportunity to gain an understanding of the essential components of the musculoskeletal system, especially as it relates to normal structure and function, while emphasizing the essential components of medical physiology that allow the human body to function and maintain homeostasis. This information is vital to building the foundation to further understand how pathologic disease can then alter these same processes and how some can be treated with osteopathic manipulative medicine. During this course, learners will be presented with the anatomy, histology, development, and embryology relevant to the musculoskeletal system and integument. Likewise, other core concepts presented in this course include homeostasis, nerve conduction, muscle contraction, thermoregulation, and the autonomic nervous system.

4 credits

In-Person

DO 114A — Medical Humanities and Wellness I

The goals of this course are to foster students' development into humanistic and socially-conscious physicians through reflective opportunities and engagement in experiences that foster an increased understanding of unique patient perspectives, issues of intersectionality and cultural humility, along with the role of social justice in medicine. This course also includes an introduction to Wellness and Lifestyle Medicine to provide the student with a foundation for both self-care and patient-care strategies. Content is delivered by lectures, videos, interactive workshops and required readings. Sessions may be held in-person or live-synchronous delivery will take place. Students will also participate in reflective humanities-related experiences within the larger community that may include art, dance, film, theatre, music and mentorship. These community experiences may be held on or off-campus or virtually, as assigned.

1 credits

In-Person

DO 114B — Medical Humanities and Wellness II

The goals of this course are to foster students' development into humanistic and socially-conscious physicians through reflective opportunities and engagement in experiences that foster an increased understanding of unique patient perspectives, issues of intersectionality and cultural humility, along with the role of social justice in medicine. This course also includes an introduction to Wellness and Lifestyle Medicine to provide the student with a foundation for both self-care and patient-care strategies. Content is delivered by lectures, videos, interactive workshops and required readings. Sessions may be held in-person or live-synchronous delivery will take place. Students will also participate in reflective humanities-related experiences within the larger community that may include art, dance, film, theatre, music and mentorship. These community experiences may be held on or off-campus or virtually, as assigned.

.5 credits

In-Person

DO 114C — Medical Humanities and Wellness III

The goals of this course are to foster students' development into humanistic and socially-conscious physicians through reflective opportunities and engagement in experiences that foster an increased understanding of unique patient perspectives, issues of intersectionality and cultural humility, along with the role of social justice in medicine. This course also includes an introduction to Wellness and Lifestyle Medicine to provide the student with a foundation for both self-care and patient-care strategies. Content is delivered by lectures, videos, interactive workshops and required readings. Sessions may be held in-person or live-synchronous delivery will take place. Students will also participate in reflective humanities-related experiences within the larger community that may include art, dance, film, theatre, music and mentorship. These community experiences may be held on or off-campus or virtually, as assigned.

.5 credits

In-Person

DO 139A — Osteopathic Principles and Practice I

(Part 1) This course introduces concepts and philosophy of osteopathic medicine; fundamentals in the art of clinical patient observation, palpation and evaluation; surface anatomical landmarks identified as foundation for future coursework in manual medicine as well as for primary care skills; physiologic motions of spine; clinical evaluation skills in active and passive motion; regional and intersegmental motion testing. Somatic dysfunction is defined. Common musculoskeletal patient complaints, their osteopathic diagnosis and management are discussed. Therapeutic skills are developed of soft-tissue, myofascial release and counter strain osteopathic manipulative treatments (OMT); differentiating the basis for myofascial techniques and reflex-oriented techniques; physiologic motion of the thoracic spine and rib cage as well as the biomechanical actions of the respiratory muscles; thoracic and costal somatic dysfunction clinical cases; scoliosis defined, osteopathic management of various scoliosis types; regional muscle energy and HVLA; introduction to viscerosomatic, somatic-visceral, somatic-somatic, and psychosomatic reflexes and their relevance to health and disease; pain and referred pain implications and management.

1.5 credits

In-Person

DO 139B — Osteopathic Principles and Practice II

(Part 2) This course introduces concepts and philosophy of osteopathic medicine; fundamentals in the art of clinical patient observation, palpation and evaluation; surface anatomical landmarks identified as foundation for future coursework in manual medicine as well as for primary care skills; physiologic motions of spine; clinical evaluation skills in active and passive motion; regional and intersegmental motion testing. Somatic dysfunction is defined. Common musculoskeletal patient complaints, their osteopathic diagnosis and management are discussed. Therapeutic skills are developed of soft-tissue, myofascial release and counter strain osteopathic manipulative treatments (OMT); differentiating the basis for myofascial techniques and reflex-oriented techniques; physiologic motion of the thoracic spine and rib cage as well as the biomechanical actions of the respiratory muscles; thoracic and costal somatic dysfunction clinical cases; scoliosis defined, osteopathic management of various scoliosis types; regional muscle energy and HVLA; introduction to viscerosomatic, somatic-visceral, somatic-somatic, and psychosomatic reflexes and their relevance to health and disease; pain and referred pain implications and management.

2 credits

In-Person

DO 139C — Osteopathic Principles and Practice III

(Part 3) This course introduces concepts and philosophy of osteopathic medicine; fundamentals in the art of clinical patient observation, palpation and evaluation; surface anatomical landmarks identified as foundation for future coursework in manual medicine as well as for primary care skills; physiologic motions of spine; clinical evaluation skills in active and passive motion; regional and intersegmental motion testing. Somatic dysfunction is defined. Common musculoskeletal patient complaints, their osteopathic diagnosis and management are discussed. Therapeutic skills are developed of soft-tissue, myofascial release and counter strain osteopathic manipulative treatments (OMT); differentiating the basis for myofascial techniques and reflex-oriented techniques; physiologic motion of the thoracic spine and rib cage as well as the biomechanical actions of the respiratory muscles; thoracic and costal somatic dysfunction clinical cases; scoliosis defined, osteopathic management of various scoliosis types; regional muscle energy and HVLA; introduction to viscero-somatic, somatic-visceral, somatic-somatic, and psychosomatic reflexes and their relevance to health and disease; pain and referred pain implications and management.

2 credits

In-Person

DO 140A — Primary Care Skills I

(Part 1) The Primary Care Skills I, II, and III course develops knowledge, attitudes, and skills in osteopathic medical students to competently communicate with patients, understand the patient experience, obtain an accurate history, perform a physical examination, and properly document the medical record. Didactic lectures, skills labs, online modules, standardized patient sessions, and a shadowing experience in an ambulatory center are the methods used to teach and evaluate the student competencies.

.5 credits

In-Person

DO 140B — Primary Care Skills II

(Part 2) The Primary Care Skills I, II, and III course develops knowledge, attitudes, and skills in osteopathic medical students to competently communicate with patients, understand the patient experience, obtain an accurate history, perform a physical examination, and properly document the medical record. Didactic lectures, skills labs, online modules, standardized patient sessions, and a shadowing experience in an ambulatory center are the methods used to teach and evaluate the student competencies.

1 credits

In-Person

DO 140C — Primary Care Skills III

(Part 3) The Primary Care Skills I, II, and III course develops knowledge, attitudes, and skills in osteopathic medical students to competently communicate with patients, understand the patient experience, obtain an accurate history, perform a physical examination, and properly document the medical record. Didactic lectures, skills labs, online modules, standardized patient sessions, and a shadowing experience in an ambulatory center are the methods used to teach and evaluate the student competencies.

1 credits

In-Person

DO 144A — Clinical Reasoning in Basic Science IA

Clinical Reasoning in Basic Science I is a yearlong longitudinal course that presents medical learners the opportunity to gain a better understanding of the interplay and integration of foundational science material and how to apply it to clinical medicine. Through various active learning modules, learners will develop the critical thought processes that are vital to clinical reasoning and selection of disease treatments, by fostering and applying their understanding of foundational science that is the underpinning of these processes.

.5 credits

In-Person

DO 144B — Clinical Reasoning in Basic Science IB

Clinical Reasoning in Basic Science I is a yearlong longitudinal course that presents medical learners the opportunity to gain a better understanding of the interplay and integration of foundational science material and how to apply it to clinical medicine. Through various active learning modules, learners will develop the critical thought processes that are vital to clinical reasoning and selection of disease treatments, by fostering and applying their understanding of foundational science that is the underpinning of these processes.

1 credits

In-Person

DO 144C — Clinical Reasoning in Basic Science IC

Clinical Reasoning in Basic Science I is a yearlong longitudinal course that presents medical learners the opportunity to gain a better understanding of the interplay and integration of foundational science material and how to apply it to clinical medicine. Through various active learning modules, learners will develop the critical thought processes that are vital to clinical reasoning and selection of disease treatments, by fostering and applying their understanding of foundational science that is the underpinning of these processes.

1 credits

In-Person

DO 190E — Culinary Medicine

.5-1 credits

In-Person

DO 208 — Intermediate Medical Spanish

1 credits

In-Person

DO 215 — Clinical Approach to Psychiatry

The Clinical Approach to Psychiatry course presents to second year osteopathic medical students a multidisciplinary approach to psychiatry. Evaluation of the psychiatrically ill patient and principles of psychiatric diagnosis are presented. The neurobiological basis of psychiatric disease and its treatment is discussed. Topics presented include neuropharmacology, mood disorders, psychosis, substance abuse disorders, and other major psychiatric disorders, with integration of emergency medicine, pediatric medicine, and geriatric medicine when applicable.

2.5 credits

In-Person

DO 217 — Addiction Medicine

1 credits

In-Person

DO 218 — Clinical Approach to Gastroenterology

The Clinical Approach to Gastroenterology course presents to second year osteopathic medical students a multidisciplinary approach to disease states affecting the gastrointestinal tract. The primary focus of the course is the underlying pathophysiology and pathologies of inflammatory, infectious, neoplastic, developmental or traumatic diseases affecting these organs and the differential diagnosis of each. The microbiology of common pathogens affecting this system is presented. The role of medical imaging and other diagnostic tests in diagnosis and management is introduced. The pharmacology of drugs used to treat these disorders focuses on mechanism of action, rationale for usage, indications, contraindications and adverse effect profile. Specific clinical management of common gastroenterological disease presentations is presented, with integration of emergency medicine, pediatric medicine, geriatric medicine, and surgical intervention when applicable.

3.5 credits

In-Person

DO 226 — Clinical Approach to Hematology and Oncology

The Clinical Approach to Hematology and Oncology course presents to second year osteopathic medical students a multidisciplinary approach to disease states associated with hematology and oncology. The primary focus of the course is the pathophysiology and pathologies underlying disorders such as anemias, lymphomas, leukemias, and blood dyscrasias. The pharmacology of drugs used to treat these disorders focuses on mechanism of action, rationale for usage, indications, contraindications and adverse effect profile. Specific clinical management of common hematological and oncological disease presentations is presented, with integration of pediatric medicine and geriatric medicine, when applicable.

2 credits

In-Person

DO 228 — Clinical Approach to Cardiovascular and Renal Medicine

The Clinical Approach to Cardiovascular and Renal Medicine course presents to second year osteopathic medical students a multidisciplinary approach to disease states affecting the cardiovascular and renal systems. The primary focus of the course is the underlying pathophysiology and pathologies of inflammatory, infectious, neoplastic, developmental or traumatic diseases affecting these organs, and the differential diagnosis of each, including the crossover issues between these systems. The microbiology of common pathogens affecting these systems is presented. The role of medical imaging and other diagnostic tests in diagnosis and management is introduced. The pharmacology of drugs used to treat these disorders focuses on mechanism of action, rationale for usage, indications, contraindications and adverse effect profile. Specific clinical management of common cardiovascular and renal disease presentations is presented, with integration of emergency medicine, pediatric medicine, geriatric medicine, and surgical intervention when applicable.

5.5 credits

In-Person

DO 229 — Clinical Approach to Pulmonary Medicine

The Clinical Approach to Pulmonary Medicine course presents to second year osteopathic medical students a multidisciplinary approach to disease states affecting the respiratory system. The primary focus of the course is the underlying pathophysiology and pathologies of inflammatory, infectious, neoplastic, developmental or traumatic diseases affecting this organ system and the differential diagnosis of each. The role of medical imaging and other diagnostic tests in diagnosis and management is introduced. The microbiology of common respiratory pathogens is presented. The pharmacology of drugs used to treat these disorders focuses on mechanism of action, rationale for usage, indications, contraindications and adverse effect profile. Specific clinical management of common respiratory disease presentations is presented, with integration of emergency medicine, pediatric medicine, geriatric medicine, and surgical intervention when applicable.

3.5 credits

In-Person

DO 230 — Clinical Approach to Neuroscience and Neurology

The Clinical Approach to Neuroscience and Neurology course presents to second year osteopathic medical students a multidisciplinary approach to disease states affecting the nervous system, including the eye. The primary focus of the course is the underlying pathophysiology and pathologies of inflammatory, infectious, neoplastic, degenerative, developmental or traumatic diseases affecting these organs and the differential diagnosis of each. The role of medical imaging and other diagnostic tests in diagnosis and management is introduced. The microbiology of common pathogens affecting this system is presented. The pharmacology of drugs used to treat these disorders focuses on mechanism of action, rationale for usage, indications, contraindications and adverse effect profile. Specific clinical management of common neurological disease presentations is presented, with integration of emergency medicine, pediatric medicine, geriatric medicine, and surgical intervention when applicable.

5 credits

In-Person

DO 239A — Osteopathic Principles and Practice IV

The Osteopathic Principles and Practice (OPP) IV, V, and VI courses for 2022-2023 teach an osteopathic manipulative medical approach (including diagnosis of somatic dysfunction and treatment with OMT) related to the following topics and areas: Osteopathic cranial manipulative medicine Temporomandibular joint disorder Pediatrics, obstetrics, gynecology, surgery, and physical medicine and rehabilitation Ear, nose and throat Innominate and sacral mechanics Costal mechanics Functional anatomy of the pelvis Leg length discrepancy Low back pain GI, renal, urinary tract, and reproductive systems Hip, knee, ankle, foot, shoulder, elbow, and wrist areas Types of OMT taught include: muscle energy, HVLA, counterstrain, cranial osteopathic manipulative medicine, balanced ligamentous tension, ligamentous articular release, facilitated positional release, and Still Technique, related to the head, spine, pelvis, and extremities.

1 credits

In-Person

DO 239B — Osteopathic Principles and Practice V

The Osteopathic Principles and Practice (OPP) IV, V, and VI courses for 2022-2023 teach an osteopathic manipulative medical approach (including diagnosis of somatic dysfunction and treatment with OMT) related to the following topics and areas: Osteopathic cranial manipulative medicine Temporomandibular joint disorder Pediatrics, obstetrics, gynecology, surgery, and physical medicine and rehabilitation Ear, nose and throat Innominate and sacral mechanics Costal mechanics Functional anatomy of the pelvis Leg length discrepancy Low back pain GI, renal, urinary tract, and reproductive systems Hip, knee, ankle, foot, shoulder, elbow, and wrist areas Types of OMT taught include: muscle energy, HVLA, counterstrain, cranial osteopathic manipulative medicine, balanced ligamentous tension, ligamentous articular release, facilitated positional release, and Still Technique, related to the head, spine, pelvis, and extremities.

1.5 credits

In-Person

DO 239C — Osteopathic Principles and Practice VI

The Osteopathic Principles and Practice (OPP) IV, V, and VI courses for 2022-2023 teach an osteopathic manipulative medical approach (including diagnosis of somatic dysfunction and treatment with OMT) related to the following topics and areas: Osteopathic cranial manipulative medicine Temporomandibular joint disorder Pediatrics, obstetrics, gynecology, surgery, and physical medicine and rehabilitation Ear, nose and throat Innominate and sacral mechanics Costal mechanics Functional anatomy of the pelvis Leg length discrepancy Low back pain GI, renal, urinary tract, and reproductive systems Hip, knee, ankle, foot, shoulder, elbow, and wrist areas Types of OMT taught include: muscle energy, HVLA, counterstrain, cranial osteopathic manipulative medicine, balanced ligamentous tension, ligamentous articular release, facilitated positional release, and Still Technique, related to the head, spine, pelvis, and extremities.

2 credits

In-Person

DO 240A — Primary Care Skills IV

The Primary Care Skills IV, V, and VI course develops knowledge, attitudes, and skills in osteopathic medical students to competently communicate with patients and other medical professionals, utilize the concepts of patient and family- centered care, obtain a comprehensive and focused patient history and physical, document the medical record, prioritize the differential diagnosis, train in oral presentation of the clinical encounter, facilitate patient transitions, and develop other various clinical skills necessary to the aspiring physician. Didactic lectures, skills labs, online modules, standardized patient sessions, clinical case active learning sessions, and other simulation modalities are the methods used to teach and evaluate the student competencies.

1 credits

In-Person

DO 240B — Primary Care Skills V

The Primary Care Skills IV, V, and VI course develops knowledge, attitudes, and skills in osteopathic medical students to competently communicate with patients and other medical professionals, utilize the concepts of patient and family- centered care, obtain a comprehensive and focused patient history and physical, document the medical record, prioritize the differential diagnosis, train in oral presentation of the clinical encounter, facilitate patient transitions, and develop other various clinical skills necessary to the aspiring physician. Didactic lectures, skills labs, online modules, standardized patient sessions, clinical case active learning sessions, and other simulation modalities are the methods used to teach and evaluate the student competencies.

1.5 credits

In-Person

DO 240C — Primary Care Skills VI

The Primary Care Skills IV, V, and VI course develops knowledge, attitudes, and skills in osteopathic medical students to competently communicate with patients and other medical professionals, utilize the concepts of patient and family- centered care, obtain a comprehensive and focused patient history and physical, document the medical record, prioritize the differential diagnosis, train in oral presentation of the clinical encounter, facilitate patient transitions, and develop other various clinical skills necessary to the aspiring physician. Didactic lectures, skills labs, online modules, standardized patient sessions, clinical case active learning sessions, and other simulation modalities are the methods used to teach and evaluate the student competencies.

2 credits

In-Person

DO 243A — Comprehensive Basic Science Review and Synthesis IA

The purpose of the CBSRS course is to assist students in their preparation for the COMLEX Level 1 examination, by mandatory and structured usage of question banks, and other formative assessment tools. Student progress is monitored by faculty, and students may be counseled regarding preparation strategies if necessary.

1 credits

Hybrid

DO 243B — Comprehensive Basic Science Review and Synthesis IB

The purpose of the CBSRS course is to assist students in their preparation for the COMLEX Level 1 examination, by mandatory and structured usage of question banks, and other formative assessment tools. Student progress is monitored by faculty, and students may be counseled regarding preparation strategies if necessary.

1.5 credits

Hybrid

DO 243C — Comprehensive Basic Science Review and Synthesis IC

The purpose of the CBSRS course is to assist students in their preparation for the COMLEX Level 1 examination, by mandatory and structured usage of question banks, and other formative assessment tools. Student progress is monitored by faculty, and students may be counseled regarding preparation strategies if necessary.

2 credits

Hybrid

DO 246 — Medical Ethics

This course introduces future osteopathic physicians to medical ethics using problem-based learning, small group sessions, case discussions, role-playing, standardized patient encounters and lectures. Emphasis will be placed on developing a clinical approach that is guided by a physician's ethical, legal and professional responsibilities to their patients, community and society. The overall goal of the course is for students to develop the skills necessary for anticipating and addressing the various ethical and legal issues and dilemmas that will arise during their clinical education and professional career. Topics to be covered include ethical theory and principles, clinical ethics, professionalism, consent, decision-making rights of minors, privacy and confidentiality, end-of-life care, physician impairment and disclosing medical errors. In addition, students will be introduced to the basic legal concepts and requirements related to the practice of medicine including malpractice, negligence, compensatory and punitive damages, Good Samaritan laws, professional standards and the legal nature of the Physician-Patient Relationship.

1 credits

Hybrid

DO 247 — Research Practicum in Medicine

Research Practicum in Medicine is an elective for M2s that will span up to 3 terms as a practicum opportunity to utilize the skills learned in the M1 course, Foundations of Research in Medicine. Although the research must be conducted throughout the M2 year, the enrolled course is offered in M2T3. Participants will engage with a research mentor to develop and execute an independent research project. Where possible, students will endeavor to include osteopathic principles into their design and interpretations. At the culmination of this elective, the student will present their original research at the PCOM Research Day and/or another suitable event as agreed upon by the mentor, student and course directors. NOTE: To be eligible for this course you must have successfully completed the M1 course, Foundations of Research in Medicine (DO 106), maintained a GPA of ≥ 3.0 by the end of M1 and have no unresolved failures on the M1 transcript or the M2 transcript.

1 credits

Hybrid

DO 248 — Clinical Approach to Endocrinology and Disorders of Metabolism

The Clinical Approach to Endocrinology and Disorders of Metabolism course presents to second year osteopathic medical students a multidisciplinary approach to disease states affecting the endocrine system and its crossover with metabolic disorders. The primary focus of the course is the underlying pathophysiology and pathologies of inflammatory, autoimmune, neoplastic, developmental or traumatic diseases affecting this organ system and the differential diagnosis of each. The role of medical imaging and other diagnostic tests in diagnosis and management is introduced. The pharmacology of drugs used to treat these disorders focuses on mechanism of action, rationale for usage, indications, contraindications and adverse effect profile. Specific clinical management of common endocrine disease presentations is presented, with integration of emergency medicine, pediatric medicine, geriatric medicine, surgical and nutritional intervention, when applicable.

3 credits

In-Person

DO 250 — Clinical Approach to Reproductive Genitourinary and Obstetrical Medicine

The Clinical Approach to Reproductive Genitourinary and Obstetrical Medicine course presents to second year osteopathic medical students a multidisciplinary approach to disease states affecting the reproductive and genitourinary systems, including the breasts. The primary focus of the course is the underlying pathophysiology and pathologies of inflammatory, infectious, neoplastic, developmental, traumatic, and hormonal diseases affecting these organs, and the differential diagnosis of each, including the crossover issues between these systems. The microbiology of common pathogens affecting these systems is presented. The role of medical imaging and other diagnostic tests in diagnosis and management is introduced. The pharmacology of drugs used to treat these disorders focuses on mechanism of action, rationale for usage, indications, contraindications and adverse effect profile. Specific clinical management of common reproductive, gynecological, obstetric and genitourinary disease presentations is presented, with integration of emergency medicine, pediatric medicine, geriatric medicine, and surgical intervention when applicable.

5.5 credits

In-Person

DO 259 — Clinical Approach to Musculoskeletal Medicine and Dermatology

The Clinical Approach to Musculoskeletal Medicine and Dermatology course presents to second year osteopathic medical students a multidisciplinary approach to the clinical areas of orthopedics, rheumatology and dermatology. The primary focus of the course is the underlying pathophysiology and pathologies of inflammatory, autoimmune, infectious, neoplastic, developmental or traumatic diseases affecting the bones, joints, muscles, and skin, and the differential diagnosis of each, including the crossover issues between these systems. The microbiology of common pathogens affecting these systems is presented. The role of medical imaging and other diagnostic tests in diagnosis and management is introduced. The pharmacology of drugs used to treat these disorders focuses on mechanism of action, rationale for usage, indications, contraindications and adverse effect profile. Specific clinical management of common diseases affecting the bones, muscles, joints, and skin is presented, with integration of emergency medicine, pediatric medicine, geriatric medicine, and surgical intervention when applicable.

3 credits

In-Person

DO 261 — Preventive Medicine and Public Health

The Preventive Medicine and Public Health course introduces osteopathic medical students to the knowledge and competencies related to the specialty of Preventive Medicine and the subspecialties in this field which include Public Health/General Preventive Medicine, Occupational and Environmental Medicine, and Aerospace Medicine. Content in this course includes: evidence-based medicine, biostatistics/epidemiology, an introduction to preventive medicine, chronic disease prevention and control; infectious disease prevention and control, the healthcare delivery and payment system, and healthcare quality and safety

1 credits

Hybrid

DO 309 — CAMR-I: Cognitive Approach to Medical Reasoning

The CAMR-I elective clerkship is a four-week rotation that affords third-year medical students the opportunity to learn to improve their critical reasoning skills, research inquiry skills, application of medical knowledge, as well as foster an environment and framework to create and retain the skills for lifelong learning that are paramount for the practice of evidence based-medicine. This elective is available only in M3 Block 1. While on the CAMR-I Clerkship, the education of the student occurs via a multifaceted approach. Students are exposed to spaced repetition review of content as well as structured usage of question banks. Students will also encounter weekly self-reflections on their reasoning, research, medical knowledge application, and learning skills coupled with virtual face-to-face mentor meetings. Student progress is monitored by faculty, and when applicable, will have further instruction and counselling as needed.

17 credits

OnLine

DO 309G — CAMR-I: Cognitive Approach to Medical Reasoning

The CAMR-I elective clerkship is a four-week rotation that affords third-year medical students the opportunity to learn to improve their critical reasoning skills, research inquiry skills, application of medical knowledge, as well as foster an environment and framework to create and retain the skills for lifelong learning that are paramount for the practice of evidence based-medicine. This elective is available only in M3 Block 1. While on the CAMR-I Clerkship, the education of the student occurs via a multifaceted approach. Students are exposed to spaced repetition review of content as well as structured usage of question banks. Students will also encounter weekly self-reflections on their reasoning, research, medical knowledge application, and learning skills coupled with virtual face-to-face mentor meetings. Student progress is monitored by faculty, and when applicable, will have further instruction and counselling as needed.

17 credits

OnLine

DO 310 — Family Medicine Rotation

The Core Clinical Clerkship in Family Medicine is a four-week rotation that affords third-year medical students the opportunity to learn about the clinical presentations, differential diagnosis, and treatment plans related to the field of family medicine within a variety of clinical settings, amongst a diverse community of patients and healthcare professionals. While on the Family Medicine Clerkship, the education of the student occurs via a multifaceted approach. Students are educated in the essentials of family medicine through didactic lectures, observation of clinical procedures, hands on clinical experiences, online blended learning, and direct interactions with faculty, individual patients, and families. Integration of clinical skills and evidence-based medicine is achieved with an emphasis on didactic discussions, development of clinical skills, and self-directed learning.

.02-17 credits

DO 310G — Family Medicine Rotation

The Core Clinical Clerkship in Family Medicine is a four-week rotation that affords third-year medical students the opportunity to learn about the clinical presentations, differential diagnosis, and treatment plans related to the field of family medicine within a variety of clinical settings, amongst a diverse community of patients and healthcare professionals. While on the Family Medicine Clerkship, the education of the student occurs via a multifaceted approach. Students are educated in the essentials of family medicine through didactic lectures, observation of clinical procedures, hands on clinical experiences, online blended learning, and direct interactions with faculty, individual patients, and families. Integration of clinical skills and evidence-based medicine is achieved with an emphasis on didactic discussions, development of clinical skills, and self-directed learning.

.02-17 credits

DO 312 — OMM Family Medicine

The Core Clinical Clerkship in Family Medicine/OMM engages the student in the basic tenets of Osteopathic Medicine with special interaction in osteopathic manipulative treatment with a diverse patient group of acute, sub-acute, and chronic complaints. These complaints may range from purely musculoskeletal problems and pain to visceral diseases with musculoskeletal components and visceral related symptoms secondary to musculoskeletal dysfunction.

.02-17 credits

DO 312A — OMM Family Medicine Selective

The Core Clinical Clerkship in Family Medicine/OMM engages the student in the basic tenets of Osteopathic Medicine with special interaction in osteopathic manipulative treatment with a diverse patient group of acute, sub-acute, and chronic complaints. These complaints may range from purely musculoskeletal problems and pain to visceral diseases with musculoskeletal components and visceral related symptoms secondary to musculoskeletal dysfunction.

.02-17 credits

DO 312B — OMM Family Medicine CC Away

0 credits

DO 312G — OMM Family Medicine

The Core Clinical Clerkship in Family Medicine/OMM engages the student in the basic tenets of Osteopathic Medicine with special interaction in osteopathic manipulative treatment with a diverse patient group of acute, sub-acute, and chronic complaints. These complaints may range from purely musculoskeletal problems and pain to visceral diseases with musculoskeletal components and visceral related symptoms secondary to musculoskeletal dysfunction.

.02-17 credits

DO 313 — General Internal Medicine Rotation

The Core Clinical Clerkship in Internal Medicine introduces students to the principles of caring for the medical patient. Students will begin to understand the general process of the application of medical therapy to patients in a wide variety of settings. The student participates as a member of the medical team and observes the role of the internist as a member of the multidisciplinary team providing patient care.

.02-17 credits

DO 313G — General Internal Medicine Rotation

The Core Clinical Clerkship in Internal Medicine introduces students to the principles of caring for the medical patient. Students will begin to understand the general process of the application of medical therapy to patients in a wide variety of settings. The student participates as a member of the medical team and observes the role of the internist as a member of the multidisciplinary team providing patient care.

.02-17 credits

DO 314 — Internal Medicine Cardiology Rotation

The Core Clinical Clerkship in Cardiology provides the student with clinical exposure, observation, and training to further their understanding of cardiology. Students focus on the basic care, treatment and diagnosis of cardiovascular illnesses in the adult patient to prepare for more advanced study of the discipline. Training emphasizes physician awareness, assessment, treatment, and acknowledgement of cardiovascular conditions.

.02-17 credits

DO 314AG — IM Ambulatory

.02-17 credits

DO 314G — IM Cardiology Rotation

The Core Clinical Clerkship in Cardiology provides the student with clinical exposure, observation, and training to further their understanding of cardiology. Students focus on the basic care, treatment and diagnosis of cardiovascular illnesses in the adult patient to prepare for more advanced study of the discipline. Training emphasizes physician awareness, assessment, treatment, and acknowledgement of cardiovascular conditions.

.02-17 credits

DO 315 — Obstetrics and Gynecology Rotation

The Core Clinical Clerkship in Obstetrics and Gynecology provides the student with an introduction to the principles of this discipline. These principles include caring for the OB/GYN patient as well as participating in various stages of evaluation and treatment of obstetrical and gynecological patients. Students will begin to understand the application OB/GYN specific therapies to patients in a wide variety of settings and participate as a member of a multidisciplinary team for patient care.

.02-25.5 credits

DO 315G — Obstetrics and Gynecology Rotation

The Core Clinical Clerkship in Obstetrics and Gynecology provides the student with an introduction to the principles of this discipline. These principles include caring for the OB/GYN patient as well as participating in various stages of evaluation and treatment of obstetrical and gynecological patients. Students will begin to understand the application OB/GYN specific therapies to patients in a wide variety of settings and participate as a member of a multidisciplinary team for patient care.

.02-17 credits

DO 316 — Pediatric Rotation

The Core Clinical Clerkship in Pediatrics is a four-week rotation that affords third year medical students the opportunity to learn about the care of neonates, infants, children, and adolescents in a variety of clinical settings. While on the Pediatric Clerkship, the education of the student occurs via a multifaceted approach. Students are taught the essentials of Pediatrics through didactic lectures, observation of clinical procedures, hands on clinical experiences and direct interaction with faculty, individual patients, and families. Integration of clinical skills and evidence-based medicine is achieved on this clerkship with emphasis on didactic discussions and development of clinical skills.

.02-17 credits

DO 316G — Pediatric Rotation

The Core Clinical Clerkship in Pediatrics is a four-week rotation that affords third year medical students the opportunity to learn about the care of neonates, infants, children, and adolescents in a variety of clinical settings. While on the Pediatric Clerkship, the education of the student occurs via a multifaceted approach. Students are taught the essentials of Pediatrics through didactic lectures, observation of clinical procedures, hands on clinical experiences and direct interaction with faculty, individual patients, and families. Integration of clinical skills and evidence-based medicine is achieved on this clerkship with emphasis on didactic discussions and development of clinical skills.

.02-17 credits

DO 317 — Psychiatry Rotation

The Core Clinical Clerkship in Psychiatry is a four-week rotation that affords third-year medical students the opportunity to learn about the clinical presentations, differential diagnosis, and treatment plans related to the field of Psychiatry within a variety of clinical settings, amongst a diverse community of patients and healthcare professionals. While on the Psychiatry Clerkship, the education of the student occurs via a multifaceted approach. Students are educated in the essentials of Psychiatry through didactic lectures, observation of clinical procedures, hands on clinical experiences, online blended learning, and direct interactions with faculty, individual patients, and families. Integration of clinical skills and evidence-based medicine is achieved with an emphasis on didactic discussions, development of clinical skills, and self-directed learning.

.02-17 credits

DO 317G — Psychiatry Rotation

The Core Clinical Clerkship in Psychiatry is a four-week rotation that affords third-year medical students the opportunity to learn about the clinical presentations, differential diagnosis, and treatment plans related to the field of Psychiatry within a variety of clinical settings, amongst a diverse community of patients and healthcare professionals. While on the Psychiatry Clerkship, the education of the student occurs via a multifaceted approach. Students are educated in the essentials of Psychiatry through didactic lectures, observation of clinical procedures, hands on clinical experiences, online blended learning, and direct interactions with faculty, individual patients, and families. Integration of clinical skills and evidence-based medicine is achieved with an emphasis on didactic discussions, development of clinical skills, and self-directed learning.

.02-17 credits

DO 319 — General Surgery Rotation

The Core Clinical Clerkship in General Surgery is a four-week rotation in which students are introduced to the principles of general surgery and its purpose in medical care delivery. The rotation consists of exposure to surgical practice, demonstrating the indications for, and the integration of, surgery with other medical disciplines. The rotation will use multiple modalities and venues to deliver a comprehensive surgical approach. From ward rounds to the operating room, and relying on didactic presentations and self-directed learning, the student will become familiar with potentialities and drawbacks of surgical therapy. Supplementing this "in-person" experience, the student will participate in a reinforcing on-line exercise to further solidify their required surgical knowledge.

.02-17 credits

DO 319G — General Surgery Rotation

The Core Clinical Clerkship in General Surgery is a four-week rotation in which students are introduced to the principles of general surgery and its purpose in medical care delivery. The rotation consists of exposure to surgical practice, demonstrating the indications for, and the integration of, surgery with other medical disciplines. The rotation will use multiple modalities and venues to deliver a comprehensive surgical approach. From ward rounds to the operating room, and relying on didactic presentations and self-directed learning, the student will become familiar with potentialities and drawbacks of surgical therapy. Supplementing this "in-person" experience, the student will participate in a reinforcing on-line exercise to further solidify their required surgical knowledge.

.02-17 credits

DO 320 — Surgery Subspecialty Rotation

The Core Clinical Clerkship in Surgery Subspecialty provides the student with further clinical exposure, observation and training of surgery and surgical subspecialties. Students focus on the basic care, treatment and diagnosis in a specific area to better understand the breadth and depth of the field of surgery. Training emphasizes physician awareness, assessment, treatment, and acknowledgement of surgical conditions.

.02-17 credits

DO 320G — Surgery Subspecialty Rotation

The Core Clinical Clerkship in Surgery Subspecialty provides the student with further clinical exposure, observation and training of surgery and surgical subspecialties. Students focus on the basic care, treatment and diagnosis in a specific area to better understand the breadth and depth of the field of surgery. Training emphasizes physician awareness, assessment, treatment, and acknowledgement of surgical conditions.

.02-17 credits

DO 321 — Internal Medicine Subspecialty Rotation

The Core Clinical clerkship in Internal Medicine Subspecialty provides the student with clinical exposure, observation and training to further their understanding of internal medicine and internal medicine specialties.

Students focus on the basic care, treatment and diagnosis in a specific area to better understand the breadth and depth of the field of internal medicine. Training emphasizes physician awareness, assessment, treatment, and acknowledgement of subspecialty conditions. A full list of permitted subspecialties can be found in the Clerkship Manual.

.02-17 credits

DO 321G — Internal Medicine Subspecialty Rotation

The Core Clinical clerkship in Internal Medicine Subspecialty provides the student with clinical exposure, observation and training to further their understanding of internal medicine and internal medicine specialties.

Students focus on the basic care, treatment and diagnosis in a specific area to better understand the breadth and depth of the field of internal medicine. Training emphasizes physician awareness, assessment, treatment, and acknowledgement of subspecialty conditions. A full list of permitted subspecialties can be found in the Clerkship Manual.

.02-17 credits

DO 322 — Advanced Clinical Skills Radiology Rotation

The core clinical clerkship in radiology is a two week rotation designed to familiarize the student with the basic observation and language skills necessary for interpretation of imaging studies. The student will become familiar with appropriate methods for common medical conditions and with basic procedures and anatomy and indications for imaging studies.

.02-17 credits

DO 373 — Deans' Opportunities for COMLEX Success

The Deans' Opportunities for COMLEX Success (DOCS) clerkship is a 4-week elective rotation that provides third year medical students with the opportunity to learn to improve their critical reasoning skills, research inquiry skills and application of medical knowledge. Through self-directed learning, content review, question dissection sessions, and use of assorted question banks, the student learner will become proficient in COMLEX Level 1 content. This rotation is available only in block 1 of the M3 year.

17 credits

OnLine

DO 373G — Deans' Opportunities for COMLEX Success

The Deans' Opportunities for COMLEX Success (DOCS) clerkship is a 4-week elective rotation that provides third year medical students with the opportunity to learn to improve their critical reasoning skills, research inquiry skills and application of medical knowledge. Through self-directed learning, content review, question dissection sessions, and use of assorted question banks, the student learner will become proficient in COMLEX Level 1 content. This rotation is available only in block 1 of the M3 year.

17 credits

OnLine

DO 374 — Achieving COMLEX Excellence

The Achieving COMLEX Excellence clerkship is a 4-week rotation that provides third year medical students with time, faculty support, and resources for comprehensive preparation for the COMLEX Level 1 examination. Through self-directed learning, discussions, question dissection sessions, one-on-one faculty-student meetings, and use of assorted question banks, the student learner will become proficient in COMLEX Level 1 content. Students have the opportunity to enhance their existing critical thinking skills while applying medical knowledge in a supportive environment that fosters lifelong learning. This rotation is available only in block 1 of the M3 year.

17 credits

OnLine

DO 374G — Achieving COMLEX Excellence

The Achieving COMLEX Excellence clerkship is a 4-week rotation that provides third year medical students with time, faculty support, and resources for comprehensive preparation for the COMLEX Level 1 examination. Through self-directed learning, discussions, question dissection sessions, one-on-one faculty-student meetings, and use of assorted question banks, the student learner will become proficient in COMLEX Level 1 content. Students have the opportunity to enhance their existing critical thinking skills while applying medical knowledge in a supportive environment that fosters lifelong learning. This rotation is available only in block 1 of the M3 year.

17 credits

OnLine

DO 375 — Fundamental Concepts in Board Preparation

The Fundamental Concepts in Board Preparation elective clerkship is a 10-week rotation that affords third-year medical students time, faculty support, and resources for comprehensive preparation for the COMLEX Level 1 exam. Through self-directed learning, students have the opportunity to enhance their critical reasoning and research inquiry skills while applying medical knowledge in a supportive environment that fosters lifelong learning. The primary goal of this course is to enable each student to conduct a thorough review of the pre-clinical curriculum and develop a sound understanding of the fundamental concepts that underpin effective clinical reasoning in modern medicine. This elective is available only in block 11 of the M3 year.

3-17 credits

DO 375G — Fundamental Concepts in Board Preparation

The Fundamental Concepts in Board Preparation elective clerkship is a 10-week rotation that affords third-year medical students time, faculty support, and resources for comprehensive preparation for the COMLEX Level 1 exam. Through self-directed learning, students have the opportunity to enhance their critical reasoning and research inquiry skills while applying medical knowledge in a supportive environment that fosters lifelong learning. The primary goal of this course is to enable each student to conduct a thorough review of the pre-clinical curriculum and develop a sound understanding of the fundamental concepts that underpin effective clinical reasoning in modern medicine. This elective is available only in block 11 of the M3 year.

3-17 credits

DO 380 — Principles of Board Prep

TBA

8.5, 17 credits

DO 380G — Principles of Board Prep

TBA

8.5, 17 credits

DO 391 — Critical Reasoning in Basic Science IV

The CAMR-II elective clerkship is a two or four week rotation that affords fourth-year medical students the opportunity to improve their critical reasoning skills, research inquiry skills, application of medical knowledge, as well as foster an environment and framework to create and retain the skills for lifelong learning that are paramount for the practice of evidence based-medicine. This elective is available only in Blocks 1-7 of M4. While on the CAMR-II Clerkship, the education of the student occurs via a multifaceted approach. Students are exposed to spaced repetition review of content as well as structured usage of question banks. Students will also encounter weekly assessments on their reasoning, research, medical knowledge application, and learning skills coupled with individual virtual face-to-face mentor meetings at least twice during the block. There will be two lectures offered weekly that will cover study and test taking skills as well as clinical scenarios with questions. Student progress is monitored by faculty, and when applicable, will have further instruction and counselling as needed.

8.5, 17 credits

OnLine

DO 391G — Critical Reasoning in Basic Science IV

The CAMR-II elective clerkship is a two or four week rotation that affords fourth-year medical students the opportunity to improve their critical reasoning skills, research inquiry skills, application of medical knowledge, as well as foster an environment and framework to create and retain the skills for lifelong learning that are paramount for the practice of evidence based-medicine. This elective is available only in Blocks 1-7 of M4. While on the CAMR-II Clerkship, the education of the student occurs via a multifaceted approach. Students are exposed to spaced repetition review of content as well as structured usage of question banks. Students will also encounter weekly assessments on their reasoning, research, medical knowledge application, and learning skills coupled with individual virtual face-to-face mentor meetings at least twice during the block. There will be two lectures offered weekly that will cover study and test taking skills as well as clinical scenarios with questions. Student progress is monitored by faculty, and when applicable, will have further instruction and counselling as needed.

8.5, 17 credits

DO 392 — Clerkship Elective

An elective clerkship is an open rotation in which a student can secure their own rotation in any desired field of medicine. Elective rotations are completed in two or four week rotations.

.02-17 credits

OnLine

DO 392G — Clerkship Elective

An elective clerkship is an open rotation in which a student can secure their own rotation in any desired field of medicine. Elective rotations are completed in two or four week rotations.

.02-17 credits

OnLine

DO 392R — Research Elective

This Research and Scholarly Activity Elective may be undertaken by COM students in the areas of basic science, clinical science, medical education, healthcare policy, preventive medicine, or other areas of interest to students. Projects should be well defined proposals with specific objectives. Mentorship will be provided by a designated faculty member at PCOM or affiliated institution who will report outcomes to the course directors. Can be completed as a two or four week rotation.

3-17 credits

DO 392RG — Elective Research

This Research and Scholarly Activity Elective may be undertaken by COM students in the areas of basic science, clinical science, medical education, healthcare policy, preventive medicine, or other areas of interest to students. Projects should be well defined proposals with specific objectives. Mentorship will be provided by a designated faculty member at PCOM or affiliated institution who will report outcomes to the course directors. Can be completed as a two or four week rotation.

.02-17 credits

DO 399 — Advanced Approaches to Medical Reasoning, Study Skills, and Well Being

3 credits

OnLine

DO 399G — Advanced Approaches to Medical Reasoning, Study Skills, and Well Being

3 credits

OnLine

DO 410 – Critical Complex Care Inpatient Clerkship

In preparation for the first year of residency this required clerkship provides the learner an education in providing inpatient intensive care to critically ill and/or medically complex patients. Students focus on the diagnosis, care, and management of patients in any inpatient critical environment such as, but not limited to : Intensive Care Unit (ICU), Cardiac Care Unit (CCU), Surgical Intensive care Unit (SICU), Neurologic/Neurosurgery Intensive Care Unit, Neonatal Intensive Care Unit (NICU), Pediatric Intensive Care Unit (PICU), Labor & Delivery (L&D), Emergency Department, Psychiatric Crisis Unit, Geropsych Unit, Poison Control, and any consultant service that consistently provides consultation or co-management of patients in a critical care environment.

.02-17 credits

In-Person

DO 410G – Critical Complex Care Inpatient Clerkship

In preparation for the first year of residency this required clerkship provides the learner an education in providing inpatient intensive care to critically ill and/or medically complex patients. Students focus on the diagnosis, care, and management of patients in any inpatient critical environment such as, but not limited to : Intensive Care Unit (ICU), Cardiac Care Unit (CCU), Surgical Intensive care Unit (SICU), Neurologic/Neurosurgery Intensive Care Unit, Neonatal Intensive Care Unit (NICU), Pediatric Intensive Care Unit (PICU), Labor & Delivery (L&D), Emergency Department, Psychiatric Crisis Unit, Geropsych Unit, Poison Control, and any consultant service that consistently provides consultation or co-management of patients in a critical care environment.

.02-17 credits

In-Person

DO 412 – Osteopathic Primary Care Sub Internship

The Core Clinical Clerkship in primary care provides the learner an opportunity to explore the challenges and solutions for providing osteopathic medical care to populations which do not have ready access to routine/specialist medical care. Students focus on continuity of patient care and ambulatory management of common acute to chronic medical problems with a rural or underserved primary care setting. This core clinical clerkship emphasizes principles of osteopathic medicine including the delivery of osteopathic manipulative therapy.

.02-17 credits

DO 412G – Osteopathic Primary Care Sub Internship

The Core Clinical Clerkship in primary care provides the learner an opportunity to explore the challenges and solutions for providing osteopathic medical care to populations which do not have ready access to routine/specialist medical care. Students focus on continuity of patient care and ambulatory management of common acute to chronic medical problems with a rural or underserved primary care setting. This core clinical clerkship emphasizes principles of osteopathic medicine including the delivery of osteopathic manipulative therapy.

.02-17 credits

DO 413 – Ambulatory Primary Care Subspecialty I

The Core Clinical Clerkship of Primary Care Ambulatory Sub-I provides the learner an opportunity to explore the challenges and solutions for providing osteopathic medical care to populations which do not have ready access to routine/specialist medical care. Students focus on continuity of patient care and ambulatory management of common acute to chronic medical problems with a rural or underserved primary care setting.

.02-17 credits

DO 413G – Ambulatory Primary Care Subspecialty I

The Core Clinical Clerkship of Primary Care Ambulatory Sub-I provides the learner an opportunity to explore the challenges and solutions for providing osteopathic medical care to populations which do not have ready access to routine/specialist medical care. Students focus on continuity of patient care and ambulatory management of common acute to chronic medical problems with a rural or underserved primary care setting.

.02-17 credits

DO 415 – Emergency Medicine Rotation

This core clinical clerkship provides the student with clinical exposure, observation and training to further their understanding of emergency medicine. Students focus on the care, treatment and diagnosis of a variety of acute and sub-acute problems in the adult emergency medicine patient. Learning highlights how to stabilize and correctly triage critically ill patients to prepare for more advanced study of the discipline.

.02-17 credits

DO 415G – Emergency Medicine Rotation

This core clinical clerkship provides the student with clinical exposure, observation and training to further their understanding of emergency medicine. Students focus on the care, treatment and diagnosis of a variety of acute and sub-acute problems in the adult emergency medicine patient. Learning highlights how to stabilize and correctly triage critically ill patients to prepare for more advanced study of the discipline.

.02-17 credits

DO 416 – Medical Subspecialty Internship

8.5, 17 credits

DO 480 – Research Fellowship

1-17 credits

DO 481G – OMM Fellowship

17 credits

DO 498 – Advanced Approaches to Clinical Reasoning, Study Skills, and Well Being I

3 credits

OnLine

DO 498G – Advanced Approaches to Clinical Reasoning, Study Skills, and Well Being I

3 credits

OnLine

DO 499 – Advanced Approaches to Clinical Reasoning, Study Skills, and Well Being

This 12 week course is designed as a remediation program for students, unsuccessful in or not prepared for COMLEX Level 2 CE, to improve upon their existing clinical reasoning skills. Through lectures and discussions, 1:1 faculty - student meetings, review of clinical cases, and assorted question banks, the student learner shall become proficient in recognizing common clinical diagnoses and treatment, as well as improve upon their knowledge of typical clinical presentations of patients in preparation for their first year of residency.

3 credits

OnLine

DO 499G — Advanced Approaches to Clinical Reasoning, Study Skills, and Well Being

This 12 week course is designed as a remediation program for students, unsuccessful in or not prepared for COMLEX Level 2 CE, to improve upon their existing clinical reasoning skills. Through lectures and discussions, 1:1 faculty - student meetings, review of clinical cases, and assorted question banks, the student learner shall become proficient in recognizing common clinical diagnoses and treatment, as well as improve upon their knowledge of typical clinical presentations of patients in preparation for their first year of residency.

3 credits

OnLine

DO 990 — Lehigh Valley Clerkship

0-17 credits

DO 997 — Winter Break

DO 997G — Winter Break

0 credits

DO 998 — Preparation Required to Excel and Perform

0 credits

OnLine

DO 999G — Clerkship Scheduled Off

.01-17 credits